



## HGS Pre-Loved Uniform Shop Launch



**HGS**  
**PRE-LOVED**  
**UNIFORM SHOP**

For stock enquires email  
[adminoffice@heckgrammar.co.uk](mailto:adminoffice@heckgrammar.co.uk)  
or call  
**01924 402202**

**- Shop in School-  
days and opening times coming soon**

Payments accepted cash, card or Parentpay billing

Student Services working in conjunction with the Eco-Committee are pleased to announce the launch of the HGS Pre-loved Uniform Shop.

Buying preloved is the new cool!

Buying and selling preloved clothes is a growing trend particularly amongst young people and students, so we thought why not it introduce into HGS.

Many people are struggling with the increase in the cost of living crisis and we understand that if your child is nearing the end of their time at HGS or participates in sport, new or extra uniform can be a cost you haven't budgeted for.

We hope this service will help our parents save on uniform costs and of course are helping the environment.

For more details please visit the website or contact us on the above email or phone number.

We have blazers, PE-kits - (t-shirts, waterproof tops, leggings, fitted tracksuit bottoms, waterproof tops, long sleeved tops), jumper, ties, skirts in stock now

If you have any uniform items you would like to donate please drop off at Reception. Please ensure that all items are clean.

All donations are greatly appreciated.



# Subject Focus - EPQ

## Extended Project Qualification



What is the EPQ?



The EPQ is an independent project that students get the option to complete. It involves writing a 5000 word dissertation or creating something, this could be a musical composition, a computer programme or carrying out a scientific experiment.



### When:

We offer two routes. The accelerated course which students begin at the end of Year 11, after they have completed their GCSEs. There is an option for students to attend school on a Wednesday afternoon until the summer break. They will be expected to work on their project over the summer and will have lessons when they return in Year 12. The hand in for the accelerated course is either Christmas or February of Year 12.



The second route begins in October of Year 12 and students should complete around Easter.

We believe that offering the option to do the course in Year 12 benefits students because they move into year 13, with a qualification equal to half an A-Level and the skills that students get from doing the EPQ transfer to their other A-Level subjects

### Why:

Universities often make offers to students who have completed the EPQ. This is because they value the skills that students develop when they do the EPQ.

The EPQ is half an A-Level and students get UCAS tariff points based on their grade.



Doing an EPQ gives students something to talk about in the university or work applications and can also help confirm their subject choice for university.

### How:

Students have one lesson per week. The lessons cover all aspects of research and project management.

Students have a supervisor who meets with them regularly to guide them through the process of completing their project.

# Subject Focus - EPQ continued

## Testimonies from students who have completed the accelerated EPQ.

**Name** - Nancy Roberts

**Project Title** - To what extent did accusations of homosexuality in monastic communities influence the Dissolution of the Monasteries?

**What were your findings?** - I found that while they were not significant enough to form an individual reason, the accusations were used as part of a propaganda campaign of corruption to hide the financial reasoning behind the Dissolution.

**What skills did you learn** - I learnt many useful skills around essay-writing, such as how to structure and reference a dissertation. I also learned how to scan through texts and locate information quickly, and to analyse the accuracy of the facts to see what to use.

**How has this impacted you** - It has really increased my confidence in my own research abilities and allowed me to believe in the quality of my work.

**Would you do anything differently if you were to do it again?** - If I was to do it again, I would be a little easier on myself regarding time management. I would also do my source analysis as I went along instead of doing it all at the end!

**Any comments** - The fast-track EPQ is a fantastic experience with surprisingly little stress. Being allowed to complete a project like this was a brilliant opportunity and I would definitely do it again.



Fountains Abbey

**Name** - Adwait Upasani

**Project Title** - Could Immunotherapy become the future mainstay for colorectal cancer treatment?

**What were your findings?** - From my research - both primary and secondary research - I concluded that Immunotherapy (a relatively new cancer treatment) does have the potential to rise to the forefront of colorectal cancer treatment, after finding many academic sources that feature Immunotherapy clinical trials showing high survival rates against colorectal cancer. Of course, I couldn't dismiss sources that stated that other cancer treatments may be better due to Immunotherapy's extremely high cost, but the majority of sources I found led to my conclusion. Additionally, I also carried out primary research for my project by completing work experience at a cancer hospital in India.

**What skills did you learn** - I believe completing an EPQ has been a fantastic opportunity to develop many of the fundamental research skills that are sought for by universities. Having done a 5000 word dissertation, the skills I developed during the course of my EPQ include my essay writing skills, project planning, time management, critical analysis, reflection, referencing, and presentation skills.

**How has this impacted you** - Overall, doing an EPQ on a subject as complex and interesting as this really motivated me to develop my knowledge in this field by letting me run loose into my own world of molecular medicine, and is bound to be useful for my university interviews and beyond. Furthermore, universities are looking for students who are able to research because it is so common at university, so if you can show that you have that skill early on by doing an EPQ, you automatically become a much more favourable candidate, not to mention the potentially reduced A-level grade requirements for some courses. Don't miss out!



# Subject Focus - EPQ continued

## Testimonies from students who have completed the accelerated EPQ.



Name - Adwait Upasani - continued

**Would you do anything differently if you were to do it again?** - If I were to do an EPQ again, I would spend longer researching before beginning to write, to make the researching phase to writing phase transition easier, as planning is the most crucial component of writing a dissertation.

**Adwait on work experience at a cancer hospital in India**

Name Kai Dai

**Project Title** To what extent are Orcinus orcas' more intelligent than Ursus maritimus'?

**What were your findings?** - I investigated the factors that affect the intelligence of these two apex predators which were, Cerebral cortex size, hunting strategies, social structure and communication, emotions and human interactions.

After analysing these elements with great depth, I concluded that Orcinus orcas' were more intelligent than Ursus maritimus' to a small extent and that one of the major reasons why polar bears were inferior was because they are unwilling to live and hunt in groups, like orcas.

**What skills did you learn?** - Whilst doing the EPQ, I developed a wide variety of skills, most notably time management and essay writing skills.

Time management is important as each stage of the project needed to be done within a specific time period in order to hand my EPQ in on time. This skill is vital for any job and puts me in a better position for university applications.

Moreover, I have developed better research and analytical skills. This is because I have had to conduct/find research about the topic I wanted to discuss and also needed to critically analyse the information to see whether or not it was relevant to my dissertation.

**How has this impacted you?** As a result, this has also put me in a better university for the transition between A-levels and university as I will have to write lengthy essays and complete research projects on a daily basis.

**Would you do anything differently if you were to do it again?** - If I were to do the EPQ project again, I would do my dissertation on a topic linked to medicine as that is what I want to pursue at university and beyond.



Orcas

# Subject Focus - EPQ continued

## Testimonies from students who have completed the accelerated EPQ.

Name - Daniyal Shaikh

Project Title - S.A.R.A - SEARCH AND RESCUE APPARATUS

**What were your findings?** - I successfully created a search and rescue system that incorporates an app that records data from the user's device and sends that to a master spreadsheet underneath their unique sheet id. Using that data, mountain rescue teams can find and locate the user 30% more efficiently than continental methods. I also created some vehicles which utilise FPV (First Person View) cameras to see what the cars see, one of the cars is a rock crawler for mountainous areas, and the other one is a Nitro RC car for flat areas as it can go 35mph to find the victim as quickly as possible.

**What skills did you learn ?** - I have learnt how to research topics and how to analyse said research, I also learnt how to solder, and how to code in MIT App Inventor.

**How has this impacted you ?** - I would have not changed anything about my project but extend it to include a RC plane as the plane would be invaluable in searching for people from the air and I wish I could do it again as the satisfaction when you solve all the problems along the process of the EPQ is unimaginable.



Danyal with his rescue vehicles

Name Sam Walshaw

Project Title Should the railways of Great Britain be nationalised?

**What were your findings?** - I opted to complete the Fast Track EPQ course because it allowed me to gain a very useful qualification early on in my Sixth Form career. If I had not been able to do this course, which I started at the back end of Year 11, I would not have had time to do an EPQ and would have missed out on the invaluable skills it provides to all those who do it.



**What skills did you learn?** - Owing to my interest in railways, I eventually decided on the title above. I knew I wanted to write an essay, rather than make an artefact, because I wanted to improve my skills of research, writing and referencing in preparation for university. I chose the question of nationalisation in particular as it links to some of my other interests, such as politics.

**How has this impacted you?** - After several months of work (I handed my project in after the February half term) I found that Britain's railways should be a public service, rather than profit-driven. The system should be fully integrated, rather than the plethora of fractured organisations currently in place, because these different parts are all interlinked. The privatisation of 1993-96 should be regarded as a failed experiment, and a rolling programme of electrification is badly needed (as are fare reforms). Please come and find me if you would like to read the full essay!





HECKMONDWIKE GRAMMAR SCHOOL

# SPRING

Concert

ENTRY  
£5

THURSDAY MAY 11TH

HGS SWANN HALL - 7pm

Tickets available from

<https://heckmondwikegrammar.schoolcloud.co.uk/>

FEATURING

CONCERT BAND

CHOIRS

SOUL BAND

STRING GROUP

PERCUSSION

GROUP



# School Bus Applications are Open



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GRAMMAR SCHOOL!**

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**HGS1 Orange (Leeds/ Morley)**

**& HGS2 Blue (Wakefield) ? have limited availability**

**TWO new routes offered - Purple (Huddersfield) & Red (Halifax)**

**Don't miss out, Book Now -[www.schoolbusclub.com](http://www.schoolbusclub.com)**

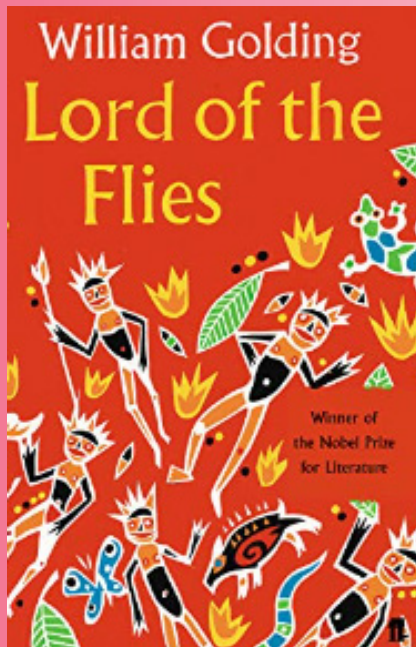
**Closing date for HGS routes extended to 21 May 2023**



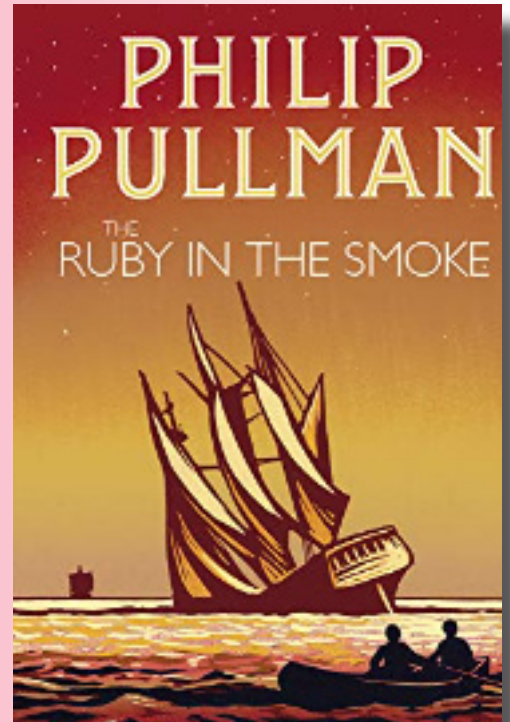
# Subject Focus - English

As we enter the summer term, it is a busy time in the English department as we prepare our current Year 11 and Year 13 students for their GCSE and A level exams. The students are revising hard, and many are taking advantage of the intervention sessions that have been organised for them at lunchtime and after school. We wish

the class of 2023 every success in their forthcoming examinations.



Across the department we have enjoyed introducing our Year 7 students to the world of Shakespeare through exploring extracts from a broad selection of his plays. In Year 8, students



have been captivated by the mystery-thriller by Philip Pullman, 'The Ruby in the Smoke'. In Year 9, students have just completed studying William Golding's 'Lord of the Flies' and have now started studying poems from the GCSE Power and Conflict poetry. It has been wonderful to see how engaged students have been with the poems, especially when looking at Poet Laureate Simon Armitage's poem, 'Remains' about the PTSD suffered by soldiers returning from war.



In Year 10, students are studying Shakespeare's Macbeth and turning their attention to preparation for the end of year exams in the summer. Macbeth's powerful themes of ambition and the supernatural continue to excite and engage students and there have been some wonderful and insightful discussions to be had about Macbeth and Lady Macbeth's characters.

In Year 12, our Literature A Level students have moved on from 'The Great Gatsby' and 'A Streetcar Named Desire' and are now exploring poetry and have started to work on their coursework.



# Subject Focus - English continued

## Enrichment in the English Department

### Classic Book Club - Mrs Dye

A dedicated group of around forty Year 8 to Year 12s meet every Tuesday to discuss three books which are selected democratically by the students. Discussion is lively and in depth, with room for lots of fun and laughter. Currently, we are reading three books: 'Frankenstein', 'These Violent Delights' (based on Romeo and Juliet to tie to Year 9) and 'Divergent'. This club is run and managed by Aleesha Kadarsha in Year 12. We couldn't do it without her: she is the beating heart of the club! She is so dedicated: formulating weekly questions, circulating the three discussion groups and encouraging students to talk and analyse. A massive, huge thank you to Aleesha for all she does!

### Creative Writing Club - Miss Gledhill

Key Stage Three students continue to attend Creative Writing club with Miss Gledhill (new members always welcome!) and students have been entering a writing competition run by an organisation called Young Writers. Student that have entered their work get a chance to see their writing published! Most recently, Ben McNally, Maryam Mirza, Ananya Baidyaroy, Abdurrahman Abbas and William Thornton have been successful with seeing their writing in print!

In other news...

Miss Gledhill would like to give a 'shout out' to Ben McNally, Sadie Wright and Tinh Nguyen who have all created some fantastic decorations for their homework research for 'Ghost Boys' about the Day of the Dead.

Mrs Dye's classes have been reading classic fiction and non-fiction this year to complement their GCSE English reading. Students were given homework to read a classic fictional book in Term 1 and non-fiction in Term 2, then prepare a five-minute presentation on their chosen book. Presentations covered plot, characters, themes, linguistic and literary methods and structure. Students really enjoyed presenting and also listening to others' thoughts on a wide range of diverse texts. Novels ranged across a range of time period and cultural backgrounds.

Titles which were enjoyed and recommended include:

- Nineteen Eighty Four by George Orwell
- A Thousand Splendid Suns by Khaled Hosseini
- Jane Eyre by Charlotte Bronte
- Sense and Sensibility by Jane Austen
- The Time Machine by HG Wells
- A Brief History of Time by Stephen Hawking
- There is no Planet B by Mike Berners-Lee
- The English Civil Wars by Blair Warden
- Who Rules the World by Noam Chomsky
- I Know why the Caged Bird Sings by Maya Angelou

What a pleasure to see young people engaging with such a wide range of interesting and thought-provoking reads.

This has been so successful with Mrs Dye's classes, we are looking at how we can embed this more widely across the whole year group!



# U13 Cricket

The Under 13 cricket team faced Rastrick in the 1st round of the County cup competition. A number of key players were not available which provided the opportunity for Year 7 players to make their debuts. Captain Safiullah Abrar lost the toss and Rastrick opted to bat first. The Rastrick opener who represented Yorkshire, kept the run rate ticking over and dispatched any poor deliveries over the short boundary. Heckmondwike's opening bowling attack of Mukherjee and Chaturvedi bowled well but could not find a break through. A late flurry of wickets from runs outs and some excellent bowling from Abrar did not reduce the run rate and Rastrick posted an imposing total of 90 from their allocated overs. Heckmondwike's openers found the batting conditions and some excellent bowling difficult to cope with. The loss of the first wicket sent Abrar to the crease. Once he had adjusted to the conditions, he started to attack the Rastrick bowling hitting some audacious shots all around the ground, including a number of 4s and a 6 which kept Heckmondwike on track with the 10 run an over required run rate. Agonisingly, Abrar received an unplayable delivery and to compound his disappointment, he was bowled stranded on 49. The remaining batters could not find the boundaries required to keep up with the run rate and the innings finished with Heckmondwike 18 runs short of the victory target.

Well done to all of the players. There was some excellent fielding and bowling from Sid Mukherjee and debutant K u s h a a g r a Chaturvedi. Player of the match - Safiullah Abrar.



Residents have again informed us that parking has become an issue on the roads around school. Parents/ carers, are politely requested to take note of the permit parking around school, respect our neighbours and give consideration to others when dropping and collecting their children at school. When parking, ask yourself: are you causing a hazard to others? Is it necessary to park in that specific spot?

As the daylight extends, you could consider parking a little further away from school and asking your child to walk. The roads around school are very congested at times and a little bit of thoughtfulness will help everyone in the school and surrounding community.





## INSIGHT INTO UNIVERSITY



Thank you to our supporters:



### HELP STUDENTS DECIDE WHETHER UNIVERSITY IS THE ROUTE FOR THEM

Insight into University is a comprehensive virtual experience allowing students to explore STEM studies at university and the career opportunities that these subjects lead to. It provides access to information on student life, STEM projects and activities set by leading UK universities and global STEM companies, first year undergraduate lectures, live interactive sessions with academics, admissions tutors, employers and current students.

Whether young people are interested in life sciences, chemistry, biomedical, forensic science, robotics, food science, electronics, engineering, physics, computer science, sustainability, materials science, aerospace, built environment, tech or maths, we have something for them. With specially developed content and live sessions from universities including University of Cambridge, Sheffield, Lancaster, Abertay, UCL, Oxford, Liverpool, Edinburgh, Birmingham, Warwick, Kingston, Nottingham, Strathclyde. We will also have some fantastic workshops and careers guidance from organisations such as Innovate UK, GSK, GE, Tech Partnership, Rolls Royce and more.

The unique feature of this course is that students are able to access content from a diverse range of STEM subjects and will be able to tailor a course that suits their interest.

On successful completion of the course, which involves 30 hrs of study, students will receive a Silver Industrial Cadets award and be in a position to make a more informed decision for their UCAS application.



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[www.etrust.org.uk](http://www.etrust.org.uk)



# Abertay University



# UCL



## THE UNIVERSITY of EDINBURGH



## INSIGHT INTO UNIVERSITY

### Interested? Scan the QR code



### What our students say

*"I've absolutely loved every minute of this course. I found the live sessions in particular very inspiring and informative, and all of the taster lectures were both accessible and challenging. I'm really excited to continue with my STEM studies."*

*"This course absolutely helped me with my future education and career path. The way I was able to choose which activities or lectures I wanted to complete was undeniably useful as it meant I could tailor a course to suit me. This was a thoroughly enjoyable experience."*

*"I really enjoyed the course and feel much more confident in applying to university having done it. The live sessions were very interesting and I was blown away by the wide range of choice of sessions."*

**92%** of students felt that the skills and knowledge that they gained from the course will have a positive impact on their future studies and career.

**86%** of students felt confident or very confident in making their future study and career choices after completing the virtual experience.

### When is it?

The experience will run from 3rd July until 25th August 2023 and can be completed flexibly to fit around other commitments and study at a pace that suits individual circumstances.

### Who is it for?

The experience is open to all students age 16+ and is suitable for all abilities, with activities that cover different levels of advanced study.

All students need is a genuine interest in STEM and inquisitiveness about what the future can hold for them and how they can help get themselves there.

### How to apply?

Visit our website  
<https://www.etrust.org.uk/insight-into-university>  
or scan the QR code to apply!

### Cost: £85

Fully funded places are available if cost is a barrier, please indicate your interest on the application form



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LONGCAUSEWAY CHURCH SHOP,  
(PREVIOUSLY KIRKWOOD HOSPICE)  
DEWSBURY, WF12 8EN.**

**10AM TILL 2PM**



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# HOUSE EVENTS



## **w/c Monday 17 April**

Junior House Maths—afterschool  
House Chess begins

## **w/c Monday 24 April**

Staff House Bake Off—lunchtime  
House Art showcase—afterschool  
Senior E-Sports begins

## **w/c Monday 8 May**

Senior Girls Rounders—lunchtime

## **w/c Monday 15 May**

Junior Boys Cricket—afterschool  
Inters Girls Rounders—lunchtime

**For more information see your Head of House!**

**Specific days to be confirmed in house assemblies and on  
Teams**

CALLING ALL **ENGINEERS**  
**OF THE FUTURE**  
**CHALLENGE ALERT!**

**AGE 13-15 YRS**

**BANGIN PRIZES TO WIN!**

**TROPHY & CERTIFICATES**

**INVENT A FRESH NEW  
TEEN SPACE HANGOUT/RECREATION  
EQUIPMENT**

**BE CREATIVE, INVENTIVE, RECYCLE!**



Are you A student in years 8-10?

Are you interested in Engineering and/or Design

If you answer YES Then this competition is for you

The Design Challenge runs until the closing date of 30th June. Get your entries in!

Full brief here

[Challenge - Make It In Manufacturing \(miim.org.uk\)](http://miim.org.uk)



# Diary Dates

**Monday 8 May**

School closed - King's Coronation weekend

**Thursday 11 May**

Spring Concert - reserve your ticket [here](#)

**Friday 19 - Saturday 20 May**

Bronze DofE Expedition

**Monday 22 May**

Parents' Information Evening - Paris Trip

**Tuesday 23 May**

Youth theatre Presents - The Railway Children - reserve your ticket [here](#)

**Thursday 25 May**

Parents' Information Evening - Spanish Trip

**Monday 29 May - Friday 2 June**

Spring Break - School Closed

# EXAMS

Year 11 & Year 13 GCSE/A' Level exams :

The contingency dates for this summer exams are

**Thursday 8th & 15th June p.m**

**Wednesday 28th June - All day**

These contingency days are used should there be exceptional circumstances (in the event of national or significant local disruption to examinations) that may require exam boards to reschedule an examination. Students would only be required to attend on those days should an examination be rescheduled



HECKMONDWIKE  
GRAMMAR SCHOOL

# CELEBRATING 125 YEARS

## of Heckmondwike Grammar School

- Exhibition and guided tours of the school
- Complimentary afternoon tea in the original dining room
- Musical performance

## *Everyone Welcome*

*a chance to meet with former students, staff and friends*



Scan the QR code or contact the school to register your interest in attending.  
Follow us on social media for more information

Tel: 01924 402202



Email: [admin@heckgrammar.co.uk](mailto:admin@heckgrammar.co.uk)

# OPEN DAY

## SATURDAY 1 JULY - 10AM - 4PM