

FOUNDED IN 1487

STOCKPORT

GRAMMAR SCHOOL



The Sixth Form

Welcome from the Head of Sixth Form

Welcome to the Sixth Form at Stockport Grammar School. The two years in Sixth Form are vitally important not only in the progress made towards linear A Level examinations, but perhaps more importantly in terms of the development of our students, into adults ready to step into the worlds of university and work. As Head of Sixth Form, my role is to coordinate and manage the pastoral care, academic monitoring and Higher Education support for our Senior students.

We firmly believe in the introduction of a new dynamic to SGS life in the Sixth Form. During the course of these two years, our students are encouraged, through a phased transition to independent learning, to develop the knowledge and skills they will need to be successful in higher education. All of this takes place within the environs of the school community but with important differences. Sixth Form students have expanded co-curricular opportunities, leadership, independence and privileges with more flexibility in their timetable and their own study and social spaces. For the latter, it is with great excitement that we welcome new Sixth Form students into state-of-the-art Sixth Form facilities in the heart of the School.

Having chosen a programme of study that more narrowly focuses on individual interests and attributes, the Sixth Form provides a supportive environment to develop academically, supported in small classes by subject specialists. Our UCAS and Careers Advisers provide students with an unrivalled level of personalised support and expertise, ensuring that our leavers are able to go on to the courses and degree apprenticeships of their choosing.

Alongside this, we actively encourage our Sixth Form students to engage in the wider life of SGS and the community. I challenge each and every one of the students to embrace these chances to play, perform, travel, serve, create and so much more. The opportunities to do so within SGS are abundant.

I look forward to meeting you, either as a current pupil or parent, or as a prospective 16+ applicant.

Mr David Stone - *Head of Sixth Form*



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



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A Level Results Day 2024

If you want small classes with exceptional teaching and expert support during your Sixth Form years, Stockport Grammar School is an ideal choice. You'll enjoy outstanding co-curricular activities, make lasting friendships, and build a strong foundation for life after school. Your studies and personal development will be tailored to your interests, with no rigid pathways - whether you're academic, sporty, musical, or theatrical.

Our modern Sixth Form Centre, fully opened in Autumn 2021, features a spacious social area, enhanced study spaces, and a café offering drinks and snacks each morning.

SGS Inspires...Academic Ambition

Our broad and challenging A Level curriculum allows every student to specialise as they progress, giving them the opportunity to focus on, achieve and exceed their goals. Teaching in small seminar-style classes by subject specialists who are passionate about their chosen field provides expert preparation for learning in Higher Education. Our well-resourced, modern facilities encourage humanities students to read and research whilst having the means to conduct practical work in the sciences. We encourage our students to be academically curious on all fronts, through involvement in national competitions, writing magazines, giving talks, attending lecture days and on academic visits.

The curriculum is complemented by the opportunity for every student to undertake the Extended Project Qualification (EPQ), supported by an experienced team of academic mentors and countless opportunities to develop the skills sought by universities and employers in an increasingly competitive marketplace.

“I've thoroughly enjoyed my time here, especially the Sixth Form where I feel like I really developed my skills and could dive deeper into the subjects I've enjoyed. The teachers are great and they are really passionate about what they teach which makes you want to take an interest and get involved.”

Upper Sixth Former now studying Business at Manchester University



Sixth Form Facilities, opened in Autumn 2021

SGS inspires...your next step

“I really want to thank my teachers and my UCAS adviser – their help and support meant I could focus on studying and the things I needed to do.”

Upper Sixth Former now studying Natural Sciences at Jesus College, University of Cambridge

Considering next steps beyond Sixth Form is an exciting prospect but it can also be daunting. We have developed a personalised and collaborative system of guidance and support that ensures our students go on to pursue their ambitions.

Every student works closely with their UCAS Adviser, alongside their form and subject tutors, to ensure their university application represents them in the best possible way. Our UCAS Advisers bring personal expertise and experience of the Higher Education application process and are trained to support pupils in their applications irrespective of their chosen course. They also work closely with the Head of Careers in supporting students applying to Higher and Degree Level apprenticeships, and other pathways beyond school, such as gap years, the armed forces and flight school.

Our Extension Coordinators work with UCAS Advisers to support students with ambitions to study at Oxbridge or highly competitive courses, such as Medicine, Veterinary Science and Dentistry. Preparation classes begin early in the Lower Sixth Form.

We have strongly established links with leading universities in the UK, with the Universities of Nottingham, Manchester, Liverpool, Sheffield, and Lancaster supporting our work with pupils at our annual Higher Education Conference. We also support our students with successful applications to competitive courses in Europe and the United States as well as starting Degree Apprenticeships at PWC, KMPG, GMP, Siemens and Astra Zeneca.

Careers Advice

The school provides a dedicated careers service with resources on various professions and career paths, including routes to each. Students exploring alternatives to university, such as apprenticeships, entering the workforce at 18, or taking a Gap Year, can find advice here. Every two years, the school hosts a Careers Convention with representatives from employers, organizations, key universities, and professions.



SGS Inspires... Beyond the Classroom

Sixth Form at SGS offers a great opportunity to combine academic study with various interests like sports, music, drama, and outdoor activities. These extracurricular activities not only enhance a CV or UCAS application but also help shape students' character. Our Games program allows students to participate in team sports, such as Rugby, Hockey, Football, Netball, and Cricket, at both competitive and recreational levels. There are also options for running, using the gym, or playing Basketball with friends.

Students interested in drama, music, and art contribute to regular musical productions, with recent performances including *The Lion, The Witch and the Wardrobe*; *Dido and Aeneas*; *The Birds*; and *The Play That Went Wrong*. Our musicians have performed at prestigious venues such as Christ's College, Cambridge, and the Bridgewater Hall.

Academically, students participate in Olympiads, essay competitions, lecture days, and educational trips, such as the Biology visit to Honduras and the French work experience trip. Our mathematicians have won the National Cipher Challenge, and in-house publications like *LitMag* and *SGS Historian* provide platforms for academic expression.

Voluntary Service offers students the chance to engage with the community, visiting nurseries, schools, elderly homes, and charity shops. Many students also complete the Duke of Edinburgh's Award at Gold Level.

Recent school sports tours include trips to Barcelona, Malta, Italy, and Australia, while World Challenge expeditions have taken students to Borneo, Vietnam, Rwanda, Peru, and Bolivia. In 2024, Sixth Form students spent three weeks in Vietnam and Cambodia.

Full information on our co-curricular activities is available in the Beyond the Classroom section of the website.



The school is delighted to have been awarded a Platinum Artsmark Award by the Arts Council England - the highest possible rating, held by only a small number of schools.

“My time at SGS has been really great, especially the staff in the music department who have always been so helpful and have nurtured my love for the subject. I’ve had a really positive time at school, and won’t forget the staff, and friends I have made.”

Upper Sixth Former now studying Music at the Royal Northern College of Music



SGS Inspires... Care, Character and Community

Pastoral care is a fundamental strength at SGS, with each teacher assuming a pastoral role. In the Sixth Form, the Head of Sixth Form works with two Heads of Year, each responsible for the welfare of a student cohort over their two years.

The Form Tutor is the main contact for parents and supports students' personal and academic needs through regular contact and tutor periods. Tutor groups are small, with about 15 students each, allowing for personalized support. Tutors are often from the department of one of the student's A Level courses, enabling quick advice and resolution of issues.

Student progress is regularly reviewed, and the Heads of Year, along with the Head of Sixth Form, oversee the pastoral care provided by form tutors. They ensure the Pastoral Curriculum is delivered effectively and that students' mental and physical health is supported. School Nurses and the Chaplain contribute to this care, and Beacon Counsellors, who are not teaching staff, are available for confidential consultations throughout the week.

Sixth Formers have numerous opportunities for leadership and responsibility as they serve as role models for younger students. The Heads of School work with the Head and Senior Staff on school operations and the Prefect system. Senior Prefects assist the Heads of School and take on key roles in managing the School Council, Charities, DEI (Diversity, Equality & Inclusion) and the House system.



School Prefects are responsible for upholding school rules and assisting staff with duties during lunch periods. Sixth Formers and staff are involved in nominating candidates for Prefect positions. The Heads of School, Deputies, and Senior Prefects are then selected from the School Prefects by Senior Staff following a series of interviews.

At SGS, student input is valued, and the Sixth Form Committee focuses on issues specific to the Sixth Form, unlike the School Council, which addresses school-wide concerns. Committee members are selected by their Form Group.

Sixth Form students have many opportunities to support their peers. Lower School Friends assist First and Second Year pupils in adjusting to school life. Each form is assigned four or five Sixth Formers who receive training at the start of the year, visit their assigned form regularly, and are available to help as needed.

Sixth Formers provide academic support to younger students through various subject help clubs. They also have opportunities to establish their own clubs and societies for both their peers and younger pupils.

Why choose SGS for Sixth Form?

Sixth Form study is crucial in shaping a young person's future. Each year, we welcome students from other state and independent schools who seek two years of excellent teaching and expert guidance.

Our Sixth Form offers the opportunity to make a strong start in three or four subjects, supported in small groups containing students passionate about their subjects who are inspired by subject specialists. The phased transition to advanced study possible within the framework of the school environment adeptly balances structure with a new dynamic, giving Sixth Formers more independence and flexibility in their timetable and their own study and social spaces.

A significant advantage of selecting Stockport Grammar School for Sixth Form is the personalised support provided for university applications or other pathways, such as apprenticeships. The Careers department and UCAS Advisers offer expert guidance and support, ensuring that students receive consistent and familiar assistance throughout each stage of their journey.

In addition, our Sixth Form provides a range of co-curricular experiences not typically available in most colleges. Students have opportunities to expand their horizons, perform, travel, serve, and be creative.

How to Apply

If you need help or guidance at any time during the admissions process please contact our Admissions Officer, Mrs Margaret Connor, by telephone on 0161 419 2409 or by email at admissions@stockportgrammar.co.uk. Means-tested assistance with fees (bursaries) and Music Scholarships are available. For more information please visit the Bursaries and Scholarships section of our website.

More information and the Sixth Form admission form are available on our website. SGS Fifth Year pupils do not need to submit an application form for Sixth Form. Full details of the entry requirements for Sixth Form study at SGS are available in the Sixth Form admissions section of the website.

“Teachers guide pupils suitably towards choices about universities and courses with most pupils achieving their first-choice destination.”

“Grades at A Level are consistently above average,”

ISI Inspection 2023



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 and techniques appropriate to the area 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 study Art and Design or a 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 offers the opportunity for thorough exploration and investigation of the subject. Techniques and principles established at GCSE are expanded further 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 (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 resolved work 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) takes the form of an Externally Set Assignment and is completed in the second half of the Upper Sixth Year. It includes 15 hours of allocated time that follows a preparatory period, in which pupils 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 a series of drawing days are conducted at sites away from the school studios. Visits to galleries are made periodically and students are encouraged to make 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 to 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. In 2023, SGS received the highest possible rating from the Arts Council England, with a Platinum Artsmark Award.

University

It is by no means the case that only students wishing to follow a course in Art and Design at university should consider studying the subject at A Level. Its balance of practical, academic and analytical skills is widely transferable and pupils 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.



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 here shows the topics you will study: • Biological molecules • Cells • Organisms exchange substances with their environment • Genetic information, variation and relationships between organisms • Energy transfers in and between organisms • Organisms respond to changes in their internal and external environments • Genetics, populations, evolution and ecosystems • 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 £300.

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 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 all classrooms, as well as whiteboards around the classroom for pupils to use during lessons.

The department also runs extra-curricular activities including organising speakers from real life businesses. 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 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 Level 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:

- Basic Concepts of Organic Chemistry and Hydrocarbons
- Atoms and Reactions
- Amount of Substance
- Electrons, Bonding and Structure
- The Periodic Table
- 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
- Acid base equilibrium, pH & buffer solutions
- Thermodynamics and entropy
- Kinetics and Equilibria
- Analysis and Spectroscopy
- 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 Schools Analyst Competition and both the RSC Chemistry Olympiad and Lower Sixth Cambridge Chemistry Challenge. Extension Chemistry sessions are put on to prepare for these as an opportunity to find out more and develop a deeper understanding of the subject. There are plenty of other 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.



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.

Greek Religion - This topic addresses the fundamental questions of the ancient world, which are still incredibly relevant. Why was worshipping the gods so important? Did the Greeks question their belief system? How far did religion influence politics? Pupils will have the opportunity to study the sites of Olympia and Delphi as well as the religious practices and philosophical beliefs of the Greeks.

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.



Performers in Dido and Aeneas

Computing and the field of Computer Science is one of the fastest moving, most exciting and challenging fields of human achievement that you will discover. This course is designed to introduce you to the principles of Computational Thinking and Software Engineering which will allow you the freedom to explore the possibilities of developing your own software at home and to prepare you for a career in the Digital Age.

The course

A Level Computer Science is split into two complementary sections: programming and theory. On the programming side of the course, students will learn the Python programming language. They will cover the fundamentals of programming, data structures, algorithms, and object-orientated programme design.

The theory side of Computer Science delves into the inner workings of a computer, right down to the basics of how all data is stored using binary, whether that data consists of numbers, text, pictures or even music. It also covers aspects of computer architecture and how devices communicate through networks.

Assessment

Paper 1: This paper tests a student's ability to program, as well as their theoretical knowledge of:

- Fundamentals of programming
- Fundamentals of data structures
- Systematic approach to problem solving
- Theory of computation

Paper 2: A series of short-answer and extended-answer questions testing the theory of Computer Science:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking

Non-exam assessment

The programming project allows students to develop their practical skills in the context of solving a realistic problem or carrying out an investigation. The most important skill that should be assessed through the project is a student's ability to create a programmed solution to a problem or investigation. Students can choose to program in any language and use a variety of programming environments to develop their project.

Entry Requirements

A GCSE Grade 6 is expected in Computer Science. Due to the number of Mathematical skills in this course, it would be beneficial for students to have a Grade 6 in GCSE Mathematics.

Beyond the Classroom

Computing students are encouraged to take part in taster days, competitions, and other trips and activities that are on offer. The Bebras Computing Challenge introduces computational thinking to students. We use a platform called ISACC Computer Science which provides booster sessions, discovery events, and masterclasses. We also have a set of physical computers including the BBC Micro Bits and Robots and electronic sets that can be used to experiment with programming.

Higher Education and Careers

A Level Computer Science is naturally a strong subject to take if you wish to go on to do Computer Science at degree level, and although most computing-based degree courses don't require Computer Science A Level there are a number of software engineering courses which do. There are also other degree courses such as information technology and information systems which will be served well by a Computer Science A Level.



The A Level Design & Technology (Product Design) builds on your experiences at GCSE. It equips you with design skills for the future, recognising design needs and develops your understanding of how current global issues, including integrating technology, impacts on today's world. The course encourages creativity and innovation.

Design and Technology offers a unique opportunity to identify and solve real problems by designing and making products or systems. It is an inspiring, rigorous and practical subject. We encourage you to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

Component 1: Design and Technology in the 21st Century Written examination (3 hours) 50% of the A Level

The exam is worth 50% of the final A Level grade and is sat at the end of Upper Sixth. Throughout Lower Sixth you will regularly have theory lessons. These will give you the skills and knowledge that will prepare you for the A Level examination.

The examination includes a mix of structured and extended writing questions assessing your knowledge and understanding of:

- Technical Principles
- Designing and Making Principles
- Analysing and evaluating wider issues in Design and Technology

Component 2: Design and make project NEA – 50% of the A Level

This is a sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to: identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.

The students will work on their NEA throughout both the Lower and Upper Sixth. The students will complete a folder of written work and research, a sketchbook of design ideas and a final, functional prototype.

The project is assessed and standardised internally and moderated by an approved visiting moderator. Teacher and technicians will support students throughout the NEA. Additional sessions will also be advisory at lunchtimes and after school.

Entry Requirements

The Design and Technology A Level is time demanding as there are strict NEA deadlines throughout the two years. Students must use their free time wisely in order to keep on top of deadlines. Students must also have sufficient knowledge and understanding of practical processes in the workshop and should display a good level of sketching skill.

Beyond the Classroom

Students will have the opportunity to be involved in the Industrial Cadets Gold Award and will also be involved in the Wild-Life Haven competition in Lower Sixth.

Where to next?

The possibilities with Design and Technology are endless however here are some examples of what our students have gone on to do after studying the DT A Level:

DESIGN - Graphic Designer, Sculptor, Gallery Curator

IT AND THE INTERNET - Games Developer, Software Programmer, Network Engineer, Web Designer

FAST CONSUMER GOODS - Mechanical Engineer, Product Designer, Industrial Designer, Market Researcher

FASHION AND BEAUTY - Fashion Designer, Dressmaker, Garment Technologist, Fashion Stylist

CONSTRUCTION - Architect, Construction Manager

MANUFACTURING - Manufacturing Engineer, Manufacturing Manager

MEDICAL - Dentistry, Prosthetics Designer



Drama and Theatre is an exciting and challenging subject at A Level, where students engage practically and theoretically with drama and theatre makers as they work as a performer, director and designer throughout the process from page to stage. Studying this course allows students to enhance numerous transferable skills, including creative thinking, problem solving, communication, teamwork, analysis, presentation skills, planning and time management. It will also enable them to develop their creative career aspirations.

We follow the Edexcel A Level Drama & Theatre specification, which comprises of both practical and written elements across its three components:

Component 1: Devising (40% - non-examined assessment)

- Students devise and perform an original piece of theatre using one key extract from a performance text and a theatre practitioner as stimuli.
- Students write a 2,500-3,000 word portfolio, which analyses and evaluates the process.

Component 2: Text in Performance (20% - non-examined assessment)

- Students work in a group to produce a performance/design realisation of one key extract from a performance text.
- Students also perform a monologue or duologue performance/design realisation from one key extract from a different performance text.
- Performances are marked by a visiting external examiner.

Component 3: Theatre Makers in Practice (40% - 2 ½ hour written exam)

This is a written paper in the summer term of the Upper Sixth, comprising:

- **Section A:** Live Theatre Evaluation: Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.
- **Section B:** Page to Stage: Realising a Performance Text: Students answer two extended response questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre makers, intend to realise the extract in performance from the perspective of a performer and a designer.
- **Section C:** Interpreting a Performance Text: Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text. Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience, drawing on a theatre practitioner and an awareness of the original performance conditions of the text.

Stockport Grammar School provides exceptional Drama opportunities for every student. We offer a diverse and inclusive programme of activities, including regular theatre visits, clubs, workshops with practitioners, Arts Award and LAMDA, as well as the opportunity to participate in one of several productions that we stage annually, either on stage or as a member of our backstage and stage management team.

A Level Drama and Theatre is incredibly useful, and it is good preparation for Drama at university and for Creative Writing courses. It can be useful for those pursuing a career in the arts, journalism, performer, barrister and customer-facing professions. Science students might well view this A Level a very attractive option as it provides breadth when it comes to university applications and offers variety to an A Level programme.

In 2023, SGS received the highest possible rating from the Arts Council England, with a Platinum Artsmark Award.



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 and 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 all classrooms, as well as whiteboards around the classroom for pupils to use during lessons.

The department also runs a range of co-curricular activities including the Royal Economic Society Essay Competition and the Royal Economic Society Lectures. In addition, speakers regularly visit the department to enhance the real life application of the subject.

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.



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. Students can bring most of their texts into the examinations.

Students are prepared for the AQA 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, American Psycho 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.



This is a linear specification which leads to an A Level examination to be taken in June 2027. 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', French culture, music and cinema. In Upper Sixth the topics we study will include multiculturalism, immigration and politics. We also study literature (see the topics 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 GCSE 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, AQA French for Year 1/2. You will also use texts taken from the internet as well as watching excerpts from French films and TV. 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. 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 studying French in the Sixth Form will sit the AQA A Level exam. 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.

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. Students will have the option of using either the coastal or regenerative fieldwork as the basis for their compulsory independent geographical investigation. Additionally, foreign trips are organised on a bi-yearly basis, with a trip to Iceland having taken place during the 2022 - 2023 academic year.

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.



Geography Trip to the Azores and Portugal



This is a linear specification which leads to an A Level examination to be taken in June 2027. Some of the topics will already be familiar to you from GCSE 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 GCSE 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.

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 AQA German. You will also use texts taken from the Internet as well as watching excerpts from German films and news websites. 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.



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 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 4,000 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, and Germany, as well as the annual Battlefields trip.



SGS Historians visited America in 2023



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 a selection from the works of the historian, Tacitus.

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.



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.

A Level Further Mathematics consists of Further Pure, Mechanics and Statistics topics which continue the subject to greater depth. There is also the opportunity to study the area of Decision Mathematics.

Course Content

A Level Mathematics: 2 Pure papers (2 hours) and 1 Applied paper (1 hour).

A Level Further Mathematics: 2 Core Pure papers (1h 30min) and 2 optional papers (1h 30 min) from either Further Pure, Further Mechanics, Further Statistics or Decision.

Entry Requirements

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 strong 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.

To study Further Mathematics we recommend that prospective candidates are expecting to achieve at least 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 or GCSE Statistics

Beyond the classroom

Students have the opportunity to participate in a wealth of individual and team competitions which are organised by the UKMT. We also take part in the MEM Challenge, organised by the Liverpool Mathematical Society and the National Cipher Challenge, organised by Southampton University. Our students attend the Maths Inspiration lectures and we also organise trips to Breakout Rooms which enable our students to develop their problem-solving skills. We also have a comprehensive extension programme which involves preparation for interviews and university entrance exams, as well as weekly study sessions after school.

Where to next?

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. 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. 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 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.

In 2023, SGS received the highest possible rating from the Arts Council England, with a Platinum Artsmark Award.



Pupils performing at St Paul's Church during the London Music Tour

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 interested in abstract questions concerning the nature of reality (metaphysics), how we can ever be said to know anything (epistemology), and the kinds of things we should value (axiology), the answers that are given to these questions are likely to have a practical impact upon what we believe and how we subsequently act. For example, if I believe 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, Wittgenstein, Foot, Zagzebski and many others.

Course Content

The department follows the AQA Philosophy syllabus.

Over the two years, you 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?'. You will 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?'. You will also 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.

The Course at a glance:

You will study four topic areas over two years:

1. Epistemology
2. Moral Philosophy
3. Metaphysics of God
4. Metaphysics of Mind

Entry Requirements

No particular background in terms of specific subjects studied at GCSE is expected or required and no prior knowledge of Philosophy is necessary for pupils to undertake a course of study based on this specification. However, whilst there are no specific entry requirements, this is a challenging and rigorous A Level where pupils will be expected to engage with primary philosophical texts and to produce a range of written responses, including essays.

Beyond the Classroom

The department offers a wide range of co-curricular opportunities including a trip to Andalucia, visits to academic conferences, guest speakers and a weekly Philosophy and Religious Studies Society where pupils can present and debate a wide range of philosophical issues and problems. The department also offers pupils the opportunity to enter essay competitions and the annual Oxford UEHIRO Video competition.

Where to next?

Training in Philosophy develops the ability to think clearly and reason logically, to expound and evaluate arguments, to reject groundless assumptions and search for coherent principles of thought and action. It is highly respected by the top universities and employers as it is seen to aid the development of these key 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. As such, Philosophy is a subject that combines well with many academic disciplines and provides an excellent foundation for further study in areas including Philosophy, Politics, Theology, Law, Sociology, Psychology, Physics and many more. Popular careers for Philosophy graduates include: teaching, law, politics, the Civil Service, local government, journalism, marketing and publishing, amongst many others.



Studying Physical Education at A Level develops knowledge, understanding and skills that will allow you to gain an understanding of the scientific and socio-cultural factors that underpin physical activity. 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. We follow the OCR A Level Physical Education specification.

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.

A Level Physical Education 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%) 2 hours written Examination

This 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 the 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. 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%) 1 hour written Examination

This 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%) 1 hour written Examination

This 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: NEA (30%) 1 sport (15%) EAPI (15%)

Learners will be required to undertake two parts within this component. Part 1: Performance/coaching of one 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. Learners verbally (maximum 30 mins) will identify and justify the major area of weakness within the performance to prioritise for improvement and will propose an action plan to improve the area of performance identified.



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 in the AQA A Level course 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 $E = mc^2$
- 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
- Mechanics and Materials
- Waves and optics
- 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.



Why choose A Level Politics?

- Politics impacts on us all every day and studying Politics allows us to be able to see how the world around us is being shaped. Politics combines well with other subjects such as History, English, Economics, Geography, Psychology and Business Studies.
- Politics is viewed by universities and employers alike as an academically rigorous subject which shows an interest in and awareness of current issues. Students have taken a range of degree courses and then moved into areas such as: Law, Accountancy, Administration, Civil Service, Health Service, Police, Teaching, Politics, Media, Journalism and Medicine.
- To study Politics, it is expected that you will already have an interest in current affairs and this will be utilised throughout the course.
- Students will develop a wide range of skills throughout their course of study, including the ability to comprehend, synthesise and interpret political information; identify connections and analyse political knowledge; as well as construct and communicate arguments clearly and coherently.
- There are opportunities to visit the UK Parliament, local and regional assemblies as well as attend politics lectures and debates when they occur.

What topics would I study?

Politics A Level is split into three sections.

The first section of the course is an in depth look at UK government and politics. This explores eight specific topics:

- Democracy and participation in the United Kingdom – Is UK democracy in crisis?
- Political parties – How different are the Labour and Conservative parties?
- Electoral systems – Is it time to reform the voting system in the UK?
- Voting behaviour – What impact does the media have on elections?
- The UK constitution – Is it time to have a written constitution?
- Parliament – Should the House of Lords be abolished?
- Prime Minister and the executive – How powerful is the Prime Minister?
- The Supreme Court and the impact that the EU has had on the UK – Has the Supreme Court gained power in recent years?

The second section of the course is a study of political ideology and the impact that they have had on our politics. There are three core ideologies that you would study and one optional ideology. You would study liberalism, conservatism, socialism and we would then choose from various options such as feminism, nationalism, multiculturalism and environmentalism. The main focus of this unit would be to investigate the main beliefs of each ideology and the differing beliefs of five key thinkers.

The final section studied would be a focus on the politics of the USA. This would be a comparative unit whereby you would compare and contrast the political systems of the UK and the US. For example, you may compare and contrast the power of the President of the US and the Prime Minister of the UK. Despite the talk of Presidents such as Trump and Biden, are they really that powerful?

A Level politics is a linear course. There are three exams in Upper Sixth. There isn't any coursework.

For more information speak to Mr Leng or email lengt@stockportgrammar.co.uk



Sixth Form students on the Politics trip to London

Psychology is the scientific study of the mind and behaviour, or more simply, the science of people. As such, it is not only a fascinating subject in which we can learn a great deal about ourselves, but it is also an incredibly broad subject with links to everything including biology, maths, business, sport, crime, and education.

The huge popularity of Psychology has only grown in recent years, not just at A Level and degree level, but also as a career. Our department follows the AQA A Level specification which offers pupils a varied and challenging course, covering a number of the different topic areas. Each topic area also contains clear links to the real-world, which helps bring the course to 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 pupils will study:

- **Psychopathology:** The study of mental illness. In this topic, pupils address the question ‘What is abnormality?’, before considering explanations for phobias, depression, and OCD, as well as how each disorder can be treated.
- **Memory:** The ways in which cognitive psychologists have investigated the memory process, including models of memory, explanations for forgetting, and the reliability of eyewitness testimony in criminal cases.
- **Social Influence:** Considers how the presence of others affects our thoughts, feelings and behaviour. Amongst other things, we explore famous studies of conformity and obedience, and the social psychological theories used to explain them.
- **Attachment:** Refers to the bonds we form in early childhood with our caregivers and the ways these early experiences may shape our development in later life.
- **Approaches in Psychology:** Explores the emergence of Psychology as a science and introduces pupils to many of the main theories that are used to explain human behaviour, including the behavioural, cognitive, and biological approaches.
- **Research Methods:** This core topic provides pupils with the skills to design, analyse, and carry out their own psychological experiments, including gathering, presenting, and analysing their data.

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.

Topics to be covered include:

- **Biopsychology:** The study of the physical structures and processes of the brain and body and their influence on our mood and behaviour.
- **Aggression:** Covers biological and psychological explanations for aggressive behaviour, including explanations for aggression in prisons, and the influence of the media, such as violent computer games, on aggressive behaviour.
- **Schizophrenia:** Explores the clinical characteristics of this complex disorder, the possible biological and psychological causes of the disorder, as well as biological and psychological treatments.
- **Relationships:** Investigates the ways in which relationships are formed, maintained and might end, including virtual and parasocial relationships.
- **Issues and Debates:** Considers some of the broad debates that extend across Psychology and science.

Psychology is an incredibly useful subject that gives students the opportunity to learn how to analyse arguments, evidence, and data, 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 and talks from Psychologists working in different fields.



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.

Course Content

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 Christianity. The department follows the AQA syllabus.

Component 1: Philosophy of Religion & Ethics

Section A: Philosophy of Religion

Section B: Ethics and Religion

Component 2: Study of Religion

Section A: Study of Religion

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

Section C: The dialogue between ethical studies and religion.

Entry Requirements

Whilst a GCSE in Religious Studies is beneficial, students do not need to have studied RS in order to take this A Level course. Equally, religious belief is not a pre-requisite; students may successfully study this subject coming from any religious background or none. What students do require in order to achieve in this subject is an enquiring mind, the ability to analyse and debate complex theories and the ability to offer alternative perspectives.

Beyond the Classroom

The department offers a wide range of co-curricular opportunities including a trip to Andalucia, visits to academic conferences, guest speakers and a weekly Philosophy and Religious Studies Society, where pupils can present and debate a wide range of philosophical and religious issues and problems. The department also offers pupils the opportunity to enter essay competitions and the annual Oxford UEHIRO Video competition.

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.



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.

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 play (*La Casa de Bernarda Alba* - Federico García Lorca). 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, news websites 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 Andalucia 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!



At A Level, Textiles is offered as an endorsement through the A Level Art & Design course. Students are introduced to a variety of experiences that employ a range of Textiles media and techniques.

Work is developed through research, the development of ideas, and making, working from first-hand experience and, where appropriate, secondary source material. A Level sets in Textiles usually consist of between four and eight students and teaching is divided between two members of staff. We follow the AQA syllabus that offers the opportunity for thorough exploration and investigation of the subject. Techniques and principles established at GCSE are expanded further and a wider range of media is introduced. Students can take their work in a fashion direction or if they prefer, they can focus on textiles art. The 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 (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 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) takes the form of an Externally Set Assignment and is completed in the second half of the Upper Sixth Year. It includes 15 hours of allocated time that follows a preparatory period, in which pupils 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%.

Visits to galleries are made periodically and students are encouraged to make 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. 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. It is by no means the case that only students wishing to follow a course in Textiles or Fashion at university should consider studying the subject at A Level. Its balance of practical, academic and analytical skills is widely transferable and pupils intending to study courses unrelated to Textiles or Fashion find that it successfully complements their other subject choices. That said, many of our Advanced Level students choose to go onto specialist Fashion or Design courses. 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.



Pastoral Curriculum in the Sixth Form covers seven key themes which 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 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 a 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.



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: The Israel-Palestine Conflict; The Holodomor Genocide; Props in Marvel films; A musical score to the Bayeux Tapestry; The impact of selective breeding on dogs; Wittgenstein's philosophy of language; Mental health in film; 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 5,000 word written report. Or you can create an artefact, which comes with a minimum 1,000 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 Lower Sixth:** EPQ Launch; Initial ideas submitted; Proposals agreed
- **Summer Term Lower Sixth:** Taught sessions; Research Skills; Research Phase
- **Autumn Term Upper Sixth:** Mid-Project Review; Write-up/Product completion
- **Early Spring Term Upper Sixth:** Presentation; Reflection and submission.

Jamie Swann, EPQ Co-ordinator, Head of Philosophy and Religious Studies



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

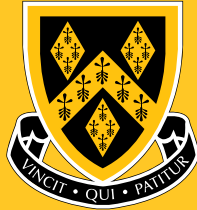
- Accounting
- Art
- Biomedical Sciences
- Biochemistry
- Business
- Chemistry
- Chemical Engineering
- Classics
- Computer Science
- Creative Advertising
- Dentistry
- Economics
- Engineering
- English
- Geography
- History
- International Relations
- Law
- Mathematics
- Medicine
- Modern Languages
- Music
- Performing Arts
- Pharmacy
- Philosophy
- Politics
- Physics
- Psychology
- Quantity Surveying
- Sports Science & Physiotherapy
- Veterinary Science

They choose from a range of universities including:

- Bath
- Birmingham
- Bristol
- Cambridge
- Durham
- Edinburgh
- Glasgow
- Hull
- Imperial College London
- King's College London
- Leeds
- Liverpool
- Loughborough
- LSE
- Manchester
- Newcastle
- Nottingham
- Oxford
- Portsmouth
- Reading
- Sheffield
- St Andrews
- UCL
- York







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