



THE WORD ONLINE

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AGSB



HEAD TO HEAD



The school year got off to a tremendous start with the news of outstanding results at GCSE and A level. At A level, we have had one of our most successful years with nearly 83% of entries being awarded A*-B grades. At GCSE, this year's cohort of students is the second to have successfully risen to the challenges of new, tougher GCSE qualifications. Our results were up on last year, particularly in the top grades where 62.4 % of entries were at 8-9 (the old A*-A).

The School has been a hive of activity over the summer as our contractors (Walter Carefoot & Sons) work on the new state of the art teaching block. Due to the complexities of the site, this will be a challenging year for staff and students.

Since September 2018, staff and pupils have been discussing the school mission and what core values should be placed at the heart of all we do at AGSB. We will be officially launching our new school values this term.

Our most important value as a grammar school is 'Love of Learning', which means being an active participant in learning, preparing and completing work thoroughly and enjoying learning as a liberating process of discovery and growth. This is underpinned by our 'Three R's':

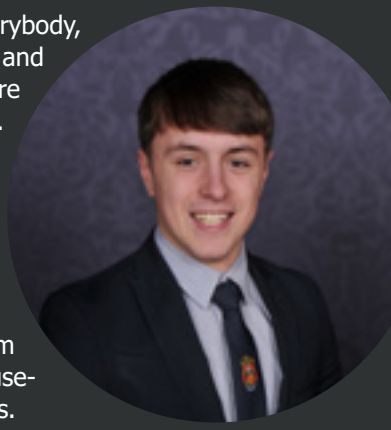
Respect which is valuing the character and gifts of other people and caring for the world around us. Responsibility, which is the ability to respond safely, optimistically and creatively to the situations we face in daily life. Resilience: building personal and collective skills that enable us to cope with problems, deal with failure, overcome setbacks and accept the things we cannot change.

Over the last year we have refreshed a number of our operational systems and processes: the recording of safeguarding, homework and rewards/sanctions will now all be logged on online platforms. We are also, of course, looking forward to the first year of our restored AGSB House System.

As we face the political uncertainties of the months ahead, there will undoubtedly be challenges to face. I am certain that the school is well placed to meet these challenges; the AGSB staffroom is populated with outstanding teachers who have excellent subject knowledge and, of course, the school continues to attract bright and motivated pupils who strive for excellence in all they do.

Head Master

Welcome back to school everybody, I hope you all had a relaxing and enjoyable summer break and are ready for another academic year. For those new to AGSB, I hope that you settle in well and have a fantastic time with us this term and over the coming years. For those returning, this year still has something new to offer with the revival of the house system and the introduction of house-based activities and competitions.



Be sure to get involved with them as much as you can! As a school, AGSB offers a wide range of extracurricular activities and there are many ways to become involved in sport, music and departmental societies. These activities, alongside the house system and in parallel with the school's high academic standards, help contribute to a fulfilling experience for staff and students alike and are the bedrock of the school community.

At AGSB we know it is important to find a balance between academic study and wider activities within the school such that you are able to flourish as an individual and enjoy the mass of opportunities available.

This balance should be completely achievable if you manage your time correctly and it is a good idea to get organised as soon as possible from the start of term.

This year also brings with it a renewed focus upon our values as a school and leadership within the school community. The school's key values of Resilience, Responsibility, Respect and a Love of Learning pertain to all students from Year 9 to 13 and all students are encouraged to embrace the leadership opportunities offered to them.

I implore each of you consider how to demonstrate these values in your day to day lives and develop skills of teamwork and leadership. Be it within school societies, sports teams or as a house leader for your year be sure to make the most of your time here, it will pass very quickly.

As I am preparing for my post-school days I have come to realise just how quickly time passes by and if there is anything I could recommend for you to do in 2019/20 it is simply this- get involved and enjoy!

Dan Haslett

"IT WILL BE A CHALLENGING YEAR FOR ALL"

Altrincham Grammar School For Boys

Love of Learning
Respect • Responsibility • Resilience



At Altrincham Grammar School for Boys we aim to nurture young men who embrace all forms of learning and in so doing are respectful to others, responsible in their attitude and resilient in the face of challenges. We believe that we are better learners when we are healthy and happy, better people when we are confident and caring, and a better community when we are imaginative and inclusive.



LABOR
W O R K
OMNIA
CONQUERS
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A L L

MARCHING FOR OUR FUTURE

As temperatures begin to rise and the first signs of summer roll in, I joined 4,000 children at Manchester, 1.5 million children around the world, against the lack of action against climate change by our government.

On 24th May, I gathered with my friend's and countless others in St Peter's Square just outside central library. As I arrived, I was greeted by a sea of signs, and an even larger crowd of people. The energy was infectious, a roaring crowd fuelled by teenagers that seemed to have finally had enough and put their foot down. Passionate speeches were given by people screaming down the microphone, frustrated and angry with the world left behind for us, reflecting the pains of the audience. Many of the speeches drew reference to the suffragettes and Greta Thunberg, the figure behind the start of all these strikes and movements in the first place. Of course, the strike wasn't without some wit, one speech I recall of a boy coming up to the stage, simply stating "Climate change has got to go" and literally dropping the mic. After the speeches were finished, we began to march through the streets of Manchester, posters and signs in hands. We donned our own flag pole too, an actual flag pole, over 15 feet tall, touring over the protestors, and without bragging, was easily the tallest flag there. We participated in a slow march around the streets of the city centre, highlighting the problems of cars by bringing the city's main streets to a halt. Throughout the endeavour we received encouragement and praise from the city people, even a couple of vehicles and trucks who stopped and proceeded to honk their horns to the rhythm of our chants.

Throughout the rally and the undying energy of it all, there was a sense of urgency of the matter, some people donned white face paint and wore veils, dramatically making their point while also dressed as if they were at a funeral. The speeches were that of not just anger but also pleading, as if we were all trying to say, "Why won't you just listen?" As one girl eloquently put it as she was on the stage, addressing the crowd, "When we get out here and show them that we care, they say we are children and should get educated to fight against climate change, when we show them educated proof, they say it is not true."

And in truth, that's the worst part of these strikes in my opinion. The fact that it has to take children to miss school, to try and fight for their future for anyone to take notice. The effects of climate change will be irreversible by 2030 if we keep emitting carbon dioxide at the same rates as we are now. In the next 10-20 years there will be natural disasters, droughts, famines and flooding on a scale that we haven't seen before, unless we try and do something now.

Yet, at least I can find solace in the fact that even though the previous generation is failing to bring about the action that we so desperately need, the greatest thing I have taken away from going on this strike, is that at least the future generation gives a damn.

Wurdaan Kashif



Image Credits: Rui Yuan

YEAR 7 ZOO TRIP

The annual Chester Zoo trip was another success despite the rainy weather. The fun began for us when we entered the coach, equipped with the booklets we would fill in on adaptations and animals.

After reaching the zoo, we visited the many different animals that inhabited the various enclosures at Chester Zoo. First, we toured the Chimpanzee enclosure where the apes were just messing around. The giraffes and okapi were next. The long-necked Rothschild's giraffes put on much more of a show than the chimps and stayed outside in the cold to show themselves off to us instead of staying inside the warmth of their barn. Unfortunately, the okapi much eluded us, so we couldn't see them.

Afterwards, our group rushed into the hot and humid tropical realm in which we saw many lizards and South American species. Tuataras, Galapagos tortoises, Aye-Ayes and Poison Dart Frogs all checked off our lists.

The South-American Jaguars resided in a special, huge rainforest enclosure. Although we didn't see the jaguars, we did spot the sloth, painstakingly slow, moving from tree to tree. We also saw leafcutter ants which were spectacular.

Lunch was next. After a long, but interesting, morning of learning about animals, we tucked into our lunches (from home). All of us were particularly elated when we found out that we could buy some small snacks from the restaurant. I bought a white chocolate magnum completely disregarding the weather at the time.

Next, were the red-apes. In fact, they are more related to humans than monkeys. We whizzed across the orangutan enclosure high above the ground until we reached the penguins. We also found a gibbon (which we named Gary) who jumped acrobatically from place to place in his area.

The penguins were one of the highlights of our trip. When we looked at them through the thick glass, it felt like they were right there with us.

It was unfortunate that the lions and cheetahs weren't there at the time of our visit.

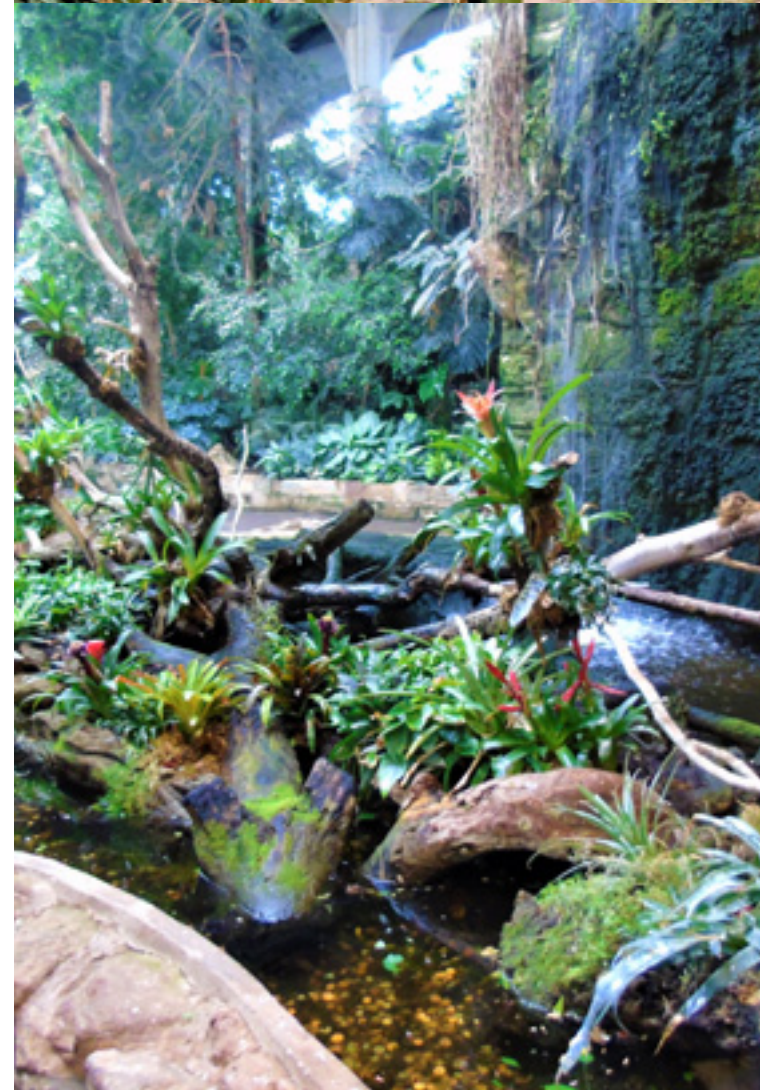
The bat cave was the part of the trip that I was most afraid of. The idea of being stuck with bats in the dark wasn't very appealing to many. We were given the option to skip the cave - but I decided to be brave and experience it. It REALLY stunk.

Afterwards, we toured the monkey house (different to the apes). There were some spectacular sights in there including a mandrill which was multicoloured.

Then, a quick stop to the meerkats, elephants and gift shop ended our enjoyable and fun tour of the zoo.

Overall, I think the trip to Chester Zoo was a great event despite the weather being rainy and gloomy for most of it. All the credit goes to the teachers for taking us on the trip and particularly Mr. Flanagan who organised it.

Manthan Dave



This year, a group of four boys (Tim, Aaran, John and I) went to Manchester University to participate in Chemquiz with Dr.Eyers. Since 1987, the Education Sub-Committee of the Manchester and District Section of the Royal Society of Chemistry has held an annual chemistry competition for schools within the Greater Manchester area. The winner of this competition is nominated as the regional representative for the national RSC Top of the Bench competition. AGSB came fourth overall, missing out on third place by a heart-breaking 0.3%. However, we scored very highly in the multi-media section and received prizes as a result.

The competition consisted of three main sections: Multimedia, Labex and Quiz. The Labex section was a required GCSE practical that we had to do correctly whilst answering questions. The questions that they asked us ranged from conclusions to observations to correctly formatting and drawing graphs. It was quite an experience to go to the MMU and see their undergraduate labs. There were rows upon rows of various scientific instruments!

The Multimedia section was my personal highlight of the day. We watched a series of experiments, from thermite reactions to flush reactions. After watching these experiments, we had to answer questions on them using knowledge that they had given us and our own prior knowledge. Luckily, we had a Year 10 on our team so we could answer the more difficult questions.



On 11th July, Year 10 students were invited to a STEAM (science, technology, engineering, arts, maths) event held at AGSB. The evening consisted of several talks about various careers ranging from architecture to medicine.

Many different companies came to the Coleman Hall to talk to students about what they have to offer. They offered an insight into what sort of careers are out there and what they can do with them in the modern world. For example, a combination of medicine and technology has allowed surgeons to remotely operate on patients with a robot and simulator.

There were also several universities present, giving students an insightful perception into the courses they have, such as biomedicine, psychology, business, computer science and many more.

Overall, the evening was a success with many of us having learnt more about the career path we're interested in. A massive thanks to Dr. Thomas for organising such an informative event.

Hasanat Ali



CHEMQUIZ 2019

As the day concluded, we went back to the main lecture hall where we received our results. We were quite content with the outcome. A special thanks to Doctor Eyers who chose the quiz team this year and took us to Manchester to participate.

Aiyush Gupta



Y10 STEAM EVENT



DANGERS OF SOCIAL MEDIA

What would you think of me if I told you that I know where you live? What you eat? What you do on Saturdays on the internet? When you left your home last night or whether you set the alarm code or not? Would I be a creep? Or perhaps a stalker? No, that is just one of the 'harmless' social media sites that we call Facebook...

Social media has become one of the most widespread 'epidemics' of all time. As of 2019, it is estimated that there are around 3.196 billion users of social media around the globe, up from 2.46 billion in 2017. Most people spend around two hours every day on social media every day, sharing, liking and re-tweeting various comments. Social network penetration worldwide is ever-increasing. However, there are also problems relating to social media. In fact, it took: three years. two months and one day for the first tweet to become the billionth.

I strongly believe that social media is overused in daily life, yet many people are oblivious to the harmful issues and say that social media that is 'helping' them in a way. Although this is true in a sense when used judiciously, its misuse can be harmful and it is my aim to raise awareness over the potentially atrocious repercussions of the misuse. Social Media is so overused that: conversations have become texts. Arguments have become phone calls. And feelings just become status updates. I mean, you just think about it – you are being bullied but your status remains: 'happy' when you actually aren't. And this could lead to denial guiding the way to disastrous consequences.

Furthermore, one half of all adolescent children have come out and said that they have been subject to cyber-bullying from the Internet and/or social media sites. Furthermore, one in four of all adolescents, on average, have reported that they have faced threats online. Most people say that the essence of this problem is that most teens try to be 'too popular' to gain attention thus being negligent and not too judicious enough therefore giving away details about their themselves. However, it cannot be said that the recent cases of affliction due to social media cannot be said due to the reason that it is the cult of the current youthful generation but that the news have been grabbed and publicised by the news and that they have been becoming more and more serious with the recent and more exponential progression of technology, that is becoming all-pervasive and commonplace in today's society though.

But why are the tragic incidents due to social media happening?

Some people say the reason that so many people are 'succumbing' to daily stresses of social media is because of the social media also has a variety of negative impacts on your life. Most adolescents say that they are subjected to increasing levels of anxiety and peer pressure as they feel that their 'lives' are not 'as exciting' as their peers so may feel that they might be excluded and, consequently, a FOMO

('fear of missing out') is royally introduced into the 'victim's' mind. Such causes contribute to the rapidly increasing cases of depression to teenagers eventually leading to more fatal to more fatal issues.

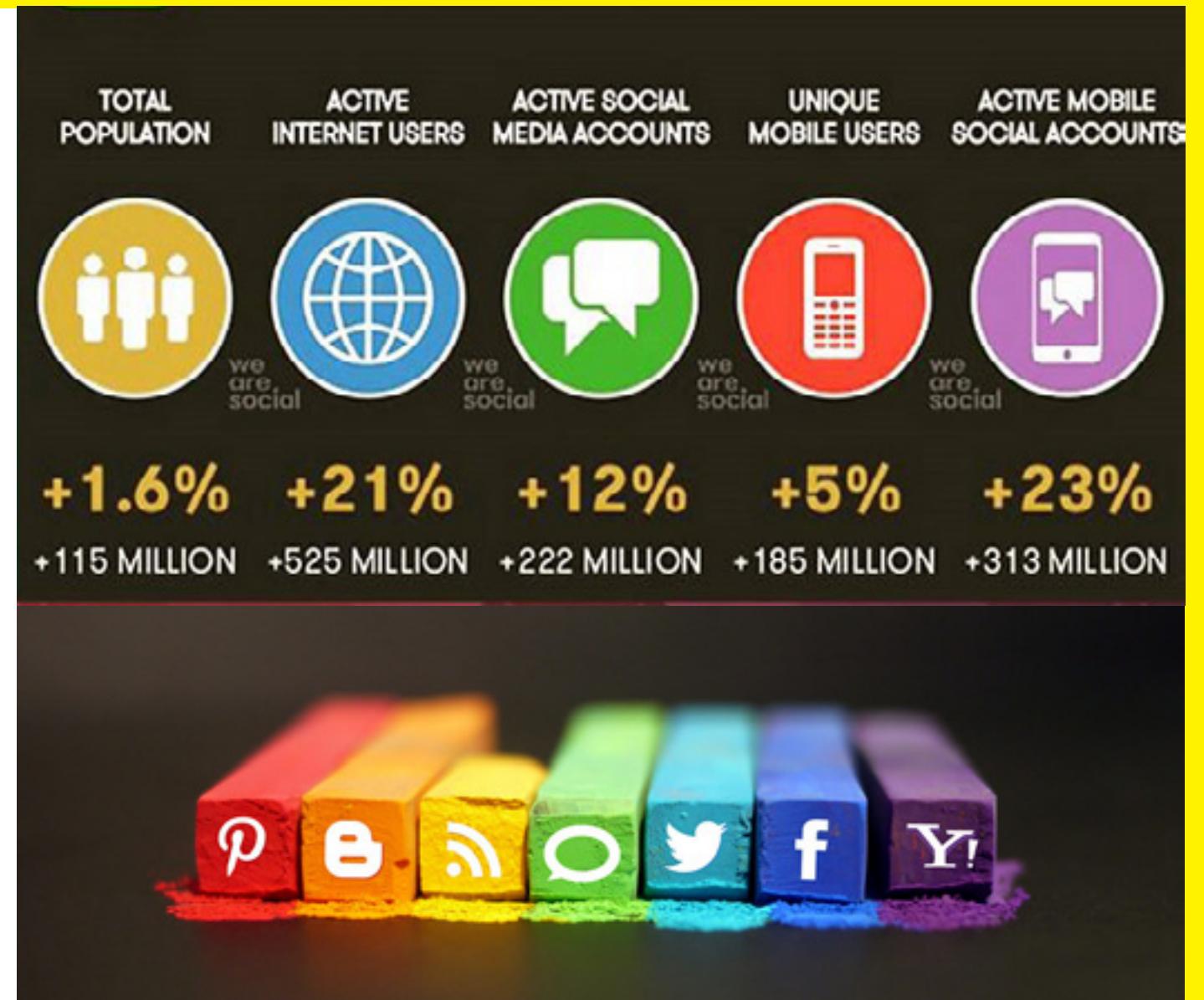
There are also more serious, physical consequences of laxity of social media are such increasing cases of identity theft and data leakage. Social media-related causes accounted for around 57% of all the 4.6 billion data records' security that were compromised or data that was tampered with just in the first half of 2018 itself! Collated with the data breaches and thefts by social media in the same period in 2017, the compromised records went up exponentially by an astounding 133%!

It could be said that the rise of these vitriolic acts could be argued that it is due to the progression of technology. Because of this, people have been communicating with each other less, yet just messaging each other – not talking face to face and creating a sense of loneliness.

Overall, social media does help contribute to your character as it builds up an identity. However, that does not dictate that it should be used all the time: at home; on the bus or even on the toilet. The best stories happen off your Snapchat and Instagram profiles.

"Focus on how to be social, not on how to do social." ~ Jay Baer

Naman Mudaliar



EFFECTS OF ANXIETY

Anxiety is a feeling of fear or panic. During our school life, many of us will feel anxiety at some point – for example feeling worried about an upcoming exam or having an interview.

During these times, feeling anxious is perfectly normal. With as many as one in six young people experiencing anxiety at some point, it is very common feeling.

However, some people can find it hard to control their worries. These feelings of anxiety are more constant and can have a negative influence on their daily lives. Anxiety has the same physiological response as stress or fear: fight, flight or freeze.

The fight phase is when a person may give an aggressive response to simple requests which can lead to arguments starting with friends or family who you normally get on with.

Another phase of anxiety is the flight phase, where you may procrastinate about studying for exams or starting a new activity.

This can be done by completely avoiding the task or starting the task but then losing focus and interest. This has a negative influence on everybody, but especially children at school. It can lead to poorer academic performance and loss of confidence.

The final stage of anxiety is freeze. This can happen when trying to study but instead just staring at a book for an hour, taking nothing in. These phases can happen to anyone at any time. You may have lapses in concentration or bad days at school, but if this becomes a regular occurrence, you may be experiencing anxiety.

It is important to realise that anxiety is not a choice, and that the people who may suffer from it are not just lazy or not trying hard enough. Anxiety can be overwhelming and debilitating but there is hope.

By taking steps to improve your wellbeing, you can reduce the constant sense of panic and become happier. Here are a few things that could help you cope:

Regular Exercise

When anxiety and stress affects the brain, the rest of the body feels the impact as well. Exercise and other physical activity produce endorphins — chemicals in the brain that act as natural painkillers — and also improve the ability to sleep, which in turn reduces stress.

Also, by doing physical activity with friends you can take your mind off the issues of life and enjoy the activity. This can allow you to relax which can decrease stress and therefore anxiety.

Read a New Series of Books

The escapism of a fiction book like Harry Potter allows you to lose yourself in the thrill and excitement of Hogwarts. This allows you to take your mind off things and rest your mind from the issues that are bothering you.

Reaching Out to Friends

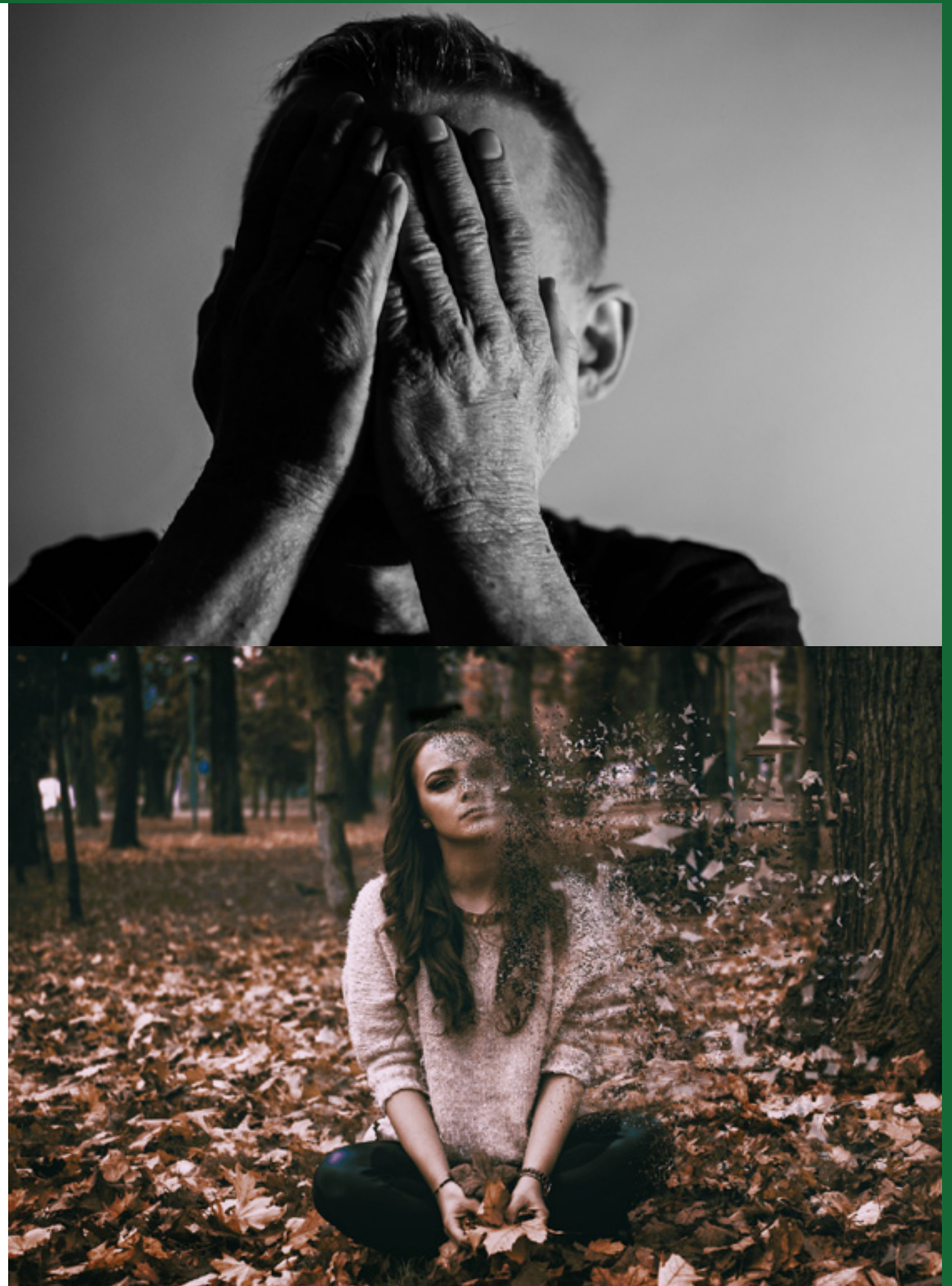
Possibly the most important thing to do is to talk to someone. This can be a friend, a parent or an adult that you trust. By opening up to them about what is going on, you can release the pressure of anxiety and not bear the burden of stress alone. Also, when those you trust understand your condition, they can help you to feel relaxed in a safe environment.

Finally, the best advice is to ask for help before you feel overwhelmed. Anxiety can be a very daunting and isolated experience, but you are not alone. Unfortunately, anxiety may not just disappear. By getting help early, for example, from your GP, family or friends, you can overcome anxiety.

Seeking help is not an act of weakness or an act of cowardice. By asking for help, you have shown the courage to stand up for yourself and by doing this you are beating anxiety.

The world can be a terrifying place, but when you survive its harshest moments, you are at your strongest.

Isaac Cooper



UNITY THROUGH CHARITY

At the end of last year, the AGSB Islamic Society, organised and carried out its 4th large scale charity event. After a lot of consideration, we came to agreement that the name "Asian Food Sale" doesn't do it justice. The name did not showcase the heart-warming unity achieved in AGSB through the project, nor was it one that really showed what our project is about, which is why we renamed it the "UNITY THROUGH CHARITY" event.

We wanted to not only share the true intentions on why we do this but to show what we already have achieved with our project, and this name achieves this perfectly. This year we decided to raise money for those in Yemen. Yemen is a country in the Middle East suffering from the world's largest Humanitarian crisis. However, we felt there was insufficient awareness of this crisis which is why we chose this cause. We delivered 4 assemblies to the rest of the school throughout the week preceding the food sale, raising awareness and teaching our peers about the state of Yemen.

Two busy days of selling a variety of foods from the Asian and African Continents had already proven to us the suitability of the word "Unity" in our name. Teachers and students of many different backgrounds and faiths were all gathered in the Coleman Hall to work together to serve humanity as one body. The school came together and this is something we are extremely proud of!

Finally, after a busy 2 weeks we had counted up the money...

The money raised was always secondary to the awareness or unity promoted, however this year we exceeded all expectations and raised a jaw dropping amount of £4,500! This is £2,200 more than last year's total, and we only have the AGSB community to thank for it, so thank-you and we look forward to holding our event, bigger and better, next year!

Tabish Ahmed (President Islamic Society)

Please follow the link for the video of the event.

https://1drv.ms/v/s!AhK9W0gI77_Fhz-3e0Ttm9e20aE-



A CLOSE SHAVE

A few weeks before my first A-level exam, I found out that one of the teachers in school had been diagnosed with cancer and was undergoing chemotherapy. I was very upset, however as I had been doing charity work for a long time I realised that there was an opportunity here to turn something unfortunate into something positive. A few years prior, I had seen pictures and posts on social media of an older boy who had done a sponsored head shave. My mind was taken back to then and after that I stopped going to the barber's for a while.

I knew that I wouldn't be able to do much throughout A-levels, so apart from gaining the approval from school, I saved the planning of the event until after my final exam. We then met to discuss the project in greater depth. Together, we decided that the best cause to raise money for would be The Christie. Not only do they nurse and treat cancer patients in hospitals and hospices, but they also facilitate research towards, hopefully one day, making cancer history. As well as this we felt a close connection to the Christie – for me, the Christie has been the cause for which Junior Chad's Challenge has fundraised most over the past couple of years.

Having come to a mutual decision, I then contacted the Christie and had the event 'licensed'. Shortly after, I set up a JustGiving page and began publicising it across different social media platforms. Then I began reaching out to whole organisations, including the Diana Award Team, the Old Alts Society and hairdressers across Altrincham and Hale, handing posters that I had made and printed at a printshop in Sale. I was also lucky enough to be granted permission to do the head shave at a

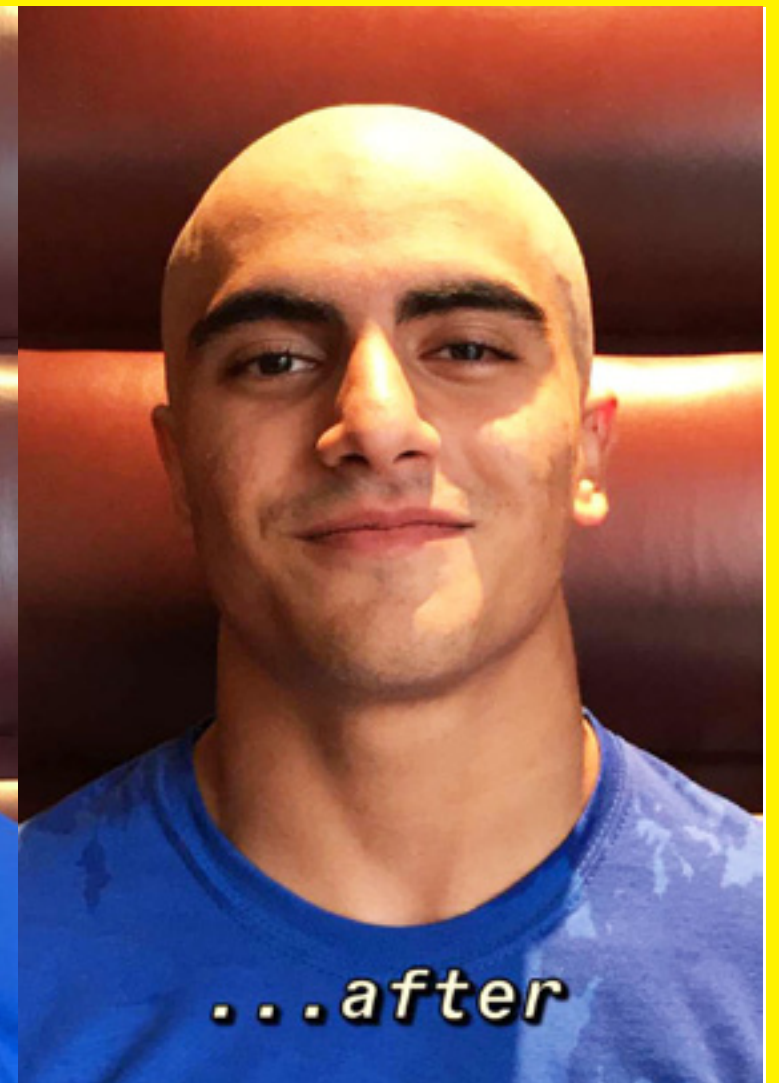
pub that is very popular with Altrinchamians – the Unicorn (Wetherspoon).

On Tuesday 20th August, I shaved all my hair off. And by 'I', I mean all the people who attended the event. These people comprised many students from our school and many from other schools. That night it became quite apparent to me that my excitement had been no match for theirs, especially when it came to the Gillette razor and shaving cream.

At the end of it all, we raised a total of £1,400 – £400 more than our target. I could not be more grateful towards everybody who donated, all of my friends who helped publicise the event and collect donations on the night, and the Unicorn for allowing this event to happen in the first place. And of course, this whole event was intended to be a thank you, on behalf of everybody at AGSB, to our teacher – the radiant positivity and support to students like me was what inspired this event, and I know for a fact that this has inspired many others to do much greater things in the future.

Donations are still very much welcome – the Christie deserves as much support as it can get! Visit www.justgiving.com/sushi-loses-his-locks to donate.

Soroush Heydari



THE PYRAMID OF HATE

You know when you do something wrong in class and your teacher gives you a task which is meaningless? I mean they don't actually read them, do they? Well news flash; we do and what's more, occasionally you impress us so much that we feel the need to share your brilliance. Sheen in Year 9 impressed Dr Hepden enough to insist that the rest of the school gets to see "An outstanding essay" that was set for 'restorative justice'.

Alan Williams

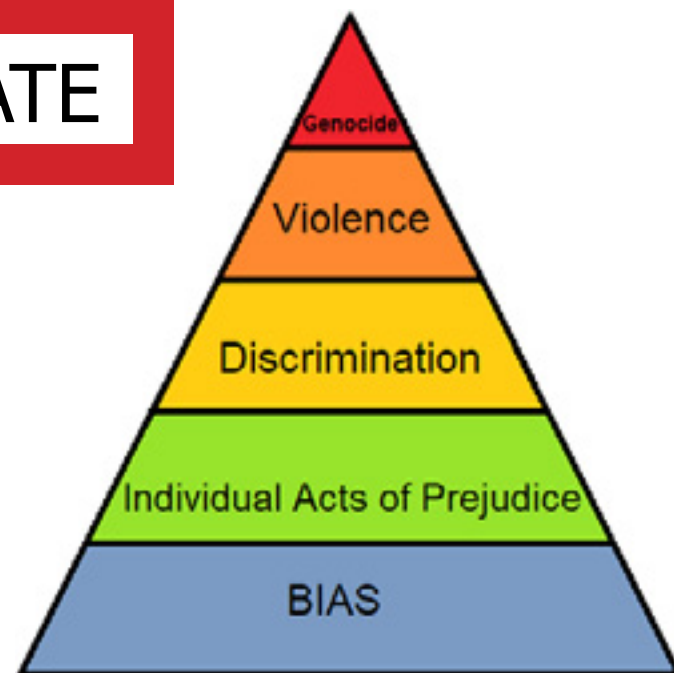
"That's a bit gay"

It might seem like a joke. You're not homophobic or racist surely. But lots and lots of jokes together can form the basis for something far more cruel. Offhand jokes and racist "banter" form the foundation for a national level of prejudice and discrimination and are the corner stone of some of the most atrocious acts in history.

Nazi Germany, 1933 to 1945. Hitler at the head of the 3rd Reich as Der Führer. A political hellhole and a product of hateful and anti-Semitic views. And people often ask how a person can get to that stage of racism and can hate a race of people so much that he wants to see them annihilated. But it was never like that in the first place. These hateful views were ingrained into society since far before Hitler came to power. Hitler just used them and escalated and magnified them into the horrible and disgusting genocide that was the holocaust. These views never started as extreme. They started as jokes. Little jokes amassing together to form the basis and the foundation for a mass extermination. 11 million Jews, homosexuals, disabled people and Roma.

The pyramid of hate is a visualisation of how seemingly meaningless acts of bias are the base of larger prejudiced ideas and can support escalating behaviours. The first level of the pyramid is bias. A bias can be an ingrained negative view of a certain group of people, or just listening to or endorsing hateful and insensitive jokes without challenging them. This bias can manifest in scapegoating a certain group of people for a country's problems. We can see this example in Nazi Germany when the Jewish people were blamed for Germany losing WW1.

This hate is magnified in the second level which can be calling people hateful names or excluding them. Using slurs and discriminating vocabulary also falls into the second tier. In the third tier the prejudice has become more mainstream and national. Economic and political discrimination make it harder for targeted groups to find work or housing. The fourth tier is violence. We see this a lot in the media. Extreme individuals carrying out an attack on people they hate with the intent to hurt them. Examples would be the New Zealand shootings or the 9/11 attacks.



And the final tier, the capstone to this visualisation of institutional racism at its worst, is genocide. The mass extermination of a group of people due to their race or beliefs. We can see this happen in history and some of the worst events in the history of mankind have been due to the culmination of this pyramid. The Holocaust, the attacks on the Tutsi people in Rwanda and the killing of the Native Americans in north America. These are all examples of mass killings and all started with just jokes and the acceptance of such jokes. As we go further up the pyramid the racist ideals get normalised and by the time, we reach the top the violence seems normal

So, the next time you make a joke, when someone says "that's a bit gay" or uses a derogatory term as an insult, challenge it, because little jokes and ingrained prejudice is always the foundation for extremism. the seemingly meaningless and harmless jokes are really the basis for much worse institutional racism. None of these genocidal acts started as a sudden decision to enact the most disgusting acts of violence and hatred. They start as small ideas which escalate.

So, when your friend says somethings "gay" or makes an insensitive joke, challenge it. Stop them. Do the right thing.

Sheen Bendon

Image Credit:



This year, once again, the Publication's Committee entered themselves into the Shine Awards. The Shine Awards is a prestigious, national competition where schools from all over the country enter their student-produced magazines to compete in a variety of categories. It was a difficult feat, especially since our competitors were all very talented, but we were lucky to once again be invited to the awards ceremony being held in London. This year we were shortlisted for the 'Best Marketing Strategy' for our brilliant fundraising plans.

The ceremony took place at the Stationer's Hall in London on Monday 1st July. Mr Williams, Mr Binns, Isaac, Anish and I met at Manchester Piccadilly station that morning. We arrived at the bustling Euston station a few hours later and our first task was to navigate to the venue. The responsibility of getting us there was (unfortunately) given to Isaac. After wandering around and getting us lost, he finally figured out which way to go and we found the hall. It was an incredible building with an amazing design. There were some workshops to begin with and we managed to get a look at some of our competitors' magazines. We were blown away by the detailed designs and thought-provoking articles. After some lunch and drinks, the ceremony began. Winners were announced and they went up to collect their prizes whilst we waited anxiously for our category. Finally, the presenters came to the 'Best Marketing Strategy' award. The winner was unfortunately Banbridge High



SHINE AWARDS 2019

School, however our orienteer himself Isaac won the 'Highly Commended' award for his business plan. He went up to the stage to collect his certificate; Isaac's hard work over the past year had payed off and his great efforts had been recognised. The judges' comment about Isaac's business plan and our work putting that plan into action was: "Generating their own funds and a significant budget in-house is an impressive achievement".

Once the ceremony had finished, we travelled via the tube to our accommodation. We would be staying in a cosy Travelodge where we dropped off our bags and got ready for our evening activities. We embarked on a Thames river cruise where we were given spectacular views of Tower Bridge, the London Eye, Big Ben and many other famous landmarks. We ate dinner at a nearby restaurant and headed back to our rooms.

The next day, we went to the Churchill War Rooms. This was a series of underground rooms and passages used by Churchill and military officers during World War II to plan and command the British Armed Forces. We definitely learnt a lot about their lives during the difficult times. We then, sadly, had to get back on the train home.

We all had a great time in London. Thanks again to Mr Williams and Mr Binns for organising the trip.

Awais Khawaja



SPORTS DAY

On 2nd and 3rd of July this year, the day everyone was waiting for finally arrived: Sports Day. However, this year differed to the previous years' Sports Days: Sports Day was now spread over the course of two days to accommodate the unpredictable weather. With the House system implemented, the tension was even higher than in previous years, as each house spurred their athletes on to win. This year, each event allowed competitors to earn points for their houses, adding to an overall total which determined who won the cup for Sports Day. Everyone was also encouraged to wear their house colours on the day (Stamford - blue, Massey - white, Bradbury - red and Tatton - yellow) to support their competitors in the event; some people even brought in banners and flags, earning their house extra points for their house total on Sports Day. Whether it was raising money for charities, encouraging your house contestants or competing in the event, everyone took part in Sports Day and had an enjoyable time.

The usual events took place, but they were spread over the Tuesday and Wednesday. Field events like discus, javelin, long jump and high jump were on the first day and the track events including 100m, 200m, 300m, 800m and 1500m runs were on the second day. Due to the house system again, the usual interform relay was now changed to inter-house relays within each year creating an even more intense environment for the event.

Over Sports Day, many people aimed to break school records, but one person stood out in Year 7 breaking the Year 7 and also the Year 8 record for the high jump, in Tatton; this contributed greatly to the Tatton points total

of around 1000 points. The overall house places for Sports Day were Stamford in fourth, Massey in third, Bradbury - second - and Tatton came first. Some houses were overjoyed with their results while others not so much but overall, this year's extraordinary Sports Day was the most memorable and exciting ever experienced for all.

Ibrahim Jamal



On Friday 21st June, Ivanhoe Grammar from Melbourne, Australia visited us to play the U15 cricket squad at a 50 over match. Ivanhoe won the toss and chose to bowl first. Right from the first delivery, the quality of their squad and the amount of training and preparation they had undertaken in order to annihilate any British opponent that stood in their way was clear. The first wicket fell in the second over due to some incredibly disciplined bowling that was very hard to face. After the first wicket, we fell like flies and were bowled out for 76 after a shoddy 17 overs.

Their ability was consistent with the bat as well; even some outstanding bowling could not break their tight and exceptional innings whereby they chased our score down within 12 overs. We then decided to have a bit of fun and play a short 10 over match where whoever hit the most runs wins. Again, we put up a fight getting 59 off 10 overs but again the Aussie quality shone through, smashing us for 86 off 10 overs. Overall, a very enjoyable day and a learning curve for us!

James Legg



A VISIT FROM THE OUTBACK



THE CELEBRATION CONCERTS

The celebration concerts took place on 24th, 25th and 26th June to showcase what everyone in Years 7 and 8 had been learning in their music lessons. Each concert had 2 Year 7 groups and 2 Year 8 groups, one from each being more experienced players. Some examples of tunes played by the year sevens included Rolling in the Deep, the Muppets Show Theme, Bossa Blue and Riverside Dance. There was also a humorous anecdote of the new instrument starter's progress, from a sound like an elephant at the start, to an impressive piece of music, especially as that was the first-time many people had picked up their musical instrument. It was excellent progress for under a year's practice. The more experienced groups also did brilliantly, putting on a great program with a just as good range of music and an interesting mix of instruments.

These concerts are called the Celebration Concerts to demonstrate and celebrate the excellent music that has been played in the music lessons to other teachers and of course, families and friends of performers. It is a privilege to be able to fund for nearly 400 boys in the school across two-year groups to be able to receive free music tuition as well as being given an instrument. For most schools, this would be extremely difficult, but here, it is brilliant that the music department can fund for children not just having great music lessons doing theory like other schools, but also having a chance to continue that instrument you are given, and to thrive in the school's amazing music bands

and opportunities.

Although it takes a bit of hard work, learning a musical instrument can be one of the best chances you can get to succeed in the subject, with exams and mostly enjoyment. Even though now for many pupils practicing may seem laborious, but when you can play in a band or by yourself and make something that sounds good from nothing, it is a great feeling. Music is also a valued subject for exams too, as well as a life skill to help you get into the best jobs and universities when everyone at the school is older. It is something that needs to be appreciated by all pupils at this school.

All of this would not be possible without our hardworking music teachers, so a big thank you to them. Thank you also to all of the people who bought tickets and supported the music department, and finally, thank you to the pupils who put on a great show on these three nights.

Thomas Hill

ALTON TOWERS

On Tuesday 18th June 2019, Year 10 Business Studies had the opportunity to get away from their hectic school lives and embark on an educational trip to Alton Towers.

Upon our arrival at the famous theme park, we were led to a classroom. A member of the 'Alton Tower's Education Team' shone a new light on the business structure on which Alton Towers was built and continues to run on.

We were introduced to things we had no idea of, such as the history of the park, its strict rules and regulations, costs of different rides and so much more. Did you know that the maximum height they are allowed to build a ride is tree height, the tallest being just 30m! That's why so many of them go underground, to captivate the customers and keep the ride fun for all its riders.

During the talk, several Fast Tracks were handed out to students who answered various questions correctly concerning the sight and its historical attributes.

Once the hour had concluded, we were let off the hook and had a few hours to explore the park and enjoyed the rides. Luckily the weather was on our side!

Overall, the day was extremely enjoyable and very informative. Many thanks to Mrs Newton, Mr Murray and Mr Smith for organising such a great trip.

Hasanat Ali

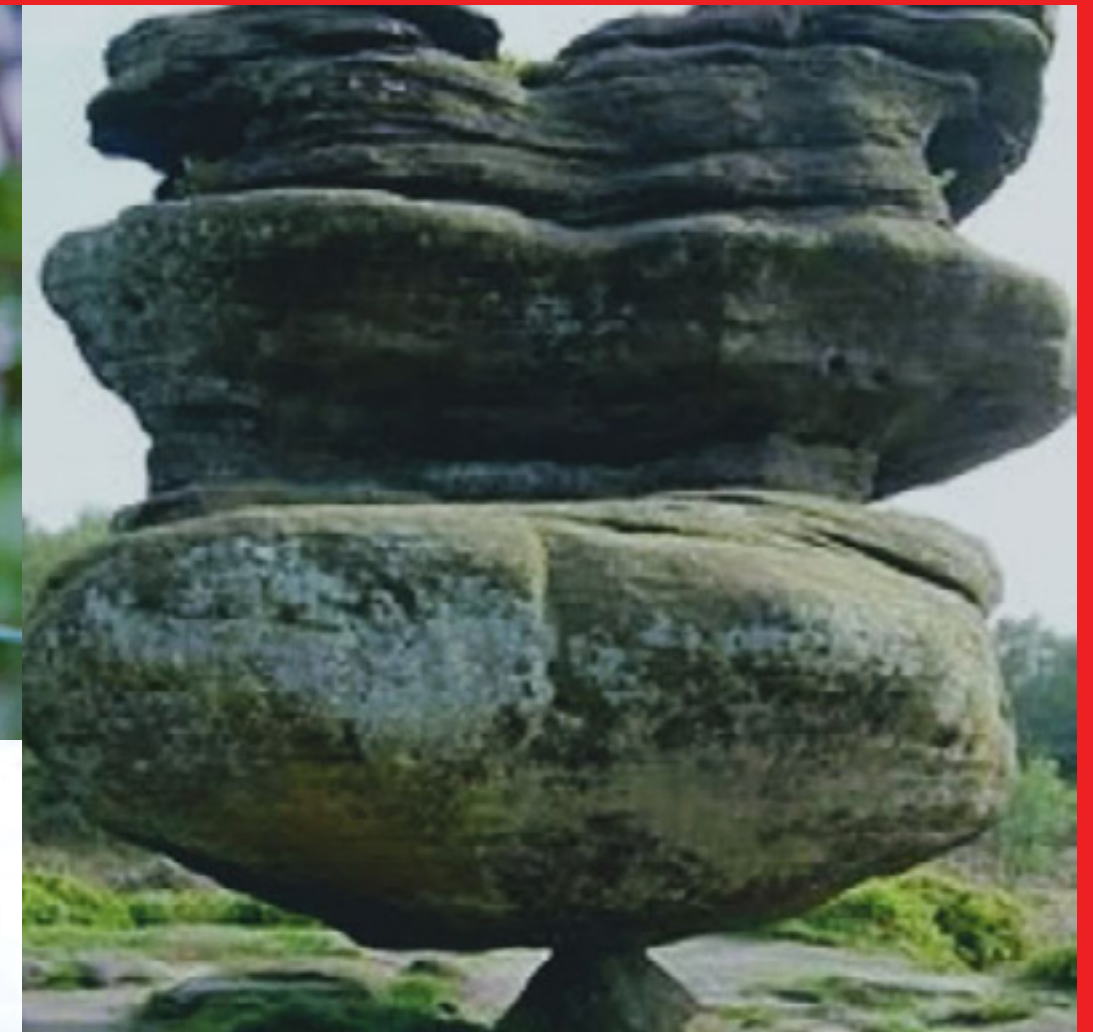


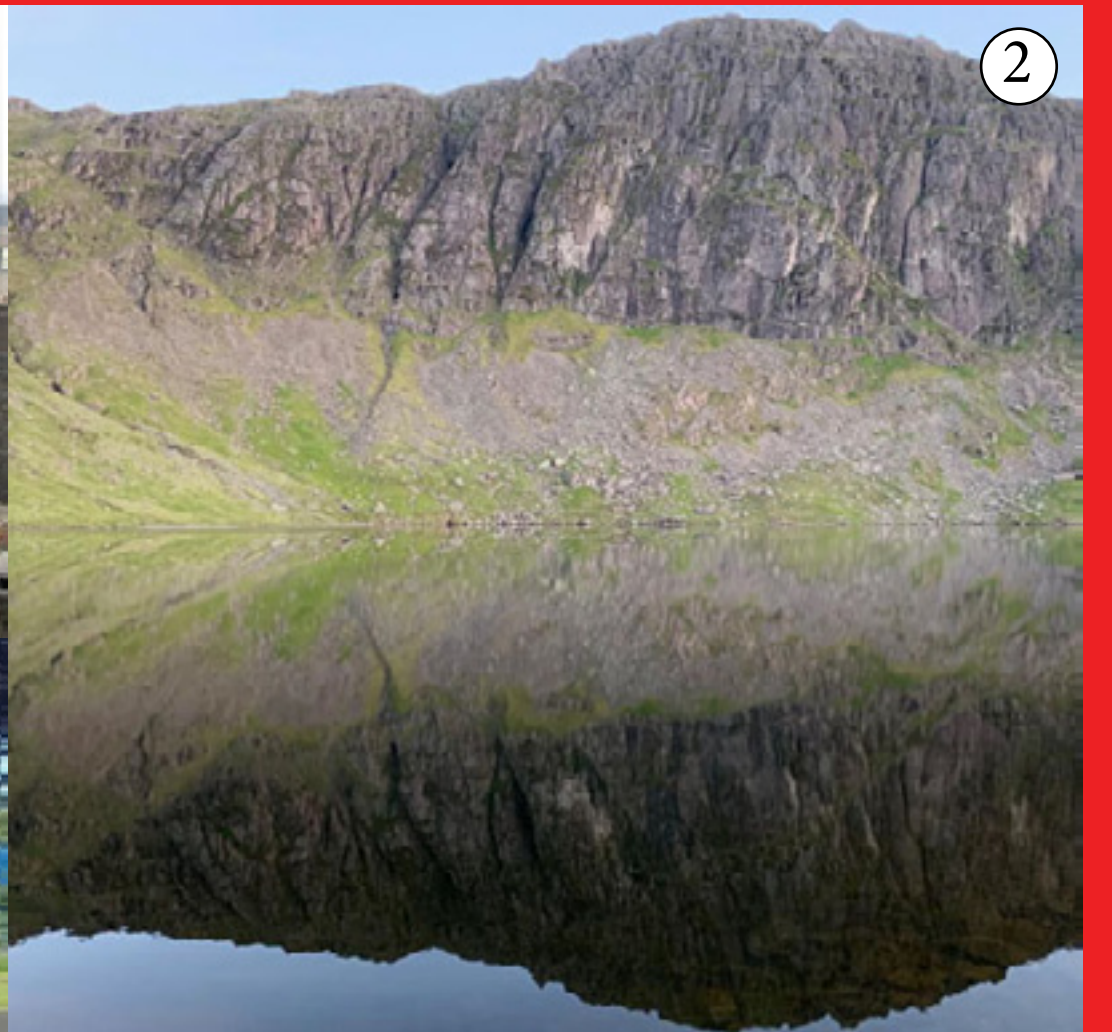
GEOGRAPHY COMP

In the summer term of 2019, the Geog Soc ran a Geography Photograph of the Year competition for Years 7-9. The competition required the students to take a photograph of anything they felt was Geographically relevant and write a short paragraph to set the context and Geographical theme of their photograph. We were inundated with some fantastic photographs and it was a difficult choice selecting the winner and runners up.

The winner was Danny Qin-Godfrey from 7HI with his excellent nightscape of Santorini. Second place was awarded to James Lees in 8CC for capturing a stunning reflection of the mountain scenery on Stickle Tarn. Third place was awarded to Thomas Donnachie 9EW for his lovely drone shot of St. David's beach on Anglesey. Congratulations to everyone who entered and we look forward to this Year's entries!

Paul Williams





On the week commencing the 3rd June, several seminars were organised for Year 12 students to attend regarding a variety of courses and future careers for students to think about. Every year the school holds seminars for the students to help aid their decisions on courses that they may apply for. These talks offer inspiration as well as lots of information about careers and courses and are delivered by former students who are studying at university, as well as those who have started their careers. Moreover, the seminars are also often delivered by experts with years of experience in their specific fields and offers a unique insight into their industries.

The seminars during the week commencing June 3rd were delivered by Old Boy George Hallwood and Adam Fowler from the University of Salford. The topic for the first seminar was Geology and Earth Sciences, and it involved discussion about the content of different courses, university life and advice about applying to different universities. The second seminar was focused on Film and Media, and Adam Fowler – who has worked in the industry for decades – offered his expertise on the different careers in Film and Media and what they entail.

These events are organised throughout Year 12 and it is advisable for students to attend the talks that are based around the subjects they are interested in as they can offer students an insight about higher level study and industry.

Kyle Panchal-Taylor



YEAR 12 SEMINARS



The 2019/2020 academic year brings some exciting change to AGSB; a house system. When the school was founded, houses were used, but it was scrapped in the 1980s for an unknown reason. However, Mr Soulsby and a host of other teachers have combined forces and revived the old houses!

The four houses are Massey, Tatton, Bradbury and Stamford. They are the colours green, yellow, red and blue respectively. Not only have the old names and colours been revised, Mr Smith also digitized and edited the old logos to be used for the foreseeable future. Each student and teacher have already been assigned their own house and they'll also be able to buy a specific house tie to show their loyalty and coalition with and to their house. There will also be house events which give students the opportunity to earn points for their house. These events are things such as debates, sports day, musical performances, and events along those lines. Along with the teacher house leaders, there are also student house captains; two per year.

The house system is a highly exciting and very interesting new period of the school. Hopefully, we will all enjoy the newfound competitiveness between friends, forms and houses!

George Thornicroft

HOUSE SYSTEM REVIVED



ARE VIDEO GAMES ACTUALLY BAD?

For a long time, people have been debating on subjects such as what video games and screen use do to our body. However, it is too early to give a definitive answer, as screens are still new to our civilization, and ever changing, updating and improving. But we do know some things. Video games played in moderation can be fun; a relaxing way to wind down, and mess around with friends. But video games played in long, frequent sessions can result in slight increases of aggressiveness levels, and can induce new, unwanted habits and tendencies which may stay with people for life.

Before we properly begin, people who don't play video games themselves may be unaware of just how many different types of games there are. There are over 60 types of recognised game genres in the world today, ranging from idle games (games which run in the background constantly with minimal playing, such as Cookie Clicker), to MMORPGs (Multi Million Online Role Playing Games, such as World of Warcraft) and different game genres play differently. For instance, an RPG, such as Pokémon, is about levelling up and training to attempt to compete or reach one goal, whereas a Sandbox game (a game with an open, changeable world, such as Minecraft) can be about creating whatever you want, with no limitations. This means that different games can help/negatively impact different aspects of your life, or not impact your life at all.

To begin, let's talk about how video games can help you. Games which fall under the FPS or TPS categories (First Person Shooter and Third Person Shooter respectively) are usually about defeating the enemy and staying alive yourself. Games such as Fortnite, a Battle Royale TPS, or Overwatch, a Team Based FPS, mainly improve reflexes. Reflexes are improved because of a constant demand of awareness and the need to be ready to escape or change your playstyle or tactics at any given moment. Studies show that games such as these improve reaction time and reflexive capabilities, along with heightened improvisation abilities, due to the high likelihood that your tactics may well not go to plan! As well as this, these games improve space awareness and memory retention because most of the games in these genres require intense map knowledge and recognition of distance and height of buildings.

As well as FPS and TPS games, other games, such as FIFA, help you learn to manage and improve teams and squads. FIFA is a football game, and in its most popular game mode, you manage your own team of players, and learn how to use your cash wisely and keeping your players happy and fit. This teaches players to manage a large group of people at the same time, with equal consideration between them all. It also helps with maths skills, as players must calculate total prices for players on the transfer market, and it also teaches players to be careful with their money and to use it wisely, not wastefully,

On the flipside, games can have negative impacts on people in unseen or obvious ways. Games such as Battlefield 1 glorify and romanticize warfare, as a place for heroes and heroines, as a place for incredible actions which go down in history, when it is, in fact, the opposite. War is a conquest of hate, where two or more sides kill until their point is made clear enough for others to understand and surrender. Take WW1; a war which brewed for years, until the assassination of Archduke Franz Ferdinand and his wife ignited the second biggest war in the world's history. 17 million people lost their lives over the 4-year war. 36 million were fatally injured.

Games like Battlefield 1 and Tom Clancy's: Rainbow Six Siege (both are First Person Shooters) promote horrifying acts such as war, hostage and terrorist situations as things that aren't very serious and something enjoyable to take your mind off school or work. Frankly, it spreads the wrong information to the wrong age range. These games are both rated 18 but are played by children nearly 6 years younger than recommended.

Lastly, video games decrease sleep time, as the blue light produced by all screens makes people feel more awake and alert, thus making them less tired, and this leads to less sleep. Getting less sleep can induce a drop in performance at school or work, and constant fatigue, which can only be gotten rid of by getting more sleep.

In conclusion, video games have their uses, but can also be a bad thing for people. They teach faster reflexes but glorify warfare. They make your hand-eye coordination more accurate but can deprive you of sleep. Ultimately, it is up to the user or their parent/guardian as to what they do with video games in their time. But I think we all know who that decision will fall to, don't we?

George Thornicroft



YEAR 8 SEAL DAY

Seal Day (Social Emotional Aspects of Learning) for Year 8's this year was on Tuesday 9th July and we took part in a range of activities that ranged anywhere from yoga to teamwork. The year was divided into groups to undertake the various activities. Unfortunately, not everyone managed to do every section so I will talk about the ones that I had a chance to do.

I started the morning with yoga, which was lead by Mrs. Gordon, who is an excellent yoga teacher. We learnt various breathing techniques, stretches and even the origins of yoga. According to the NHS: "Yoga is an ancient form of exercise that focuses on strength, flexibility and breathing to boost physical and mental wellbeing. The main components of yoga are postures (a series of movements designed to increase strength and flexibility) and breathing. The practice originated in India about 5,000 years ago and has been adapted in other countries in a variety of ways. yoga is now commonplace in leisure centres, health clubs, schools, hospitals and surgeries."

We then went on to a friendship activity where we discussed how to avoid friendship fallouts and when they did happen how to deal with them. We also talked about the various types of bullying, the three main forms include: physical, indirect and verbal. Did you know that if you are a bystander whilst bullying is happening, whether you are chanting on a fight, have been sent a message on a group or even listening to the bullying, you are an active part of the bullying and it is your responsibility to help stop the situation? If you witness bullying, you can:

Offer Friendship

Let the person being bullied know that you understand what they are going through. This could just be by asking if they are ok and letting them know you are there to talk.

Always report any offline or online bullying you see to a staff member.

Befriend the person being bullied.

Don't join in the bullying. Even if you are standing by, watching or laughing you are still encouraging the bullying and giving the person doing the bullying an audience.

Think about how you would feel if you were the person being bullied and how you would like to be treated.

Encourage your friends and those watching the bullying to leave. If the person doing the bullying doesn't have an audience, they are less likely to bully.

Our third activity of the day was managing stress; this ranged from small things that irritated individuals to very tricky situations like if your parents don't understand why you may not attain an 'S' in every subject and how to deal with stress that may entail. The main things that I learnt was that the best thing to do is find some way to deal with the stress: be active, take control, connect with people, have some 'me time', challenge yourself, avoid unhealthy habits and try to be positive. If you would like to look at how to deal with stress in more depth, ask your teacher or have a look at NHS's 10 Stress Busters.

My fourth activity of the day was to do with teamwork, did we work well together? What would we change next time? How could being a good team-player help in the future? We took part in several activities: following step by step instructions to make an origami boat, Jenga, where we helped each other, creating a plan of how we could survive on a stranded desert, re-drawing the Mona Lisa in sections when we didn't know what the person before had drawn, using pieces of string and a rubber band to stack cups without using our hands.

The fifth activity of the day allowed us to understand more about healthy eating. We talked about sensory values like taste and completed an experiment that showed us how well we can deal with carbohydrates. This is an experiment that you can do at home, so I have listed the instructions below.

To do this experiment you will need a cracker and a timer. Start the timer and eat your cracker, chew on it until the cracker changes flavour. Don't worry if it doesn't change flavour. If you felt a flavour change within thirty seconds it means that you can handle carbohydrates, if it took you over thirty seconds it means that eating carbohydrates in large amount may mean that you put on weight. Remember, carbohydrates aren't bad for you. Look at the eat well plate- and if you didn't feel a flavour change it means that you can't eat as many carbohydrates as those who felt a flavour change in under thirty seconds. If you would like to watch a video on this look at the BBC's "The cracker test can show you how well you can digest carbohydrates".

Thank you to all of the teachers who set up SEAL Day and who helped, either by running a session or by supplying materials.

Aiyush Gupta



SPANISH EXCHANGE

From Wednesday 12th to Wednesday 19th June, we had a Spanish exchange visit to Barcelona, and a day later the Spanish students travelled to Manchester for their exchange visit.

On Thursday, we visited Parc Guell in Barcelona which is a lovely park designed by the famous Spanish architect Antoni Gaudi. We also went to Montjuic where we had a lovely view of Barcelona and the Barcelona Olympic Stadium where they hosted the 1992 Olympics. We also had a guided tour in the Los Refugios in Gracia. These were shelters built underground during the Spanish Civil War, and interestingly whilst we were on the tour, an elderly woman who happened to be passing by with her son said she remembered being in one of the shelters during this war. After that, we met our exchange partners, and went to some high hills where we took pictures and enjoyed the breath-taking views of Barcelona and its coast. In the evening, I enjoyed some of my first Spanish food with the host family; we had tortillas, Manchego cheese and jamón serrano amongst other things.

On Friday, we had a day trip with the whole school year to the Catalan Wine Cultures Museum in Vilafranca (aka Vinseum) and Bodega Torres, which is where the wine fields are. We had the opportunity to make our own grape juice and design a logo for it. Practicing my Spanish speaking as much as I could, I made many friends on the coach during the trip, and even played UNO with them. When we arrived home in the evening, I tried some more new Spanish foods; gazpacho, nachos, and more Manchego cheese, which I loved. We spent the rest of the evening playing Oware with my exchange partner's family who really enjoyed the game.

The weekend was spent with our families, and we started it by having a nice walk around Sant Andreu with my exchange partner and his mum where we saw many street markets set up under tents. When we got home, I played Oware again with my exchange partner and his brother and because my partner lost, he had to eat sweets that tasted like earthworms! We then went to the beach and later on we watched a pantomime performed by my exchange partner's sister (she was a very good actress). We then toured around the Sagrada Familia, before going to a restaurant with all the exchange partners and their families. This was my first visit to a Spanish restaurant and I was surprised to have been served so many tapas. Afterwards we played a huge game of football until midnight.

We saw all of Barcelona and went on trips every day. We began the week touring around the Sagrada Familia and Camp Nou with our fellow British students and teachers. Afterwards with the family, we toured around Plaza Catalunya and we went to an Italian Opera called Tosca which was very interesting.

The next day we took a train to Girona, which is 2 hours north of Barcelona, near the border of France. We had an interesting tour around the museum created by the famous and strange artist, Salvador Dali.

Finally, Wednesday had arrived and it was time to say goodbye to the lovely family whom I had stayed with. It was very emotional and the mother even cried. However, the next day the Spanish pupils arrived in Manchester, and did some of their own tours. For example, they went to Old Trafford (the Camp Nou of Manchester, of course!), the Beatles Museum in Liverpool, and they went to the City of Chester, which they really enjoyed.

This was a fantastic trip, which hugely improved my spoken Spanish and gave me a real insight into Spanish and Catalan culture. I cannot recommend the trip enough and a big thanks to Miss Mattison and Mr Cummins for organising and taking us there, I will never forget this wonderful experience.

Kwadwo Donkor



THE NATIONAL SPELLING BEE FINALS

At the start of Year 7, neither Piyush nor I knew a single word of French or German respectively. However, by July we would both be holding the North West Regional Foreign Language Spelling Bee trophy and have the honour of being in the top thirty in the country.

The 'Routes into Languages Modern Foreign Languages Spelling Bee' is a competition which requires young students from around the UK to attempt to spell as many words in their designated language as possible in a one-minute time slot. There were four stages of competition (class round, whole school round, regional final, national final) and by the end we would be able to know and spell two hundred words despite not knowing how to even pronounce them in September. But it all started in December when we participated in the class round...

First, everyone in each form group learnt fifty words in their designated language off by heart and by the end of the whole school round we would each know one hundred. After tough competition, the winners of the school round were Piyush Kumar, me (Jacob Cooper) and Sai Vaddhiredy for French, German and Spanish respectively.

The three of us proceeded to the North West Regional final to represent AGSB against other schools from the area to try to book a place for the national final.

It was a fierce competition but Piyush and I were lucky enough to win our finals and receive the winners' trophy with Sai narrowly missing out.

After months of waiting, the national finals day finally came around and me, Piyush, Mrs Chapman and Mrs Brennan boarded the 7:43 train to Nuneaton before heading to Cambridge.

The journey took four hours and then we were able to look round the beautiful city and its stunning structures before arriving at Cambridge University. After weeks of practice we were an hour away from battling it out for the prestigious award.

The French and German competitions consisted of over thirty finalists who had placed 4th or above in their regional final so, as you would expect, the expectations were high. People had come from schools across the country from Newcastle to Dover and you could feel the pressure and anticipation from the first second you stepped into the spectacular auditorium.

The nerves were high, but we were both feeling confident, having won the regional round of the competition.

We knew that we were going to be facing some quick and speedy competitors, and right from the first person, it was clear that we would need all our efforts to win and lift the trophy.

Unfortunately, despite our efforts neither of us managed to get to the final four in a closely fought competition.

Despite the long run in this challenging competition, what mattered the most was the experience and the fact that it was a fantastic opportunity to visit Cambridge University. We both had done so well in this competition, having not known a single word of French and German since September and we will value this contest for the rest of our lives.

Thank you to Mrs Chapman and Mrs Brennan for spending their own time on this trip and Routes into Languages for organising this event.

Jacob Cooper and Piyush Kumar



OUTREACH

During the last year Alison Cathcart was appointed Head of Outreach. This was an entirely new position here at AGSB and we sat with Alison to discuss what this was all about

Outreach; That's new! What exactly is it?

Our exciting new community project! AGSB has launched a new outreach programme called Horizons. The aim is to create partnerships with local primary schools and make sure that all pupils and parents are aware of the fantastic opportunities available here at AGSB. It is also a great way for our students to gain leadership and volunteering experience.

Don't you already have enough people applying for the entrance exam? Why do you need more?

AGSB is already a very popular and well-respected school but unfortunately some primary school pupils don't consider coming here due to socio-economic barriers. As a school, we have a responsibility to address this. We want to ensure that no student is held back from applying due to their background or misconceptions about the type of school we are. We know that AGSB is really welcoming, diverse and inclusive and hopefully, through our outreach programme, more pupils and parents will learn this too!

Is this why the entrance exam has moved to a Friday?

No correlation. The exam has been moved to a Friday as a major cycling event is taking place in Trafford on the Saturday (but I do hope that the exam being on a school day will make it easier for Year 6s to make it here for the test!)



Is this why the school is expanding?

The expansion will provide extra classrooms and a larger library, which means we can offer an additional 30 places in Y7 from September 2020. Our outreach programme is designed to ensure that all students, regardless of their socio-economic background, can access these places.

How can I get involved in the outreach programme?

There have already been some brilliant contributions from students this summer term, such as Y12s volunteering at our partner schools' sports days and the Swing Band performing in their assemblies. I will provide regular updates next year but there are going to be lots of opportunities for more students to share their talents and skills, so please watch this space and speak to me if you have any questions in the meantime.

Are you looking to get more schools involved?

Yes! There is already lots planned for next year with our four partner primary schools - Broadheath, Broomwood, Navigation and Oldfield Brow. In the future I hope to work with an even wider range of primary schools and I would also like to work collaboratively with other local grammars, in order to reach as many primary pupils as possible.

Alison Cathcart



RESPECT PLEDGE



In keeping with our focus on Respect, this year the AGSB community raised £1000 for Trafford Domestic Abuse Service. This charity offers support for those on the receiving end of violent or emotional abuse who feel they have nowhere to turn. Trafford Domestic Abuse Services (TDAS) is a registered charity offering support to individuals and families who are affected by domestic abuse. They support both female and male victims of domestic abuse who live or work in the Trafford area and provide both intervention and prevention services and work in partnership with other voluntary organisations to support families across Greater Manchester.

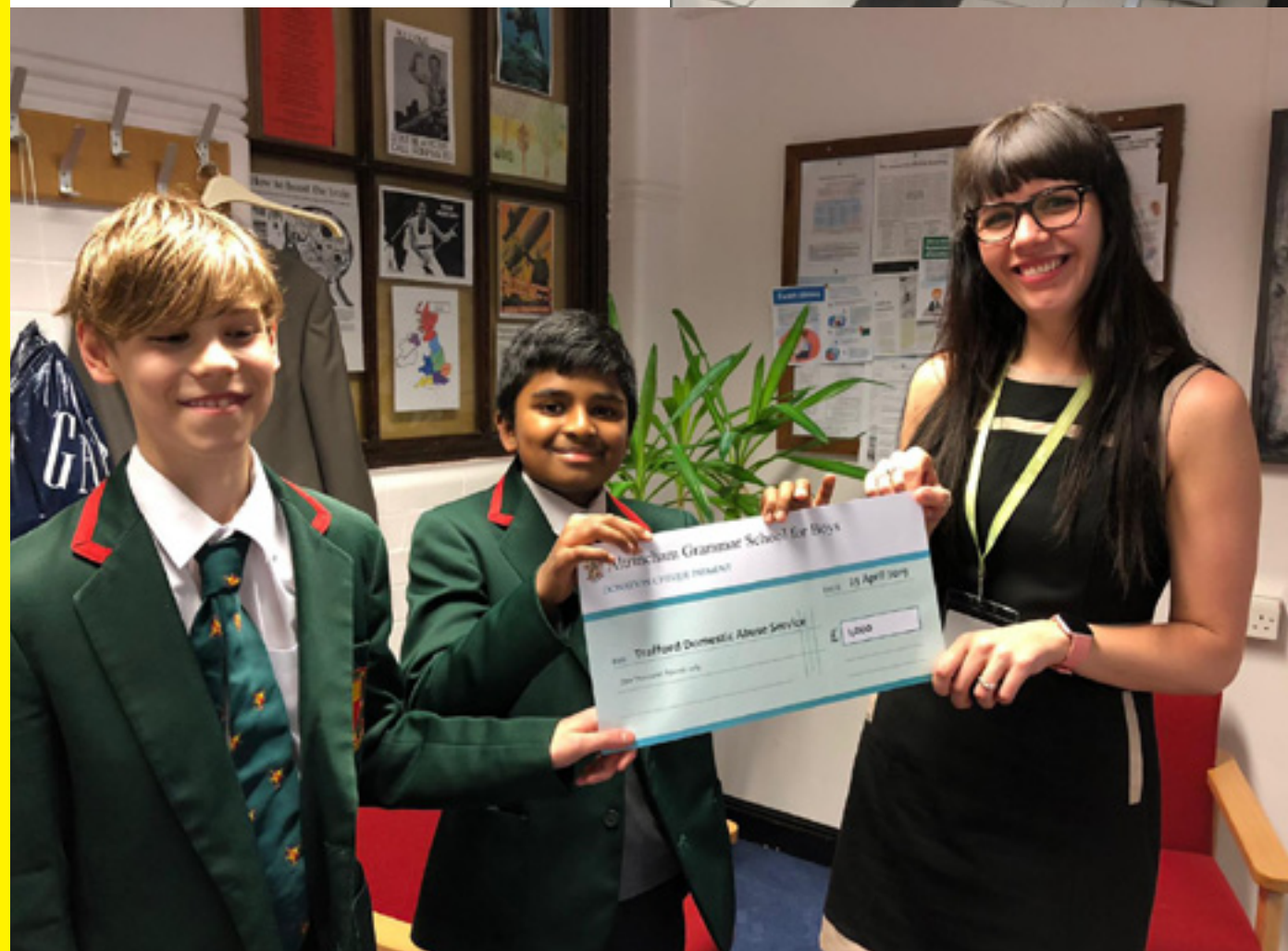
Further information can be found here.

<https://www.tdas.org.uk/>
or tweet @
https://twitter.com/tweet_tdas

It follows on from our support for the homeless supporting our local food bank.

Image credit: <https://www.tdas.org.uk/>

Edward Hall



Strange, Strange and Gardner

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SSG

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