

# THE WORD

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AGSB

ONLINE



# HEAD TO HEAD



Before the Christmas holidays in 2018 we were informed by the Department of Education that the AGSB application to the Selective Schools Expansion Fund (SSEF) had been successful. We therefore, intend to expand the School on its current site through the addition of 9 extra classrooms and a new 'state of the art' school Library. The new building will connect the Coleman Hall and Design Technology block thus creating a new Quadrangle in the heart of the school. The classrooms will be for the English and Geology Departments, allowing other parts of the school to be re-configured to make better use of space.

This exciting project will enable us to create an additional 30 places in Year 7 starting in September 2020, improving access for Trafford children, regardless of socio-economic background. The investment means that over recent years, the Hamblin Education Trust has been able to secure £10 million of educational investment into the Altrincham area and across its two schools - AGSB and North Cestrian School. This is great news for pupils of all abilities and for the Altrincham community as a whole. Building is due to begin in July 2019 and is due for completion in August 2020.

Another exciting initiative to look forward to in September 2019 is the restoration of the AGSB House System. The House System was an integral part of school life until the late 1980's when it was rescinded due to a lack of funding. From September 2019, four of the original AGSB Houses (Tatton, Massey, Bradbury and Stamford) will once again be at heart of school life. I believe that a House System fits perfectly with the ethos of the school.

I wish you all a successful and enjoyable Summer Term.

Head Master

Already the final term of this year has begun – and my last at AGSB. For most of us there will be exams at the end of the year, either internal or public examinations. Extra-curricular activities are just as important during this term because they offer a chance to spend time doing something you enjoy. Obviously work hard but plan your work around rewards for yourself – structure your revision around other commitments so that you can still enjoy these in this more stressful period while also getting work done! It often means that you work more effectively as you know that you must finish the work in a certain time.

I cannot believe that my time at AGSB is almost at an end. I have many very happy memories of my time here – not just sporting but also musical. Some of my highlights include coming second and third at hockey national finals and playing in the AGSB Swing Band. I have thoroughly enjoyed my time here and if there is one piece of advice I would give, it would be to embrace all the opportunities you get. There

is so much on offer and something for everyone. On behalf of Year 13 I would also like to take the opportunity to thank all the staff who have helped us throughout our time at AGSB – your support has been invaluable in developing us as well-rounded individuals who have more to offer than just a set of exam results. The number of former pupils who return to take part in the Old Boys matches shows how much they enjoyed and valued their time at AGSB. I am sure many of us will also be returning next year!

Finally, I wish all the best to those taking exams this term and would like to thank the Exams Office for being so organised and making our lives much easier during the exam season.

James Mazarelo

**“Restoration  
of the AGSB  
House System”**



## NATIONAL INDOOR HOCKEY FINALISTS

The U18 indoor hockey team travelled down to Whitgift School at the beginning of January to take part in the National Schools Indoor Finals. Although we had not been successful at the two previous National Schools Indoor Finals we knew it was our last opportunity to play together as a team and were determined to come back with a medal. Albert Marcano, our coach, had been planning our campaign since September. The team committed to weekly 7 am training sessions – early starts for all especially Albert who travelled in from the Wirral – and this paid off when we qualified as North Champions. Mr Wright came to wish us luck when we left and his support throughout the tournament via WhatsApp with Mr Soulsby, was much appreciated.

Our group consisted of Dean Close and Repton, both specialist hockey schools, St George's College, coached by Sam Ward (GB hockey player) and Bedford School. For once we started superbly, beating St George's College 6-0. Our final match of the first day against Dean Close, finished 3-2 so AGSB ended the day top of the table. The next day started well with a 6-0 win against old rivals Repton and we were into the semi-finals. Mr Lowe had woken up at half past four to drive down to support us and was pleased he had not had a wasted journey! Rather surprisingly we found ourselves playing our local rivals Manchester Grammar and we reached the final with a 4-2 win. A northern school had never contested the final in the competition's history.

We faced Whitgift in the final, and we knew we needed to play our best hockey to beat them. Both teams played excellent hockey and the match ended in a 2-2 draw. Unfortunately we couldn't quite win the penalty shootout but to finish second to probably the best hockey school in the country is a fantastic achievement. We were able to show (without an enormous budget) what can be achieved with a great coach, commitment from the team and determination to succeed. Congratulations to Ben Nicholson who ended the competition as top scorer with ten goals. Thanks to Mr Soulsby for organising the trip and driving us down, Mr Wright for his encouragement throughout the two days, Mr Lowe for his early start to come and support us and Albert for his coaching. I would also like to thank our travelling support – parents, siblings and friends – who have supported us over the years. It was great to give you something to cheer about!

James Mazarelo



## NEW VISION

The school is delighted that it has been successful with a bid for £2.5M of new funding from the Government's Selective Schools Expansion Fund. The funding is specifically for the development of new buildings with the aim of providing more places at the school for children within Trafford. As the funding is specifically for building projects only, it must be spent on new buildings and cannot be used on other deserving areas such as teaching staff, books or IT.

Following a detailed masterplan in 2016, the Governors wished to increase and improve teaching provision, and also to address the crowded circulation whilst improving access to the library and classrooms. The new building will connect the Coleman Hall and Design Technology block thus creating a new Quadrangle in the heart of the school. The classrooms will be for English and Geology Departments, allowing other parts of the school to be re-configured to make better use of space.

The existing play area near the Grammar will remain in use and new play spaces will be created between the music block and Physics building. Additional temporary play areas will be created during the construction period to allow boys access to external areas while building work is progressing.

Work will start on site this summer and will last just over 12 months. There will be hoardings in place to ensure safe movement around the site and the contractor will aim to minimise noise and disruption as far as possible. Special care will be taken during exam periods to reduce noisy operations and keep exams away from the main building work as well as making sure students remain safe during the construction works.

Alan Simpson  
Architect



Christmas came a little early to us at AGSB this year, with the Department for Education announcing that our Selective School Expansion Fund bid to support the expansion of our facilities was successful. There have been very few funding avenues open to Grammar Schools for many years so this is an exciting opportunity for us to have a significant contribution towards a capital project. As a result of this significant investment from the Government we are now able to build a new classroom complex within the heart of the school. There are several new classrooms for Geology and English along with staff areas and a new state of the art library.

From September 2020, AGSB will be increasing the Pupil Admission Number to 202 and moving from six-form entry to seven-form entry. We have revised our Admissions Policy and our target is to substantially increase the number of pupil premium pupils and looked after pupils who apply to take our entrance test.

Mr Wright stated: 'We are extremely keen to address social mobility. We want AGSB to represent the full diversity of backgrounds that children come from. We believe that there are able, children both in and out of our catchment areas who do not have the same opportunity to succeed as those

from more privileged backgrounds and it is our aim to do something about that.' The AGSB Outreach strategy includes 'sustained outreach work' with primary schools.

The AGSB Outreach programme will be led by our newly appointed Head of Outreach, Mrs Cathcart. This is the most significant development we have had in the school since the Physics block in 2013. The build itself will be a complex process and there are many factors to consider especially as the building is designed to fit onto existing buildings within the school.

We are aware that the new building work will create several logistical challenges to pupils and staff alike, but we are confident that together we can work through these.

Alan Williams



# THE RISE OF KNIFE CRIME

After falling for several years, knife crime in the UK has started to rise once more and has been doing so since 2014. To give some context, in the year ending March 2014, 23,945 knife related offences had been committed – a low for this form of crime in the 21st century. However, this figure has risen by approximately 66% in the last four to five years reaching 39,818 in the 12 months preceding the month ending September 2018. In turn, the topic has been heavily discussed in the media recently in the aftermath of recent tragic events in both London and Hale Barns. But why are the figures rising?

Some people say that at the crux of this rise is an attitude and a culture in the youth of our country, where, for many, carrying a knife is the norm. However, there are a whole host of reasons which oppose the very nature of this culture – one important reason being that in the majority of cases, the carrying of a knife is illegal. But most importantly, by carrying a knife, there is a chance that A: you may use it to harm someone else, and B: someone else could use it to harm you.

Over the last few years, knife amnesty bins have been placed across the UK – which offer those who carry knives a chance to hand their knives in with complete anonymity

and the outcome of this scheme has been shocking. In 2017, six amnesty bins were opened by police and over 15,000 knives were handed in, ranging from machetes to butterfly knives as well as disguised knives. One of these was reportedly disguised as a mobile phone case.

Others may say that whilst knife crime is increasing, there is little to no proof that the number of knives being carried by the public is increasing too. They may then say that the rise in crime is partially because of the funding cuts to the police service which has led to there being less officers per 1000 people. In London, for example, this figure reduced from 4.1 officers per 1000 in 2010 to only 3.3 per 1000 in 2016/17. Because of this drop in the number of officers, the arrest rate has decreased and more victims of crimes (up 4% from 2016 – 2018) are unhappy with the police response times. This may also link with the number of fatal knife attacks in recent times – with police response times increasing, the probability of a knife attack being fatal increases. Moreover, statistics from the Office of National Statistics back up the claims that fatal stabbings are increasing. Last year, the number of fatal stabbings with a knife or sharp object was 285 – the highest this statistic has been since records began in 1946.

## THE NUMBER OF CHILDREN IN ENGLAND AGED 16 BEING STABBED



Overall, cases can be made for both gang culture and reduction in police funding having effects on knife crime in the UK. Combatting both issues at the same time would be ideal as it would lead to less knives on the streets as well as less chance of stabbings being fatal. To contest the gang culture that is manifesting itself within youth communities across the UK – short term and long-term plans must be adopted to prevent knife crime in the present and knife crime in the future. Many councils across the UK have adopted measures to prevent knife crimes from occurring at such an extraordinary rate, some of which include an increase in the number of stop and searches as well as sweeping parks for individuals who possess violent weapons. In London, 580 knives and 422 offensive weapons were seized resulting in over 2700 people being arrested for possession of illegal weapons, violence and drug related offences. However, in the long-term educational programmes must be put in place so that children and young teenagers can learn about the problems surrounding knife crime, therefore preventing/reducing the issue before it starts.

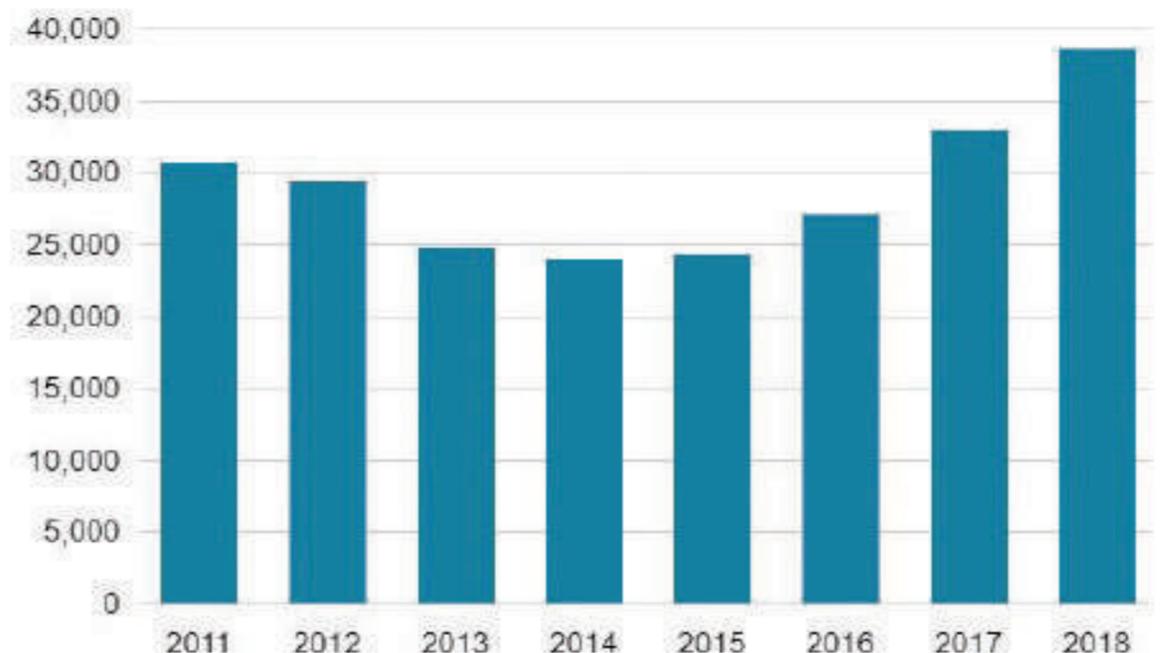
Moreover, help should be given to those communities which are badly affected by knife crime, for example, in London, the mayor has set up the Young Londoners Fund which is helping to provide young people in London with alternatives to crime and involvement in gang violence. In addition to this, police funding must improve to increase the number of stop and searches and sweeps of parks, but also so that response times decrease, reducing the chances of attacks being fatal. Also, reducing response time may act as a disincentive to criminals to use their weapons as the chances of being caught increase.

Hopefully, if we come together to combat knife crime, the figures which we will be analysing in 5 to 10 years' time will be all time lows rather than all-time highs.

Kyle Panchal-Taylor

# SAY NO TO KNIVES

Total knife offences in England and Wales  
Offences involving a knife or sharp instrument



Source: Home Office, year ending March. Figures exclude Greater Manchester.



On Wednesday 16th January, fifty Year 11 pupils and five English teachers journeyed to Manchester Palace Theatre for a day of live poetry.

Time passed quickly as we heard famous poets perform their favourite poems and tell anecdotes about their origins. Perhaps most memorably, Gillian Clarke was able to update us on the drowned child from her poem 'Cold Knap Lake', who she has made contact with recently and who is alive, well and thriving!

Poet Laureate Carol Ann Duffy answered the crowd's questions with her characteristic dry wit and humour, while Simon Armitage spoke from the heart about the devastating impact that PTSD had on Rob Tromans, the subject of his poem 'Remains'.

Head examiner Peter Buckroyd offered valuable advice on how to approach the unseen poetry element of the Literature GCSE, urging pupils to keep a clear focus on the question throughout their response and to always come back to the poet's methods. He recommended a methodical and thorough approach, cautioning pupils to respond to the whole poem: title, beginning, middle and end.



## POETRY LIVE



Imtiaz Dharker offered some personal insights into her tricky metaphorical poem 'Tissue,' revealing that the 'bricks and blocks' used by the architects in her poem represent 'social structures such as politics and religion'.

Owen Sheers stole the hearts of the English teachers with his good looks and heartfelt passion for the NHS, but John Agard was the real show stealer here, performing a spirited rendition of 'Checking Out Me History' before proclaiming to the two-thousand strong crowd: 'words are powerful, words are sexy, words can turn you on!'

Many thanks to the English team for organising the event and to the teachers who covered our classes to make the day possible.

Emma Chapman

From 28th January until 1st February, the annual Creativity Week occurred. This week showcased the school's passion for music, art and food. The aim of creativity week is to showcase the talents of the students as well as inspire the boys to release their inner creativity. The event was hosted by the Art Department and the Food Technology Department and we are very grateful to them. Creativity Week included a live paint off where students would compete in a competition where they would draw Mr Hall, in front of all the visitors of the event. Also, there were food workshops where food made by the students was offered to visitors of the event. Finally, there was molecular gastronomy. The entire event was very enjoyable, and we hope it continues to be held in the future!

Taiyyib Arshad



## CREATIVITY WEEK



# DEBATING COMPETITIONS

All year students have put themselves forward to participate in the Student Debates, and every other Thursday two sides of a year group argue their side of a contentious debate in the Library. Here are the results so far.

The motion in the Year 13 Public Speaking Competition was on Stephen Hawking's legacy and it was won narrowly by the proposition (Monty Harrison-Sterling, David Rosof-Williams and Joe Kennaugh) who argued that his reputation did indeed exceed the scale of his scientific achievements. It was a varied debate with the participants making real and effective efforts to communicate their arguments to the audience. The turnout - for a Sixth Form competition - was great.

The Year 12 Public Speaking Competition was on Enlignene Despotism as an alternative to deomcracy and it was won very narrowly by the proposition (Sam Lopes, Charlie Taylor and Freddie Whitehurst) who argued that enlightened despotism is indeed preferable to democracy. Those staff present agreed that was the highest standard of competition we have seen at AGSB with all six participants extremely well-prepared, articulate and nuanced in their use of argument. Special mention to Sam Lopes, on the winning team, who delivered an incredibly impressive opening statement and to Niall Butchart on the defeated opposition who was precise and authoritative in all of his contributions. It was a pleasure to be there.

The Year 11 Public Speaking Competition was on Brexit and it was won by Alex Child, James Snowden and Alex Morris. They were the opposition arguing that Brexit will not set the UK free. Their analysis of both macro and micro factors clinched it, as did their presentation and style, although the proposition were well researched and asked excellent questions.

The motion in the Year 10 Public Speaking Competition was on Christian hymns in public institutions and it was won narrowly by the opposition (Farhan Ashiq, Kelvin Chang and Bryce O'Connor) who argued that Christian hymns have a place in public institutions in modern Britain. The two sides had very different strengths but ultimately Farhan and Kelvin's presentation style, combined with Bryce's very astute questioning, won the day. Mayek Gupta and Ahmed Monier, on the defeated proposition, also made well-considered contributions. Well done to all involved.

The motion for the Year 9 Public Speaking Competition was 'It is immoral not to pursue a vegan diet' and it was won by the proposition (Abdullah Atassi, Zain Hashimi and Tom Coates) who combined well to provide a wide range of arguments which they conveyed very effectively. Abdullah was especially impressive. Mahdi Ahmed did a great job as questioner for the defeated opposition. He was joined by Aarnav Kunjoor, Faaris Haque and Ismail Khan.

The Year 8 Public Speaking Competition was held on Thursday 13 December and the motion was 'It is unrealistic in practice to eradicate homelessness in 2018'. It was won by the opposition (Aiyush Gupta, Yuvan Sunderamoorthy and Ben Roberts) who were all impressive in their respective roles. Gautham Ravisankar did a great job as questioner for the defeated proposition, especially as he was a last minute replacement. He was joined by Hussain Elwasyla and Nisala Gamage. Thanks to Ms Clark, Ms Allen and Sam Lopes (Y12) for judging and to Ms Chapman from English for chairing. Almost 60 students came along to give the event a real sense of occasion.

The Year 7 Public Speaking Competition was held on Thursday 17 January and the motion was 'The computer revolution has brought more harm than benefits'. It was won by the proposition (Barry Weedon, Dylan Parekh, Musaab Saqib and Ben Clark) who all made valuable contributions. Jacob Cooper did a great job as seconder the defeated opposition in which he was joined by Abhinav Gopalswamy and Alfie Broughall. Thanks to Ms Allen and Sam Lopes (Year 12) for judging. Thanks as well to the Year 7 tutors and other staff who came along to support the event. It was another excellent turnout which made it a great occasion for the students involved.

The Year 13 Debating Competition was held on Thursday 31 January and the motion was 'The UK should ban sex selective abortion'. It was won on a split decision by the opposition (Yisrael Arthur, George Wright & Kai Ng) who all made clear and logical contributions. Yisrael was especially impressive. Monty Harrison-Sterling and Sami Rehman were both very effective in the way they connected with the audience for the defeated proposition. Thanks to Ms Mahony, Ms Clark and Dr Thomas for judging and to all staff who promoted the event and came along. It was the best turnout we have had so far for a Sixth Form contest.

The Year 12 Debating Competition was held on Thursday 14 February and the motion was 'A little bit of pain is good for you'. It was won on a split decision by the opposition (Matthew Doyle, Mo Jafar and Harry Rosson). They successfully challenged the motion by arguing that real benefits and progress derive from more acute physical and psychological pain. Alex Swinton, who was very well-prepared and articulate throughout, deserves a special mention on the defeated proposition. Thanks to Dr Thomas, Ms Hildage and Ms Chapman from English for judging and all staff who promoted the event and came along. It was a good turnout again with plenty of representatives from the lower school.

Tom Hurrell





## DR CLAY- GEOGRAPHY LECTURE

On 25th January 2019, Dr Clay from the University of Manchester provided an insightful and complex lecture on the carbon cycle. It was a fascinating discussion of the biogeochemical cycle, which revolved around the 'building block of life', carbon.

As well as educating us in the process of carbon inputs (i.e. respiration and flatulence) and carbon outputs (i.e. calcite precipitation and dissolution in ocean water), Dr Clay delved into the seemingly perpetual problem of climate change. Further issues that arose surrounded land management and restoration, as well as the probing concern of a stark lack of vital resources in the coming decades.

Dr Clay shared aspects of his research projects he completed in conjunction with Manchester University, including an overseas project in Hong Kong related to soil core collection, with an analysis expected in the next few weeks. Furthermore, we were enlightened on a more local catastrophe's severe impact on the issues discussed above, namely, the Saddleworth Moor wildfire of late June 2018 which was estimated to release 0.27 Megatons of carbon dioxide into the atmosphere. At first, this statistic was somewhat insignificant to many of us listeners, until we were informed that this is equivalent to the annual emissions of 100,000 average family cars.

In the closing moments of the talk, a recent speech from sixteen-year-old climate activist Greta Thurnbery at the World Economics Forum in Davos, Switzerland was used as a fantastic reference point to the relevance of climate change in everyday life. It was an interesting and inquisitive speech, which I would recommend to all.

On behalf of the school and the Geography department, I would like to thank Dr Clay for coming into school to educate Year 11, 12 and 13 students on a spectacular and critical concept.

Charlie Taylor

"To plant a garden is to believe in tomorrow" - Audrey Hepburn.

Despite the vast array of extra-curricular activities on offer at AGSB it was very easy to see that something very important was missing... A Gardening Club! As AGSB has a fantastic garden at the front of school and a huge area where we can experiment with lots of planting projects, we decided that gardening was definitely the way to go. Gardening can be the escape we need from a busy day sometimes and sharing a hobby with others is extremely important. When Mrs Weil invited staff to attend the extra-curricular fair we made sure we had a loud stand with lots of leaflets about gardening. Several Year 7s and 8s joined and we got straight into gardening designs and thinking about where we were going to do the gardening. After coming up with some ideas we headed to Homebase to buy our plants, tools and soil. When we started digging in the Head Master's garden there were a good number of students who wanted to get

stuck in. We have now planted many spring plants and are looking forward to the Spring, when they will (hopefully) grow into lovely plants.

In December we decided to hang up our gloves for the winter and come inside. However, the cold never stopped us! We have now designed great hedgehog planters, where we are growing herbs for the Food and Nutrition Department. In spring we plan to go back out and start to sow seeds for our summer gardens. You will see our work all around the playgrounds and near the Technology and Music blocks. We regularly visit Homebase to top up on equipment and plants. Thank you to all the parents for their donations. We welcome any donations all year round. Feel free to join us every Wednesday- we can never have enough gardeners!

Mrs Bates

## GARDENING CLUB



On the 16th of January our school's chess team went to compete in the National School Chess Championships round 1 of North West regional heats. This game was against King's School in Macclesfield – with 6 games in total, where each person had 75 minutes in the game.

In the end after some tight matches the result was 4 ½ - 1 ½ to our chess team: this may seem an easy win for us, but we managed to scrape through most games with a deciding move. One particularly tight game of such was a match that concluded in a draw. It was enjoyable to play against King's School in friendly and relaxing atmosphere however another challenge lies ahead of us. There is the semi-final to play against Bolton Boy's School on forthcoming Tuesday 12th of February.

In this image there is the chess team after the win against King's School. People who are included in the photo: Karan J, Gautham R, Ewan B, Mark Y, Seny D and Franciszek M (from left to right).

If you would like to practice chess, beginner to expert - you are more than welcome to do so in Chess Club which is open from Tuesdays to Thursdays (12:30 to around 13:00) - it is a nice way to spend lunchtime in a calm and quiet environment with friendly people who are more than happy to help you.

Franciszek Mierzejewski



## CHESS COMPETITION



## "IF HE BE MR HYDE, I SHALL BE MR SEEK!"

On Tuesday 20th November, Year 10 gathered in the Coleman Hall for a spirited performance of Stevenson's 19th Century classic, 'Strange Case of Dr Jekyll and Mr Hyde.'

Seeking to understand the play they have studied in greater depth, pupils watched the classic mystery unfold in a rendition which was unusually close to the original text.

Pupils enjoyed a discussion on the context and allegorical readings of the play:

Is this a repressed Victorian exploration of gender identity?

Is this Stevenson's ode to the dangers of addiction?

Are we reading too far into a tale which has always been intended as a straight-forward hero vs villain narrative?

After the production, pupils had the opportunity to speak to the actors in a Q+A session, asking insightful questions about the more sympathetic elements of Jekyll's character and the difficulties of translating a non-linear novella into a well-paced play for teenagers.

In the afternoon, pupils were able to take part in workshops run by the actors. This afforded an opportunity to get stuck into some curriculum-related drama, which many pupils threw themselves into with great enthusiasm, creating freeze-frames to encapsulate key quotes from the original text.

A huge thank you to Mrs Mahony for arranging this enjoyable opportunity and to the staff who covered lessons so that English teachers could enjoy it too.

Mrs Chapman

# Y10 HISTORY TRIP TO BERLIN

Over four intensive days in early February, year 10 History students explored the modern history of Berlin, from the horror of the Nazi regime to the Cold War which literally divided the city into two.

From our base in former East Berlin we were able to visit historical landmarks like the massive Berliner Fernsehturm which is a symbol of communist power and is visible across Berlin. The Stasi Prison Museum provided a fascinating insight into life behind the iron curtain and the physical and psychological torture used by the official state security service of East Germany to extract information from their victims. The Stasi created files on East German citizens and arrested those who may have committed a small offence or created a false offence to reprimand them.

The GDR Museum, located on the River Spree, allowed us to immerse ourselves in day-to-day life in East Germany. Here we could compare the differences between life in the two sides of Berlin. We could compare the different types of television that was showcased in East and West but also how the different 'countries' were viewed.

Following this, we visited the most potent symbol of Cold War Germany, the Berlin Wall, which once surrounded West Berlin. This memorial allowed us to see how desperately people wanted to escape from East to West but also how hard the East German government wanted to keep people in the country. It showed us how people of all ages worked together to try and escape from their captivity. Finally, we visited one of the symbols of restored German unity, the Brandenburg Gate.

We were treated to a guided tour of the City Centre which included a visit to the Reichstag, which was severely damaged by fire in 1933. Adolf Hitler used this fire to force Hindenburg to evoke Article 48, giving the new Chancellor dictatorial powers and setting Germany on the road to dictatorship and fascism.

The horrors of this regime were evident during our visit to Sachsenhausen Concentration Camp, which operated from 1936, mostly for political prisoners or prisoners of war although it remained in use by the Soviets until 1950. Sachsenhausen was the main prison camp in the Berlin area and over 100,000 people died there from disease, starvation, forced labour, medical experiments or execution.

quarters and Station Z, the gas chamber. We saw where many victims spent their final hours and this really brought to life this chapter of German history, not only from a text book but from actually going and listening to how the victims coped and spent their time there.

The Haus der Wannsee-Konferenz was where the German leaders agreed and organised the Final Solution, the extermination of all Jewish people in Europe. The tour allowed us to see how the educated politicians of Germany came to the chilling decision of extermination and how ordinary German citizens never really understood what happened to their once neighbours and peers.

A visit to the Memorial to the Murdered Jews of Europe allowed us to think more deeply about the Holocaust and realise how horrific it really was. Underneath the structure are letters and the final messages left by holocaust victims. The stories about being buried alive under dead bodies and losing close relatives really made us think about this and sympathise with those affected.

We also visited one of the seven Soviet War memorials, commemorating the 80,000 soldiers that died in the battle of Berlin in 1945 which liberated Berlin from Nazi control but placed it on the front line of the Cold War.

Overall, the trip was very good and showed us a different side of Germany, not just the plain facts out of a textbook but the personal stories of those who did not survive, the psychological trauma caused in the Stasi Prison and those who lost their lives trying to escape the communist regime by trying to go over the Berlin Wall. It also showed us how the once divided city of Berlin has reunited and provided a positive symbol of peace and European unity from its turbulent recent past.

Thank you to Mrs Cathcart, Mrs Short, Mr Hall, Mr Croxton and Mr Gledhill for an amazing trip.

Isaac Cooper



# Strange, Strange and Gardner

Consulting Forensic Engineers

# SSG

Noise  
assessments

Road Traffic Acci-  
dent  
reconstructions

Use of  
machinery

Respiratory  
Diseases

Slips,  
trips, falls

Highway defect  
analysis



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<http://www.ssandg.co.uk>



The Geography Tectonic Hazard Student conference in Kings House Manchester provided Year 12 Geography students with the chance to extend our knowledge and understanding of hazard mitigation. Professor Debbie Milton opened proceedings and gave a university standard lecture, which helped open our eyes to see the bigger picture of volcanic hazard events. We were encouraged to think beyond the idea of how lava and pyroclastic flows can be destructive but also appreciate that volcanic eruptions could be disastrous without prior planning and changing some cultural traditions. For example, during the Mount Merapi eruption, a form of volcanic eruption mitigation was to employ a religious man to pray and offer sacrifices to appease his God.

Then, following an in-depth analysis of the Christchurch earthquake- explaining how an aftershock could be so deadly in such a developed country- Martin Degg shifted our focus to the emerging world, explaining how in our lifetime we could experience an earthquake with 1 million casualties!

Finally, the famous Professor and television documentary presenter Iain Stewart gave an inspiring lecture and emphasised the importance of studying Geography. He believes with the threat of tectonic hazards and climate change affecting the lives of billions of people, it is up to our generation to provide the solutions to many of the challenges humanity faces. For if we don't, then who will?

Angus Beazley

## TECTONIC HAZARD CONFERENCE



On the 9th and 13th November 2018, Year 9 went to Salford Quays again. We looked at the regeneration of Salford Quays, from the declining docks which were built to import cotton, to the large new media – BBC and ITV – industry which has made Salford Quays prosperous once again.

After half an hour of activities in the morning, which included studying sets of maps over time and ordering photographs into a timeline, we left school at 10 o'clock. After a half-hour bus journey, we arrived at Salford Quays, where we began to learn about the new developments. We started in the Media City UK square, where we began to learn about the new media industry driving some of the development. We also conducted an environmental survey, rating our surroundings on attractiveness, cleanliness, friendliness and how inspiring it was. We also came up with positive and negative descriptions of the area. This area was considered to be very green and modern, but also slightly imposing. We then visited the NV flats, which were shaped like a ships' sail, to evoke the past, and the penthouse of which sold for £825,000. We also visited the Detroit Bridge, which was moved from a different dock where it was built in around 1940.

After that, we walked to a residential area called the Grain Wharf housing area. These old-fashioned houses, which backed onto the docks, were built for families who would consider moving in. They are larger than the NV apartments

and back onto the canal, which provides interesting views and a safe place to walk around. We then walked over past several bridges to the Imperial War Museum North, and discussed the architecture and how that was an attraction which generated work and could potentially attract visitors. We conducted another environmental survey. After that was complete, and we had marvelled at the poppy display, we crossed a foot-bridge and visited the Lowry. Here we discussed the architecture and how the famous theatre would have had an impact on the local economy.

We then had lunch in the Lowry Outlet Mall, after which we took some photographs of the area to compare against the heyday of the docks and the disused docks. After finding



## SALFORD QUAYS 2018

and taking the photos, we gathered back together to listen to Mr. Williams talking about the sustainability of the docks. He asked us to think about what would happen if the BBC decided to move, and to remind us about how this apparent redevelopment could just mean people moving in and taking over. He also reminded us that social sustainability was also important, as if people could not live there all their lives and had to move in or commute, for example if there were no schools, then the Quays could easily die again.

This was a great day out and a very interesting Geography lesson. It left us with a lot of questions about the Quays and thinking about the different aspects of sustainability. Seeing the work that has been done over the last few decades was extremely interesting. This was all down to the Geography teachers, who even left school to accompany us on our (quite cold!) tour of Salford Quays. So I have to end this article saying a big thank-you to the Geography department.

Joshodeep Sarma



James Legg, in year 10, is a model pupil who takes part in numerous sporting and academic activities in school. We caught up with him to talk.

Q. What is your position on the Publications Committee?  
Editor in Chief

Q. Why did you want to join the Publications Committee?  
It interested me and felt it opened new doors in terms of career paths and new opportunities.

Q. How long have you been a member?  
Just under 2 years now.

Q. What is your favourite aspect of the Publications Committee?  
Their ability to meet deadlines and help each others when in need of it.

Q. Do you have a favourite article from a previous edition of The Word?  
Yes- This is my AGSB

Q. Why is it your favourite article?  
It gave different aspects to the Word not just reporting on school events but more student thoughts on the school.

Q. What other hobbies/sports do you do?  
5 sports- Rugby (Sale Sharks Academy and Cheshire), Hockey, Cricket, Athletics and Indoor Rowing

Q. What career would you like to follow?  
Medicine for sure!

Q. What's the most notable thing you've ever done?  
For the Committee- Complete the whole EOY PE section in 3 days (due to my own mistake of not saving it first time!)



## FUTURE STARS



Personally- Represented the North West at athletics (200m). Charlie Tyler, now in year 7, cycled from Land's End to John O'Groats from 24th May to 9th of June 2018. It was a 974 mile journey taking 17 days - an incredible achievement for an 11 year old carrying everything he required in his panniers. I caught up with him to ask him about his amazing adventure.

Q: What inspired you to cycle the length of Britain?  
I thought it would be great fun and a good challenge for me to complete. I was right.

Q: What was the best place that you visited?  
I really enjoyed Cornwall because there was good wildlife, although it was really hilly there. I also enjoyed the Highlands, which were really beautiful. We also visited the most isolated pub in the UK- the Crask Inn.

Q: Which charity did you raise money for? Why did you choose them? How much did you raise?  
We cycled for Francis House Children's Hospice. It's a charity linked to my primary school and we raised over £1000.

Q: What are your future cycling goals? Have you got any big trips planned?  
I want to cycle around the world one day. Next summer I plan to cycle from Altrincham to Paris.

If you fancy the challenge yourself or just want to get some more information, check out Charlie's website at [www.lejogspot.com](http://www.lejogspot.com).

Thomas Hill

# ANTHONY NOLAN TRUST

The Anthony Nolan Trust is an organisation that aims to help those affected by blood cancer. Unfortunately, Tom Hunt, who was a former student of AGSB, had been diagnosed with leukemia during the summer. Leukemia is caused by the abnormally rapid production of the body's white blood cells; these cells are produced to defend the body against pathogens. This may seem beneficial, but these cells are immature, thus making them dysfunctional. Furthermore, an overproduction of these cells has a detrimental impact on the quantity of red blood cells and platelets, causing problems to arise- anemia, bruising or excess blood loss. Patients suffering from leukemia require stem cells, which originate from donors. These stem cells can only be obtained from those who are between 16 and 30 years of age. Due to the specificity of the demographic, the trust need to spread awareness through many mediums, one of which being our school.

The Anthony Nolan Trust has delivered presentations to the 6th form, encouraging some of the students to put their names onto the register for donors. They also acquired student ambassadors who helped to hand out leaflets and promote the cause. Several members of the 6th signed up to be a donor and took buccal swabs; this displays an extensive amount of empathy for those affected.

As well as Tom Hunt, several other members of our school have had a direct or indirect connection with the trust: one of those involved is Dr Hepdon, who kindly shared her past experiences with the organisation.

Atputhan Kuralarasu

Not all heroes wear capes.

In 2004 at university my partner Joe signed up to be a donor with the Anthony Nolan Trust, the amazing charity that matches potential bone marrow and stem cell donors to people who have blood cancer. He had a swab taken from him and then promptly forgot about it. A few years later, he had a phone call from the charity saying there was a patient who needed a stem cell transplant and would Joe donate his stem cells. According to the Anthony Nolan Trust many potential donors decline to donate as the donation process can be a bit painful. But Joe said yes without even thinking about it, as according to him, a little bit of discomfort is absolutely nothing compared to the horror of suffering with a blood disease and having to have a stem cell transplant. So Joe went off to the hospital and got plugged into a

machine for the day while his blood was removed and the stem cells were taken out.

Apart from being told that the stem cell transplant had been successful which we were delighted about, we heard nothing for a few years until just before the birth of our second daughter. Out of the blue, Anthony Nolan contacted Joe and said the patient and their family would like to get in touch. Joe then received a letter from a lady called Kathryn who's little boy Dylan had contracted hemophagocytic lymphohistiocytosis (HLH), a rare disease in which the body produces too many of certain types of infection-fighting white blood cells, which then attack vital organs. She said that Dylan had contracted the disease at the age of two and had been rushed to hospital with organ failure and a stroke. His older brother wanted to be his donor but he was not compatible, so the charity looked on the database and Joe came up. Dylan is now cured. The letter was so moving. Kathryn said that children normally like superheroes like spider man but he tells everyone that Joe is his own personal superhero.

We couldn't believe how something so easy for Joe to do could save the life of another person and create so much happiness. We were lucky enough to get to meet Dylan a few years ago at an event hosted by Anthony Nolan in London where donors and donees could meet. Dylan is a fantastic little boy, full of life and energy. The strange thing is he is now technically a clone of Joe - he has all of Joe's DNA (more than Joe's own daughters) and his eyes changed colour after the transplant to match Joe's eye colour. We had the best day playing with Dylan and meeting his family and the other donors and patients who have a new chance at living life thanks to the amazing work of the trust. Joe and Dylan featured in a Daily Mail article and there was a surge in people signing up which is great. But the hope is that people do not say no if they are matched and that they actually get the donation procedure done as it really does mean the difference between life and death. Seeing the love between Dylan and his family made me so proud of Joe. His daughters will grow up knowing their dad is a real life superhero. I would urge everyone who is in the age range to sign up to the scheme, you really may make a difference.

Dr Z C Hepden



# THE WORLD OF MEDICINE

Medicine. A word that can be interpreted in many ways. Some may see it as just a noun describing a cure while others see it as the occupation of doctors all around the world. However, although both are true the world of medicine is much more expansive than you think.

We have all suffered from the symptoms of a bad fever and perhaps much worse infections. Though this is the case we move on and recover, often due to the massive array of medication available to us in the modern era. But where did these medicines all come from? The truth is that we are extremely fortunate to have come this far in medical research and persistence has been vital for success. An example of this includes the antibiotic Penicillin, which was discovered accidentally by Sir Alexander Fleming in a mould in 1928. Many people tried to isolate pure penicillin to create a drug from this but were unsuccessful. Although a cure for many simple bacterial infections was in sight, producing it was incredibly difficult. In the end it was Sir Howard Florey, Sir Ernst Chain and their colleagues at the Sir William Dunn School of Pathology at Oxford University who were finally able to convert this unstable mould into a drug that could save lives. It started to be used in public in the mid-1940s. Because of their work, we are now able to survive strong infections of bacteria while many died from minor infections in the past.

Antibiotics have been one of the most prevalent forms of medication used to treat many common infections and have saved many lives as well. However, an increasing reliance upon these drugs has raised some quite serious consequences. The 'Superbugs' that society refers to are a result of overusing antibiotics, allowing bacteria to mutate and become resistant to them. As a result, common forms of antibiotics are slowly becoming more and more redundant due to their inability to eliminate resistant strains of bacteria. Research is now being made to produce new drugs to counter these more dominant strains. Some of these scientists are moving away from producing new antibiotics due to bacteria becoming resistant to new antibiotics as well.

Antibiotics are just one area of study in the medical field. There is a whole array of research occurring across the world which does not even relate to interaction with disease carrying pathogens. The human body itself is a wonder to marvel at. The complexity of the brain has been analysed by neurologists to get a better idea of how cognitive development and decline relates to a variety of factors, including age and genetics. Recent research on dementia has shown there are six common risk factors involved, some of which are preventable. The six risk factors include drinking, one's genes, smoking, high blood pressure, depression and diabetes. Further research has also shown that activities such as regular exercise can also act as a protective element against the progression of dementia. Scientific assessments suggest that dementia is not inevitable and avoiding risk factors may prevent development of dementia. The teamwork involved in research for this and

many other conditions by scientists and doctors all over the world has been pivotal for the success that we see today.

Teamwork indeed plays a massive part in healthcare and can be seen in our own healthcare system, the National Health Service (NHS). The introduction of the NHS was a result of the idea that good healthcare should be available to all for free, regardless of the wealth of an individual. It was implemented by minister of health, Aneurin Bevan, in 1948 and still exists to this day with the Government providing funding for the needs of the NHS. Unfortunately, there has been increasing amounts of pressure upon the NHS due to a variety of reasons. An aging population for example means that there is a higher demand for healthcare, which needs to be provided in greater amounts and also more frequently. Furthermore, with people being less active the issue of obesity requires increased attention. As a result, it takes longer for doctors to communicate their diagnoses to specialists in order for the correct form of treatment to be provided. It is because of the tireless efforts of these doctors that our healthcare system is one of the best in the world.

At the end of the day, medicine is about the maintenance of the health and wellbeing of people and research ways to improve quality of life. Doctors are real heroes who work on a day-to-day basis to get other people back on their feet. This however does not mean that you cannot play a part. Medicine can be influenced by us all and we can help in even the smallest of ways. Be it by becoming a doctor or even staying active and exercising. Just remember that the future of medicine lies in your hands.

Sifat Syum



Whenever embarking on a new journey there is always excitement, there is always hope and there is always a little apprehension. Starting a new job is no different and that is exactly how I felt as I drove into car park B at the Ricoh Arena for my first day at Jaguar Land Rover.

Come the end of the week, the excitement was multiplied and the apprehension was quashed. As I drove back to Manchester after my first week in the Midlands, I thought about how lucky and proud I was to join this company, to meet all of my colleagues and to make all of the new friends I had.

The first three days of the induction week were held at the Ricoh Arena. We were told of the 35,000 applicants for the 500 odd apprentice and graduate roles and it reinforced the privilege of the position we were in. During the 3 days we would be addressed by key members of the business to teach us what it meant to be part of JLR. From inspiring talks and charismatic presentations from lead designers, each session was insightful and engaging.

Beyond the presentations, we also had the opportunity to learn more about the business itself and the specific schemes in place, from learning how the company implements continuous improvement, to putting together a timeline of the rich history of Jaguar and Land Rover. The induction was extremely well run and thanks goes to all of the organisers, everyone who gave presentations and the apprentice team. It was a start that I'm sure we will never forget.

Beyond the general induction for all apprentices and graduates, we spent 2 days on site at Gaydon in our departments. I am in the body engineering department and it seems like it was the best choice for me. Including me there were 28 people welcomed into the department with engaging and educational activities which gave us many key messages. From ice breakers which showed us that by working as a team we could improve performance by over 50%, to presentations which showed us that customers are the main driver of change, it was a great 2 days of meeting everyone we will be working with for the next 6 years.

It was clear each activity was extremely well planned which was evident during my favourite activity of the 2 days – static vehicle benchmarking. Waiting for us in the car park were 8 different vehicles which we could play with: what could be better? By comparing our products with our competitors, we gained an appreciation for the market and the interesting obstacles we will be working to overcome as part of JLR.

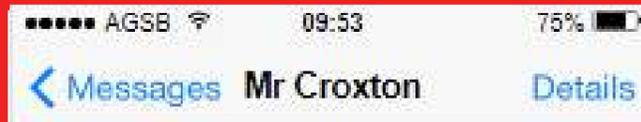
It's safe to say that the first week at JLR exceeded all expectations. The key message from the event was to "make it yours", and as we start on this journey, this week empowered me to try my best to make it mine.

Luke Kwan

## LUKE KWAN APPRENTICESHIP



# INTERVIEW WITH MR CROXTON



What is, in your opinion, the most controversial part of history and why?

I think, at present, it's how we deal with figures from the past whose ideas and thinking we find distasteful. There's a way of thinking, increasingly prevalent at the moment, which encourages us to hide them away. We've seen it recently with imperialists like Rudyard Kipling Cecil Rhodes. It's ahistorical, educationally damaging and ultimately counter-productive. We learn most when we engage with and challenge alternative ideas.

If you could have dinner with 3 famous people, who would they be and why?

Steven Fry; wit and insight. Vincent Kompany; leader and icon. Ruth Bader Ginsburg; experience and wisdom.

What decision do you regret the most in your teaching career?

Tough one. I think I'm pretty fortunate in terms of the big decisions concerning the places I've worked and the people I've worked with. On a lower level, I probably regret any time I have to focus on student outcomes. It's all about process. If you get that right, the grades and individual development follows.



What is your favourite subject within History?

Modern America. It's diverse, complex and contradictory. In the past, I taught an A Level course entitled 'The American Dream: Illusion or Reality'. Loved that. If you want an insight, check out the music of The Boss (Bruce Springsteen) or the stand-up of the great counter-culture comedians (I'd recommend George Carlin or Bill Hicks – with parental permission!). I find the gulf between America's ideals of justice, equality and opportunity and the realities of modern US society, fascinating.

Do you believe that some teachers use their position and influence over students to indoctrinate them with their own political ideas.

If they do they're misguided. We're here to encourage critical thinking. I want students to question any and all accepted wisdom. That's the only way individuals grow and it's the way societies progress. That said, students can sometimes be quick to make such criticisms of teachers. We're all shaped by our upbringing and environment and we all have our own personal prejudices. That's human. Detachment is a skill and it takes a good deal of practice. If we as teachers are providing an environment in which free discussion and debate are encouraged, then I think we're doing a decent job.





Who is your political hero/icon?

Bobby Kennedy. Not without his flaws but you'll spend a long time looking if you want perfection in your heroes. A committed liberal, a thinker and an astute politician who understood that difficult compromises were necessary if meaningful change was to be achieved. He masterminded his brother's election victory in 1960, helped save the globe from nuclear annihilation during the Cuban Missile Crisis in 1962 and had the political courage necessary to publically back civil rights and take on organised crime. He also made, in my view, the most inspirational speech of the twentieth century, in Indianapolis on the evening of Martin Luther King's assassination in 1968. Tragically, he was gunned down two months later himself. The greatest President the USA never had.

Why did you decide to become a teacher?

Interest in ideas and love of the subject. Being paid to talk about History and Politics all day with intelligent and (broadly!) engaged young people is a pretty good way to earn a living.



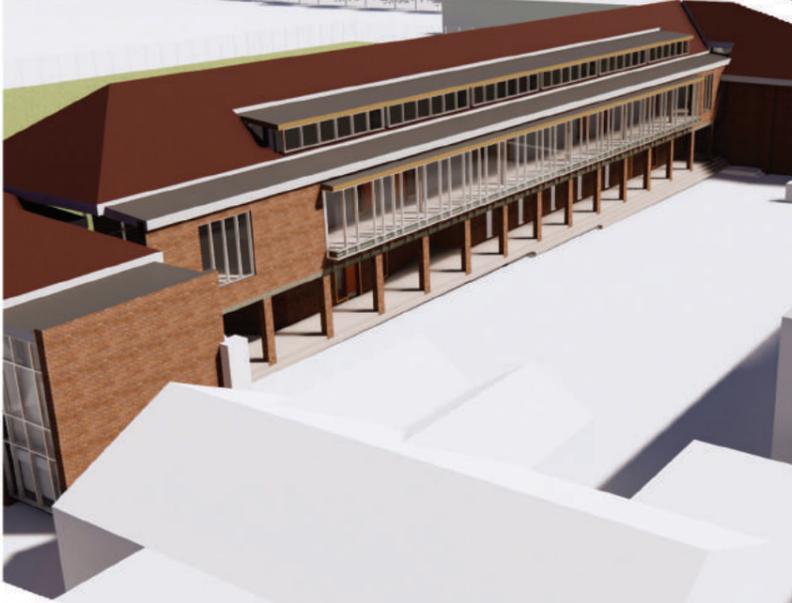
Is there anything you wished you taught but you can't?

I guess there are topics I haven't had the opportunity to teach. I think, long-term, we need to introduce more Asian history onto the curriculum. The balance of power and resources in swinging from the West and the East. You can see it all around you.

How did you get an interest in History & Politics?

A great teacher at Sandbach School called Jon Green. The Head of History and Politics (obviously!). Diminutive in stature but had real force of personality. When you went to his lesson, you knew you'd be made to think.





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