



WIRRAL GRAMMAR SCHOOL

A Guide to Events and Commitments 2022/25 Key Stage 4: The GCSE Years

(Years 9 to 11)

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Years 9, 10 and 11
A Guide to Events and Commitments 2022-2025

Dear Parents

Your son's GCSE years are now upon us and as such, they are the most important years of your son's education so far.

In an increasingly competitive world, getting the best results possible is a pre-requisite for gaining employment and a University education. Whatever your son's chosen route is, I am keen to ensure that he gets the very best from the next three years and that his achievements reflect his true potential.

I hope that you will find this guide to be of value to you over the next three years.

Success at GCSE depends on pupils addressing three things:

1. Knowing their targets and working towards them;
2. Understanding the work and preparing effectively for tests and examinations;
3. Knowing their commitments in each subject so that they can manage their time effectively.

This guide contains information for each subject so that your son can plan carefully. On page 2 you will see a listing of the main events in Years 9, 10 and 11. Next to this list is a column where you, or your son, can make a note of commitments that apply to the subjects that are relevant.

Because there are commitments all year round, absence from school needs to be kept to a minimum and term time holiday absence, in particular, should be avoided.

It is my expectation, based upon progress made so far, that results in the Summer of 2025 will be excellent. I wish each pupil every success.

Yours sincerely



Mr S P Ascroft
Headteacher

Key Stage 4 Reporting and Events Timetable

Year 9	
Week commencing 31 st October 2022	Assessment Week
Week commencing 21 st November 2022	Progress Bulletins issues during this week including targets for Y9
Thursday 19 th January 2023	Year 9 Parents' Evening
Week commencing 27 th February 2023	Assessment Week
Week commencing 27 th March 2023	Progress Bulletins issues during this week
Week beginning 5 th -16 th June 2023	School Examinations – exact dates to be confirmed
Week commencing 10 th July 2023	Progress Bulletins Issued during this week including Target Reports for Y9
Year 10 – approximate dates at this stage – will be published in next year's calendar	
November 2023	Assessment Week
November 2023	Progress Bulletins issues during this week
February 2024	Year 10 Parents' Evening
March 2024	Assessment Week
April 2024	Progress Bulletins issued
Year 10 Mock Examinations (2 weeks beginning of June 2024)	School Examinations – exact dates to be confirmed
July 2024	Year 10 Mock Results Day
July 2024	Progress Bulletins issued including Target Reports for Y10
Year 11 – approximate dates at this stage – will be published in next year's calendar	
November 2024	Mock Examinations
December 2024	Mock Results Day
December 2024	Year 11 Parents' Evening
January 2025	Sixth Form Options Marketplace event
February 2025	Progress Bulletins issued including Target Reports for Y11
March 2025	Assessment Week
June 2025	Sixth Form Induction
April 2025	Progress Bulletins issued
June/July 2025	Main GCSE Examination period

The GCSE Years 9, 10 and 11

During Year 9, boys will be getting their GCSE courses off to a start. This is an important year in laying the foundation for future success. In some subjects, pupils will be covering the key skills that underpin the knowledge and understanding that follows in Years 10 and 11; while in other subjects, boys will be making a start on the syllabus content.

As most GCSE exams are all at the end of Year 11, it is crucial for pupils to prepare as they go along making sure that all tests are fully prepared for. Boys will be set targets based on their prior attainment and we will monitor progress against these targets; this is explained in the next section.

Year 9: Target Chances Graphs

At the start of Year 9, all pupils will be given a chances graph to allow you to see your son's chances of gaining different GCSE grades. The graph is **bespoke** to your son as it shows how pupils nationally, with similar prior attainment and age, have performed. This will allow you to identify your son's potential within his different subjects and set aspirational targets for each subject to help him to achieve his full potential.

Reporting on Progress

These are the ways in which we monitor, support and report on your son's progress:

- Progress Bulletins are issued according to the calendar at the start of this Curriculum Guide. This records each boy's current level of attainment and will contain his target grade range, allowing you to identify his progress towards his individual target. Grades for their effort in behaviour, engagement and homework will be given.
- If applicable, they will also be given 'Areas for Improvement'
- The boys reflect on their progress as part of a conversation with their Form Tutor during the academic year.

Please see the progress reports for further details on these areas

- Boys will be issued with the first interim report in Year 9 to help parents and pupils isolate key areas he needs to prioritise early in the GCSE course.
- Parents will be contacted by Heads of Years to celebrate success or when concerns arise.
- Form Tutors and Head of Year monitor progress carefully and intervene where necessary to help boys get back on track. This support can take the form of extra study sessions, regular mentoring and meetings with parents.
- Parents' Evenings take place each year and this is an opportunity for parents to meet individual subject staff. We are conscious that Parents' Evenings can be busy occasions and even with our online system, keeping to the time allocation can be a challenge. We do expect all parents to attend (either in school or online) as this helps to ensure that each boy is supported by both school and home. Many boys attend along with their parents. Please be aware that it may not be possible to see all the subject teachers during a parents' evening.

- Whenever parents feel that they would like an 'up-date' on their son's progress we are happy to provide this. Weekly monitoring is arranged for every lesson when we feel there is a need to do so. This arrangement can be put in place by contacting the Head of Year.

For pupils who are considered to be performing significantly 'below target', intervention meetings are arranged with the Headteacher and Head of Year. Where it is considered necessary, parents may also be asked to attend these meetings so that there is a unified approach to supporting those individuals concerned.

Careers Information

Careers Education and Guidance (CEG) is taught as part of the Personal Social and Health Education syllabus (PSHE) as a six week module (this format is followed by subsequent year groups). Topics covered include:

- self- awareness
- using computer programmes such as 'fast tomato' which stimulate thought
- an awareness of gender equality and
- to introduce new ideas to developing minds

All pupils have the opportunity of meeting the link careers officer through an introductory talk. These talks take place in PSHE lessons. In turn, this can lead to one-to-one interviews for the pupils if they want one. Also, for pupils who are having academic problems and may not meet the levels required to join the Sixth Form, meetings are set up with an interview with the Link Careers Officer.

The School organises a Biennial Careers Convention. It would benefit your son to attend this very popular event. There is now a (CEG) section in the Learning Resource Centre (LRC) devoted to careers advice which is easily accessible to all pupils. Please tell your son to make use of this resource. Weekly Careers Planners, bespoke to students in Y7-Y11, are shared with students. These, together with a plethora of further careers information and guidance, can be found in the Teams pages accessed via your son's MS Office 365 login.

Joining the Sixth Form at Wirral Grammar School

We very much hope that all Year 11 students who want to continue into the Sixth Form gain the GCSE results that will allow them to do so.

Our expectation is that students joining the Sixth Form will have a minimum of 6 Grade 5s and Grades 7, 8 or 9 in the subjects that they wish to study.

We feel that it is important for students to be aware of this situation from the start so that they can focus on achieving the grades that they will require for further study at A Level.

Please note that in January of Year 11, we will be holding an Information Evening about the Sixth Form when parents and students will be able to meet with subject staff to find out more about the subjects that we are able to offer.

Revision Guides

Many students like to have their own revision guides that they can use to assist them in revision for tests and exams over the period of the three year course. A particularly popular series among students are the CGP revision guides. These are available for most courses. The books are simply illustrated, contain the summary points for each topic and have revision questions at the end of each topic section. CGP books and revision cards tend to be available from most book retailers, but can be purchased more cheaply 'on-line' through retailers like Amazon. Please be aware that teachers will provide students with revision resources such as past exam papers etc.

Name of subject : Art & Design (Creative Design)
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE Art, Craft and Design 8201/C & 8201/X

Web link: <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

The subject is assessed in the following ways:

Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
2. **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations

Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title. Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way. An unlimited period of preparatory time is followed by 10 hours of supervised time during which students will develop their own unaided work. There is no restriction on the scale of work, media or materials used.

Preparatory period – from 2 January

- Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January. Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work.
- Students may discuss their starting points with the teacher.
- Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or non-digital presentations.
- Students must stop work on their preparatory studies as soon as the first period of supervised time starts.

Supervised time – 10 hours

- Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.
- They may refer to their preparatory work during the supervised time but may not add to it or amend it.
- The first two hours of supervised time must be consecutive.
- Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion.
- Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time must be clearly identified as such.

All the work submitted for this component will be marked as a whole. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own.

Assessments

Component 1 : Portfolio	
What is assessed	A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.
How it is assessed	<ul style="list-style-type: none">• No time limit• 96 marks• 60% of GCSE (Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June)
Component 2 : Externally set assignment	
What is assessed	Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it is assessed	<ul style="list-style-type: none">• Unlimited preparatory period followed by 10 hours of supervised time• 96 marks• 40% of GCSE

Timing of assessment over the three year course:

- **Foundation skills projects (Year 9)** – Four projects based on four different media areas
- **Coursework Portfolio (60%)** - Two projects (Natural Structures and 'Choice Project') completed by December of Year 11
- **Controlled Test (40%)** - January to May of Year 11

Other requirements of this course:

- Attendance to lunchtime Art sessions once per week
- Visit to local or national Art gallery once per half-term
- Participation in artist-in-residence workshops (time/budget dependant – school based)

Head of subject: Mrs K Johnson (Head of Creative Design)

Name of subject: Biology
Examination Board and Syllabus: AQA
Specification Name and Number GCSE Biology (8461)

Web link: <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

The subject is assessed in the following ways:

There are no external module tests and the examinations will be in June 2024. Pupils are taught in mixed ability classes. The course is divided into a series of short topics (averaging about 10 lessons per topic) each having an end of topic test. Each module also contains two grade marked assessments to help students prepare for the end of unit assessment. Homework tasks will cover a mixture of learning support activities. It is intended that all pupils take three separate sciences. The level of exam entry will be Higher.

The course covers the following major areas of biology:

- | | |
|---|---|
| 1: Cells & Cell Biology | 6: Homeostasis, hormones & excretion |
| 2: Animal tissues, organs & systems | 7: Inheritance, variation & evolution |
| 3: Plant tissues, organs & systems | 8: Classification, ecosystems & ecology |
| 4: Infection & response in plants and animals | 9: Food production |
| 5: Bioenergetics (respiration & photosynthesis) | |

The GCSE course begins in Year 9 with work on 'Cells'. Pupils will cover cell structure and specialised cells, followed by the more challenging concepts of diffusion, osmosis and active transport. Towards the end of Year 9 pupils will be doing work on animal tissues, organs and systems, followed by a module on plants. Throughout Year 10, and into Year 11, students will work through a series of approximately 11 topics with the course designed to finish around Easter 2025 to allow time for revision and the practising of questions before the final exams.

There is no coursework for this GCSE, but your son must complete 10 required practical activities as part of the course. This is not reported as a separate grade, but questions within the final external examinations will assess their understanding of practical techniques. Practical work remains a key part of Biology lessons and will continue to be an important learning opportunity for our students. We will ensure that their practical experience is an interesting and thorough preparation for passing Biology GCSE as well as supporting all students wishing to continue to A level.

Timing of assessments over the three year course:

<i>Year Group</i>	<i>Throughout the Year</i>	<i>June</i>
9	End of unit tests plus Grade Marked Assessments	End of year internal exam
10	End of unit tests plus Grade Marked Assessments	End of year mock exam
11	End of Unit Tests plus Grade Marked Assessments Mock Exam in November	External Examinations

Head of subject: Mr J Finch

<u>Name of subject:</u>	Business
<u>Examination Board and Syllabus:</u>	WJEC (Eduqas)
<u>Specification name and number:</u>	WJEC Eduqas GCSE: Business C510QS

Web link: https://www.eduqas.co.uk/qualifications/business-gcse/#tab_overview

The subject is assessed in the following ways:

The aim of this course is to develop a thorough knowledge and understanding of the way in which businesses operate, including an appreciation of the wider environment in which they exist.

Areas covered include

- Business Activity
- Influences on Business
- Business Operations
- Finance
- Marketing
- Human Resources

The course is assessed by two final written examinations:

Component 1: Business Dynamics (2 hours) 62.5% of qualification.

A mix of short answer questions based on stimulus material covering all the specification content

Component 2: Business Considerations (1 ½ hours) 37.5% of qualification.

Data response questions covering all the specification content.

These examinations take place at the end of Year 11.

More specifically:

- Business aims and objectives
- Legal structure of business
- Factors of production
- Primary, secondary and tertiary activity
- Location of Industry
- Government and EU Influences on business
- Technological and environmental influences on business
- Human resources including; communication, recruitment, selection, training, negotiation and motivation
- Accounting and finance including: internal and external sources of finance, budgets and forecasts, costs and break-even as well as the final accounts of a business a ratio analysis
- Marketing including: product, price, place and promotion
- Production including: methods of production and economies/diseconomies of scale

Students will have the opportunity to go on at least one industrial visit to give them an insight in to how real businesses operate. Teaching techniques include the use of group activities, role play and student presentations.

In Year 10, students have the opportunity to get involved in various activities including:

Mini-enterprise - starting a small business
Student Investor - share dealing competition

The course provides an excellent insight in to the world of work and provides a good basis for study of this subject and other related subjects, such as Economics, at a higher level. In summary, this course will appeal to those students who:

- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to do a subject that offers opportunities for a career in business
- Would like to learn how to make business decisions and solve business problems
- Want to keep their options open – business studies can be a useful choice for a wide range of careers and can be combined with a wide range of subjects.

Head of subject: Ms J Kennah

Name of subject: Chemistry

Examination Board: AQA

Specification Name and Number: GCSE Chemistry 8462

Web link: www.aqa.org.uk/subjects/science/gcse/chemistry-8462

The subject is assessed in the following ways:

There are no external module tests and the examinations will be in June 2024. Pupils are taught in mixed ability classes. The course is divided into a series of short topics (averaging about 7 lessons per topic) each having an end of topic test. Towards the end of each term there is a larger test reviewing learning from ALL previous topics – this is to encourage learning of the content from an early stage. Progress bulletins will be based on these larger tests rather than the smaller end of topic tests. Homework tasks will cover a mixture of learning support activities and each topic has a minimum of one extended assessment task (designed to improve question answering technique as well as giving feedback on learning and understanding). It is intended that all pupils take three separate sciences and the level of exam entry will be Higher.

The course covers four major areas of chemistry:

- Atoms, bonding and moles
- Chemical reactions and energy changes
- Rates, equilibrium and organic chemistry
- Analysis and the Earth's resources

Year 9 starts off with laying the foundations for starting the GCSE course during the first half term, which means that chemistry basics such as learning types of reactions, key terminology and writing chemical formulae and equations will be consolidated. The course will then move on to topics matched to the AQA specification starting in October. Students will start with topics less demanding in terms of chemical concepts, such as the chemistry of the atmosphere. Towards the end of Year 9, more challenging topics that underpin a lot of their future learning (such as atomic structure and the periodic table) will be taught in their entirety. During Year 10 and 11, students work through a series of about 14 topics with the course content designed to finish around Easter 2024 to allow time for revision and the practising of questions before the final exams.

Practical skills form an integral part of this qualification, but will not be assessed through any type of coursework. However, practical work will still remain a key part of chemistry lessons and will continue to be an important learning opportunity for our students. This includes, but is not limited to, eight compulsory experiments that all students are required to complete. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out this practical work. We will ensure that their practical experience is an interesting and thorough preparation for passing chemistry GCSE as well as supporting all students wishing to continue to A Level.

Timing of assessment over the three year course:

<i>Year Group</i>	<i>Throughout the Year</i>	<i>June</i>
9	End of unit tests plus more substantial overarching tests before Christmas and Easter.	End of year internal exam
10	End of unit tests plus more substantial overarching tests before Christmas and Easter.	End of year internal exam
11	End of Unit Tests Mock Exam in November	External Examinations

Head of subject: Mr D Webb

Name of Subject: Design & Technology (Creative Design)

Examination Board and Syllabus: AQA

Specification Name and Number: Design & Technology 8552

Web link: <http://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

The subject is assessed in the following ways:

Unit 1	Written Paper: 2 hour exam paper	100 marks (50%)
Unit 2	Non-exam Assessment: 35 hours	100 marks (50%)

This coursework is carried out through a 'Non-Exam Assessment' which is externally set, internally marked and externally moderated. It will consist of one project focusing on the design and making of a single product or closely related range of products that addresses all of the assessment objectives and will take roughly 35 hours to complete. This will be evidenced and supported through a portfolio of work using a range of techniques including drawing, CAD, prototyping and reporting. We start this work towards the end of Year 10 and carry on into Year 11.

Awarding Grades and Reporting Results

The course is assessed in two units which both have 100 marks each. The NEA will be assessed looking at 4 main criteria: investigation and analysis skills, design and development ideas, prototyping and technical making skills, and testing and evaluation techniques. The portfolio you create will be in the format of a 20-page (approx.) PowerPoint presentation with a fully functional prototype to accompany it.

The examination is also assessed out of 100 marks and will cover many topics including materials and components, sustainability, scales of production and production processes and techniques within industry.

Timing of assessment over the course:

- **Written Exam paper** – The teaching of this unit is mainly carried out as a weekly presentation in lessons – September to January (Year 9) with pupils completing a theory booklet and carrying out additional support activities and working in their revision workbooks. More focused exam lessons will be given throughout Years 10 and 11 to build on knowledge and exam practice technique. The students will sit the theory paper at the end of Year 11. It is expected that students purchase a revision guide and workbook from the department.
- **Practical Work** – During their first year of study in Year 9, students will take part in the **VENTURA Design Challenge** at the Design Museum, London. They will work in teams of 5 to create a designed product that is commercially viable and present their ideas to the school. The winning team is chosen to submit to the competition. After this, pupils will carry out a range of small practical projects which include a batman gadget design project, CAD work and a multiple jointed box to build up skills, knowledge and understanding of the subject. They will also use 2D and 3D computer-aided design (CAD) programs and produce artefacts using the computer-aided manufacturing (CAM) equipment. The pupils will then complete a small version of the NEA from September to January (Year 10) working on a lighting system. This will give the great practical experience and a chance to run through a whole project gaining an insight into their final year. Additionally, pupils will be introduced to a range of graphical communication skills as part of their on-going work.

- **NEA Challenge** – Details of the ‘Non-exam Assessment’ will be issued by the examination board. Contexts will change on a year to year basis and will be released on 1st June in the year prior to the assessment being submitted. Students will carry out some preliminary research as appropriate over the half-term and the summer holiday and continue with the timed NEA from September onwards in Year 11.

Unit 1 : Written examination	
What is assessed	Students will take a 2-hour examination which will test the students understanding of: <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles In addition: <ul style="list-style-type: none"> • At least 15% of the exam will assess maths • At least 10% of the exam will assess science
How it will be assessed	<ul style="list-style-type: none"> • Written exam: 2 hrs • 100 marks • 50% of GCSE
Unit 2: Portfolio	
What is assessed	Students respond to a contextual challenge given to them from the examination board. This challenge will change each year. Students will be expected to respond to the challenge to research and develop a commercially viable product that addresses the issues within the challenge. They will produce a report detailing their ideas and manufacture a working prototype.
How it will be assessed	<ul style="list-style-type: none"> • 35 hours of working time • 100 marks • 50% of GCSE

Other requirements of this course:

- Pupils will sometimes need to carry out additional work/sessions outside of normal lesson times in order to complete some aspects of their coursework throughout Years 10 and 11 and so it is expected that students will use the workshop during some lunch times to access machines and tools etc.
- Participation in design challenges throughout the three-year course.

Head of subject: Mrs K Johnson (Head of Creative Design)

Name of subject: GCSE English Language & Literature
Examination Board and Syllabus: AQA
Specification Name and Number: English Language (8700) English Literature (8702)

Web link <http://www.aqa.org.uk/subjects/english/gcse>

English Language Year 9

In Year 9, pupils are taught in mixed ability groups. This year is used as a foundation for their AQA GCSE course and, as such, will involve them exploring language at a higher level.

Your son will be studying the following topics/themes in English this year:

The course is structured around 6-8 week long units of work. During the units, pupils will practise a number of key skills appropriate to their age such as: writing in a variety of forms for audiences and purposes, critical reading of both fiction and non-fiction and speaking and listening skills. There are two main focus areas which help develop skills for their GCSE Literature and Language course:

English Language:

Pupils will continue to develop their English Language skills mastered at Key Stage 3 by focusing on extended critical analysis of fiction and non-fiction texts. To assess these skills, they complete GCSE exam style assessments in time for various data points.

English Literature:

Pupils will develop their English Literature skills by beginning to study texts on the AQA GCSE Literature specification including a first look at 'Macbeth' and a small selection of poetry. In addition, we also aim to expand their literary analysis skills beyond the GCSE course through the study of a modern novel. We hope this will help them prepare for the rigours of the GCSE Literature exams in Year 11.

The subject is assessed in the following ways:

Class based assessments will follow each unit of work.

Summer Examination

All pupils will sit an internal GCSE style English Language Paper 1 & Literature 'Macbeth' essay question to assess their skills in comprehension/ descriptive/ narrative writing in May/June 2021.

Further methods of assessment will include:

Pupils will receive written feedback using the 9-1 GCSE grade criteria and Assessment Objectives. All assessment feedback should include a personalised target which will be identified in written comments or on marking assessment sheets. This is complemented by a wider range of informal assessment including additional teacher assessment as well as peer and self-assessment. Pupils are taught to be far more critical of their own written and spoken work and are encouraged to evaluate work through a close examination of the various Assessment Foci. Their end of year 9-1 grade, which is reported in the summer term, will be taken from an average of their written work across these assessments.

During the year, homework will take the following forms:

Homework will be relevant and reflective of the work being covered in class. There will be an emphasis on the use of evaluative arguments and creative writing.

You can assist your son with his studies in the following ways:

Encourage your son to talk about the things he is enjoying or finding difficult. When he is preparing a written key piece please ask him to read it aloud to you as that will often enable him to identify his own mistakes. Please do not correct it for him but encourage him to proof read and evaluate his own work. Reading a range of fiction and non-fiction is always advantageous, even reading the sports section of the newspaper is beneficial. There are numerous study guides available for the Shakespeare unit and although some can be quite useful, we would prefer him always to ask for help from his teacher if he is ever confused about anything.

English Language Year 10 and beyond

Name of subject: GCSE English Language
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE English 8700
Web link: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Examination: There are two exams for English Language

Paper 1 (50% total GCSE) 1 hour 45 minutes. This exam is split into 2 sections:

In this section of the exam they will be asked to respond to an unseen extract from a novel or short story and answer detailed questions outlining their understanding of the style in which it is written and exploring the language and structural choices made by the writer. They will be asked four questions on this section:

- 1 short form question (1 X 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1X 20 marks)

Section 2: Writing

Students will be asked to write a story or description using their creative writing skills. The topic will be linked to the fiction they have responded to in the reading section of the paper. In this section their accuracy of written English is worth approximately 40% of their grade and their general content is worth approximately 60% of the mark available.

Paper 2 (50% of total GCSE) 1 hour and 45 minutes. This exam is split into 2 sections:

Section 1: Reading

In this section of the exam, they will be asked to read a non-fiction text which is usually from a magazine, autobiography, travel writing, newspaper, leaflet, and a fiction text, usually an extract from a short story, or novel. Both texts will be linked thematically and will be from two different time periods i.e. 19th century and either the 20th and 21st century. Pupils answer detailed questions outlining their understanding of the style

in which the texts are written and the language and structural choices made by the writer. There will four questions on this section:

1. 1 short form question (1 X 4 marks)
2. 2 longer form questions (1 x 8 marks/1 X12 marks))
3. 1 extended question (1X 16 marks)

Section 2: Writing

Students will be asked to write one non-fiction piece of writing which is usually an argumentative piece written in the form of a letter, magazine or newspaper article. In this section, their technical accuracy of written English is worth approximately 40% of their grade and their general content is worth approximately 60% of the mark available.

Speaking & Listening (0%)

Pupils will complete 3 Spoken English tasks which will be assessed by their teachers.

1. Group-work task
2. Individual task
3. Pair-work task

This will be assessed as a separate assessment alongside their GCSE (but will not contribute towards their final GCSE grade) in which they will gain recognition of their communication skills which can be used on application forms in the future. Note: two of these pieces will have been completed in Year 9 as part of their Functional Skills Course. All pupils must complete this component to validate their completion of the English Language qualification.

NB: There is no written coursework

Timing of assessment over the two year course:

Both English Language Examinations (Paper 1 & Paper 2) will be taken by all pupils in the summer term of Year 11.

Mock interim tests will be sat in the Autumn and Spring terms of Year 10 to assess individual students progress. These grades, using 9-1 grade criteria, will be reported in interim grades sent home to parents.

Further Support

Extra support sessions for Year 10 are available on a Monday Lunchtime in EN6 from January to May.

Head of subject: Mrs G Abernethy

Name of Subject: GCSE English Literature
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE English Literature 8702
Web link: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

The subject is assessed through **two** external examinations.

Paper 1 (40%) 1 hour and 45 minutes
Section A: Shakespeare Pupils will answer one question on 'Macbeth' which they will have studied in class. They will be required to write about an extract of the play in detail and then to write about the play as a whole.
Section B: 19th Century Novel: Pupils will answer one question on 'The Strange Case of Dr Jekyll & Mr Hyde.' They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
Paper 2 (60%) 2 hours 15 minutes
Section A: Modern Texts: (One question) Pupils will answer one essay question from a choice of two on 'An Inspector Calls' (JB Priestley).
Section B: Comparative Poetry: (One Question) In this section of the exam, they will be asked to compare two poems which they have previously studied in class, and explore their understanding of the poetic techniques, themes and structures used to create effect (the texts studied for this section are in the AQA GCSE Poetry Anthology – POWER & CONFLICT).
Section C: Unseen Poetry: (Two questions) In this section, pupils will have to answer one question on one unseen poem and another question comparing the first poem with another unseen poem. To achieve success in this section, they will need to explore their understanding of the poetic techniques, themes and structures used to create effect.

NB: There is NO coursework for Literature

Timing of assessment over the two year course:

Paper 1 & 2 will be examined in Summer of Year 11. Pupils will sit mock interim tests throughout the year to assess individual pupil progress. These grades will be reported to parents in interim grade reports using the 9-1 grade criteria.

The exams are all closed book examinations. Students will need to have a highly detailed knowledge of the texts studied and be able to remember and use quotations from across the whole text as well as discussing the writer's use of language techniques and structural choices. This requires that students have read each text at least three times outside school and made detailed individual notes to support their own learning. He should plan essays using past questions in particular focusing on constructing a clear argument which he can support with well chosen quotations.

Your son will have access to a wealth of revision resources and if there is a specific aspect of the course he/you feel he is struggling with, please do not hesitate to contact Mrs Abernethy (Head of Department).

Head of subject: Mrs G Abernethy

Name of subject: French
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE French 8658
Web link: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Content:

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

The subject is assessed in the following ways:

GCSE French has a Foundation Tier (Grades 1–5) and a Higher Tier (Grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening

What is assessed? Understanding and responding to different types of spoken language

How is it assessed?

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE (each exam includes 5 minutes reading time of the question paper before the listening stimulus is played.)

Questions: Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

What is assessed? Communicating and interacting effectively in speech for a variety of purposes

How is it assessed?

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions: Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the 'Photo card' and different stimulus materials for the 'role play'. The timings too are different:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- Conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What is assessed: Understanding and responding to different types of written language

How is it assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions: Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What is assessed? Communicating effectively in writing for a variety of purposes

How is it assessed?

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions Foundation Tier

- Question 1 – list task (student produces six nouns) – 6 marks
- Question 2 – message (student produces nine sentences in response to nine tasks, approximately 60 words in total) – 18 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Questions Higher Tier

- Question 1 – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Scheme of work: *Please note that this is a guideline only and may change.*

Year 9 Content		
When?	Theme	Topic
Autumn Half Term (1)	Identity and culture	Me, my family and friends: Relationships with family and friends
Autumn Half Term (2)	Local, national, international and global areas of interest	Home, town, neighbourhood and region
Spring Half Term (1)	Current and future study and employment	My studies
Spring Half Term (2)	Identity and culture	Free-time activities : music ,cinema and TV
Summer Half Term (1)	Identity and culture	Free-time activities: food and eating out and sport
Summer Half Term (2)	Identity and culture	Customs and festivals in French-speaking countries/communities

Year 10 Content		
When?	Theme	Topic
Autumn Half Term (1)	Current and future study and employment	Life at school/college
Autumn Half Term (2)	Local, national, international and global areas of interest	Travel and tourism
Spring Half Term (1)	Current and future study and employment	Education post-16
Spring Half Term (2)	Local, national, international and global areas of interest	Social issues: Healthy/unhealthy living
Summer Half Term (1)	Identity and culture	Marriage/partnership
Summer Half Term (2)	Identity and culture	Technology in everyday life: Social media/Mobile technology

Year 11 Content		
When?	Theme	Topic
Autumn Half Term (1)	Local, national, international and global areas of interest	Global issues: The environment
Autumn Half Term (2)	Local, national, international and global areas of interest	Social issues :Charity/voluntary work
Spring Half Term (1)	Local, national, international and global areas of interest	Global issues: Homelessness/ poverty
Spring Half Term (2)	Current and future study and employment	Career choices and ambitions
Summer Half Term (1)	End of course examination focus	
Summer Half Term (2)	End of course examination focus	

Assessments:

Boys will be assessed every half term in order to check progress. Formal examinations in all four papers will take place at the end of Year 11.

Other requirements:

- Boys must have their own dictionary to bring to each lesson.
- Boys should purchase the recommended revision material.
- Parents should assist boys in preparing for assessments and vocabulary and grammar revision.
- Boys who are struggling to progress may be asked to attend lunchtime and/or after school support sessions.

Head of Department: Mr J H Hughes

Name of subject: Geography
Examination Board and Syllabus: WJEC A (Eduqas)
Specification Name and Number: GCSE (9-1) Geography A

Weblink: <http://www.eduqas.co.uk/qualifications/geography/gcse-a/>

The subject is assessed in the following ways:

Pupils will study both Physical and Human Geography.

Component 1: Changing Physical and Human Landscapes	
The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE.	
Section A	<ul style="list-style-type: none"> Landscapes and Physical Processes Rural-Urban Links
Section B	<ul style="list-style-type: none"> Coastal landforms and their management
Component 2: Environmental and Development Issues	
The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE.	
Section A	<ul style="list-style-type: none"> Weather, Climate and Ecosystems. Development and Resources Issues
Section B	<ul style="list-style-type: none"> Environmental Challenges
Component 3: Applied fieldwork Enquiry	
<i>A written examination in three parts using a variety of structured data response questions, some of which will require extended responses.</i>	
The paper will be 1 hour 30 minutes. This accounts for 30% of the GCSE.	
Part A	This section will assess approaches to fieldwork methodology, representation and analysis
Part B	This section will assess how the student's fieldwork enquiries may be used to investigate Geography's conceptual framework.
Part C	This section will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

Other requirements of this course:

Below is an extract from the new specification regarding fieldwork. As part of the course, your son will have to attend a **minimum of two separate field work experiences** over the course of the three years. As a department, we will endeavour to keep the cost of these to a minimum. **Boys may be asked to attend extra sessions if they fall behind.**

Component 3: Applied Fieldwork

Learners should be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment:

- A methodological approach should be taken in one environment *
- The second fieldwork experience should take place in a contrasting environment.

The focus of the fieldwork enquiry should be into one of Geography's conceptual frameworks*

In each cycle, the methodological approach and conceptual framework will be selected by WJEC. It is recommended that learners spend 18 guided learning hours on preparation for, and consolidation of, fieldwork enquiry.

Head of subject: Mrs H Parry

Name of Subject: Geology
Examination Board and Syllabus: WJEC (Eduqas)
Specification Name and Number: GCSE (9-1) GEOLOGY: 603/0598/8

Web link: https://www.eduqas.co.uk/qualifications/geology-gcse/#tab_overview

Geology is the study of *how the Earth works*: its structure, evolution and dynamics, and its mineral and energy resources. Pupils will study the content as divided into key “Themes” taught across the GCSE course. Each theme ends with a formal assessment of understanding.

Theme	Description
Year 9: <ul style="list-style-type: none"> • Theme 0 – Journey of discovery • Theme 1 – Things Geological • Theme 3 – Magic of Minerals • Theme 5 – Magma on the Move • Theme 7 – The Geological Machine • Theme 4 – Dynamic Deposition (Part 1) 	An overview of topics, careers and ideas. A look at the development of geological ideas and principles. Exploring minerals – their formation, uses, prospecting and extraction. Igneous rocks and processes. Tectonic processes and Earth structure. Surface processes and structures.
Year 10: <ul style="list-style-type: none"> • Theme 4 – Dynamic Deposition (Part 2) • Theme 9 – Good Timing • Theme 11 – Hot and Cold • Theme 12 – A Journey Through Time • Theme 10 – Magic in the Rocks • Theme 6 – Squashed and Heated 	Oil, gas and water resources. Geological time and dating. Climate change. Britain’s changes through time. Fossils. Metamorphic rocks and processes.
Year 11: <ul style="list-style-type: none"> • Theme 8 – Dangerous Place to Live • Theme 13 – Rocks under Stress • Theme 2 – A Jewel in Space • Theme 14 – Geologists’ Puzzle Box 	Natural hazards such as volcanoes, earthquakes, tsunamis and landslides. Structural geology and engineering applications. Planetary geology. Geological map applications.

The subject is assessed in the following ways:

Component 1: Geological Principles On-screen examination: 1 hour 15 minutes. This accounts for 50% of the GCSE
An on-screen assessment consisting of data and stimulus response questions. This assessment requires multiple-choice, short, structured, and extended writing answers relating to all the GCSE Geology subject content outlined in this specification. A data sheet is used in this assessment.
Component 2: Investigative Geology Written examination: 1 hour 30 minutes. This accounts for 50% of the GCSE
A written assessment consisting of data and stimulus response questions. This assessment requires short, structured, and extended writing answers to investigate the geology of an area shown on a simplified geological map. This assessment is wholly based on the area covered by the geological map. A data sheet is used in this assessment.

Other Requirements of this course:

Fieldwork has long been an attractive aspect of the study of Geology and has been incorporated at the heart of this specification. Pupils are required to undertake a **minimum of two days of work** in the field in order to develop their field observation and practical skills. Fieldwork is completed in day-trips (no overnight stays) but incur a cost for transportation by minibus or coach. As a department, we endeavour to keep the cost of these to a minimum.

Head of Subject: Dr J Hansen

Name of subject:

History

Examination Board and Syllabus:

AQA History

Specification Name and Number:

GCSE History (8145)

Web Link: <http://www.aqa.org.uk/subjects/history/gcse>

The Examination

Pupils studying History at this level are required to study elements of Medieval, Early Modern and Modern History. There will be two examination papers at the end of the course. The topics the History Department has chosen to deliver are outlined below. We believe this selection correlates with the interests of pupils, teacher expertise and existing resources. The final grade for the course will follow the 9-1 grading system.

<u>PAPER ONE: Understanding the Modern World</u> <ul style="list-style-type: none">• Written exam: 2 hours• 84 marks (including 4 marks for spelling, punctuation and grammar.)• 50% of GCSE	
SECTION A: Period Study	Germany 1890-1945: Democracy and Dictatorship
SECTION B: Wider World Depth Study	Conflict and Tension: the inter-war years, 1918-1939
<u>PAPER TWO: Shaping the Nation</u> <ul style="list-style-type: none">• Written exam: 2 hours• 84 marks (including 4 marks for spelling, punctuation and grammar.)• 50% of GCSE	
SECTION A: Thematic Study	Britain: Power and the people: c1170 to the present
SECTION B: British Depth Study, including the historic environment.	Restoration England, 1660–1685

Other requirements of this course:

As the two examination papers take place at the end of the three year course, it is essential that pupils remain organised throughout that period and store materials carefully for revision purposes. They will be provided with colour-coded, numbered documents to help in this process. Dividing pages will be provided between booklets for different sections of the paper; they will contain a contents list. There will also be half-termly folder and book checks.

Pupils will need to complete all class and homework tasks to the best of their ability in order to develop the skills necessary for the examinations. They will be provided with guidance materials as to how to approach each type of question, model answers and exemplars to help in this process. Videos produced by the Department will also be available. Knowledge and understanding of these materials are essential, as they form the basis of the questions on both papers. Pupils will be given regular end of topic GCSE question

assessments along with fact and spelling tests. These should be should prepared for thoroughly. Students will also be provided with knowledge organisers and timelines at the end of each booklet to support their learning. At key points over the three-year course, we will review and revisit parts of the course already taught to consolidate learning and understanding of both content and the nature of the questions on the paper.

Log books will be placed in the front of each exercise book, which include a tracking trail to show a record of pupil assessment performance. It is essential that pupils revise thoroughly for the final papers as the demonstration of historical knowledge and understanding is essential to meet the upper mark levels.

We wish your son every success on the course and look forward to working with him and you to maximise his performance in GCSE History.

Head of subject: Mrs A Jones

Name of subject: Information Technology

Examination Board and Syllabus: Welsh Joint Education Committee (WJEC)

Specification Name and Number: Level 1/2 Vocational Award ICT (Technical Award), 5539

Web Link: https://www.wjec.co.uk/media/4t0gxiic/wjec_l1-2-vocaward-ict_spec_04-07-2022-e.pdf

The subject is assessed in the following ways:

This qualification replaces the OCR Nationals in IT. The WJEC Vocational award in ICT is a Key Stage 4 qualification which carries the same weight as GCSEs. The WJEC Vocational award in ICT offers a strong practical element designed to equip students with practical skills to progress in future employment.

The grading system used in the qualification have been designed to match the existing GCSEs, meaning that the Technical Award courses are of the same standard of GCSEs. The achievement categories are:

- Distinction * - equivalent to Grades 8/9 at GCSE
- Distinction – equivalent to Grade 7 at GCSE
- Merit – equivalent to Grade 6 at GCSE
- Pass – equivalent to Grades 4/5 at GCSE

The course comprises of two units (Unit One and Unit Two) which are both worth 40% and 60% of the final grade respectively. The first Unit One represents the theory component of the qualification followed by Unit Two, which is the coursework component.

Timing of assessment over the three-year course:

The Unit One and Unit Two can be taken in any order; it is likely that Unit One will be sat in Year 10 and Unit Two in Year 11.

Other requirements of this course:

Extra sessions are available for pupils who fall behind with their coursework and for those that wish to improve their work Senior Computer Science Club is also available to all students in Years 9 to 11 who wish to attend.

Head of subject: Mr G Allcock

Name of subject: Computer Science
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE Computer Science, 8525

Web Link: <https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF>

The subject is assessed in the following ways:

There are two component units in the course:

- **Component One:** Computational thinking and problem solving worth 50% of the final grade.
- **Component Two:** Written Assessment based on computational theory worth 50% of the final grade.

Component One

2 hours written examination paper (90 marks)

This is based on computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science. This is a mixture of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.

Component Two:

1 hour and 45 minutes written examination paper (90 marks)

This is based on theoretical knowledge and the theory focuses around learning the fundamental computing. This is assessed by a mixture of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.

Timing of assessment over the two year course:

The component one and component two theory units will be assessed at the end of the course.

Other requirements of this course:

Extra sessions are available for pupils who fall behind with their coursework and for those that wish to improve their work. Senior Computer Science Club is also available for all students in Years 9 to 11 who wish to attend.

Head of subject: Mr G Allcock

Name of subject: Mathematics
Examination Board and Syllabus: Edexcel
Specification Name and Number: GCSE (9-1) Mathematics Specification 1MA1

web link: www.qualifications.pearson.com

All students study the Edexcel GCSE (9-1) in Mathematics Specification 1MA1. This is a linear course, with all assessment being at the end of the course. There is no coursework element.

There are five areas of content. The approximate percentages of topics for each area of content is (Higher Tier):

- Number 15%
- Ratio, Proportion and Rates of Change 20%
- Algebra 30%
- Statistics & Probability 15%
- Geometry & Measures 20%

All classes will initially study the same material which in Year 9 covers topics that are classed as Grades 5 and 6 at GCSE. In Year 10, the work covers topics that are Grade 7 and 8 in terms of difficulty. In Year 11, we cover Grade 8 and 9 topics.

Throughout Years 9, 10 and 11 there will be **Grade Marked Assessments** every three weeks or so. They consist of 6 graded questions. The purpose of these is to encourage long-term recall of topics. They do this by testing topics from the past (rather than just test the topics that we have recently covered in lessons).

Once a term there will be a **Module Test**. The purpose of this is to see how good the students are at remembering a more substantial number of topics at the same time (as is required in the GCSE).

At the end of Year 9, students sit an **internal summer examination**. The outcomes are combined with other internal data and targets and the boys are sorted into two set 1s, two set 2s and two set 3s. The set 1 and 2 students will focus on Grade 7 and 8 topics while trying to recall the grade 5 and 6 work. The sets 3 students need more time to master the grade 5 and 6 topics but will also try to access some of the Grade 7 work. These six classes will then be fully streamed at the start of Year 11 so they can focus on studying the topics that are likely to maximise their attainment in the GCSE.

In November of Year 11, all students sit a **mock examination** which encompasses most of topics from Years 7 to 11. In the months that follow, a decision will be made as to which tier of examination the students will sit. Although it is the aim of the department that as many students as possible sit the Higher Tier papers, sitting the Foundation paper may increase the chance of some students gaining a Grade 5 rather than a grade 4.

Head of subject: Mr M Hynes

Name of subject: Music
Examination Board and Syllabus: EDUQAS
Specification Name and Number: GCSE Music

Web Link: <http://www.eduqas.co.uk/qualifications/music/gcse/>

The department follows the EDUQAS GCSE Music Specification. This three year course provides opportunities for boys to develop composing, performing and listening/ appraising skills and to increase their musical knowledge and understanding by exploring four areas of study:

Area of Study 1	Musical Forms and Devices – The Western Classical Tradition 1650-1900
Area of Study 2	Music for Ensembles – Jazz, Blues, Musical Theatre and Chamber Music
Area of Study 3	Film Music
Area of Study 4	Popular Music – Pop and Rock 1960-present day, Fusion and Bhangra

The subject is assessed in the following ways:

Component 1: Performing

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing

Two compositions, one of which must be in response to a brief set by Eduqas. Boys will choose one brief from a choice of four, each one linked to an area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which the boys set their own brief.

Component 3: Appraising

This component is assessed via a listening examination. There are eight questions in total, two on each of the four areas of study.

Two of the eight questions will be based on prepared extracts set by the WJEC Eduqas.

1. J.S.Bach - Badinerie for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067).
2. Toto – Africa (released 1982)

Timing of assessment over the three year course:

Boys taking GCSE Music will sit a termly listening paper, focusing on the particular Areas of Study covered that term. Assessment of composition and performance will be on-going throughout the three year course.

Component 1	Final performances can be recorded at any point in the year of certification – at WGSB, we aim to have these completed by December of Year 11
Component 2	Composition 1 will be submitted during the summer term of Year 10, Composition 2 will be submitted by Easter in Year 11
Component 3	Final Examination will take place in May/June in the year of certification

Other requirements of this course:

Continuing study of at least one instrument, as well as membership of at least one group, are essential preparation for both solo and ensemble performances. Regular practice is also required to enable students to perform at the required level.

Head of subject: Mr K McCabe

Subject content and assessment information

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

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

Further requirements of the course:

- Pupils perform regularly in school sport and fully commit to either rugby or hockey or cricket, as a minimum (training and matches). Pupils also play in house competitions and show a willingness to achieve the highest standards in PE and school sport.
- Pupils complete all class and homework tasks to the best of their ability in order to develop the skills for examination preparation.
- Pupils keep all work in their 'Physical Education' folder and bring the correct equipment and practical kit for each lesson.
- A positive approach and attitude to GCSE Physical Education will ensure that your son achieves his very best.

Head of Subject: Mr A W Boyd

Name of subject: Physics
Examination Board: AQA
Specification Name and Number: GCSE Physics (8463)

Web link: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

The subject is assessed in the following ways:

There are no external module tests and the examinations will be in June 2024. Pupils are taught in mixed ability classes. The course is divided into a series of short topics each having an end of topic test. Progress bulletins will be based on end of topic tests. Homework tasks will cover a mixture of learning support activities including online tasks, and past style paper questions. This is designed to improve question answering technique as well as giving feedback on learning and understanding.

It is intended that all pupils take three separate sciences. The level of exam entry will be Higher.

The course covers the eight major areas of Physics:

- | | |
|----------------------------|----------------------------------|
| 1 Energy | 5 Forces |
| 2 Electricity | 6 Waves |
| 3 Particle model of matter | 7 Magnetism and electromagnetism |
| 4 Atomic structure | 8 Space physics |

Year 9 will be the start of the GCSE course. During the next three years the students will work through a series of 8 topics with the course designed to finish around Easter 2024 to allow time for revision and the practising of questions before the final exams.

There is no coursework but there are a series of 10 compulsory experiments which will be completed by the students over the three years. The Practical skills and experimental techniques gained by the students will be assessed in the final written papers at the end of Year 11.

Timing of assessment over the three year course:

<i>Year Group</i>	<i>Throughout the Year</i>	<i>June</i>
9	End of unit tests	End of year internal exam
10	End of unit tests	End of year internal exam
11	End of Unit Tests Mock Exam in November	External Examinations

Head of subject: Mr Devoy

Name of subject: Religious Education
Examination Board: WJEC Eduqas
Specification Name and Number: GCSE Specification, Religious Studies, Route A (8879)
Web link: http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&dotcache=no&dotcache=refresh

Course Content

Religious Education is an exciting subject that is capable of inspiring those who study it. It is of fundamental importance that your son has a deep understanding of the importance of learning about the diversity of religion and belief in contemporary society and he will also learn a lot about himself. This deep and cognate subject is well received by the students, regardless of their own belief system.

During Year 9 your son will study a selection of the following:

Foundation: Boys will use these studies to acquire the skills set necessary for success at full GCSE level.

<p>Unit: Introduction to GCSE – Semester 1: Christianity (beliefs)</p> <p>This course will be steered using a combination of unpacked data and low tariff testing at the beginning of each lesson. Boys are expected to assimilate the information in a ‘live’ manner, ie not leaving revision until just before an examination. This methodology supports the idea of embedding learning and recalling it frequently, in order to have the hard data and technical terminology in place by the time they learn the necessary skills for maximising their grades at GCSE.</p> <p>Course content can be seen on the Eduqas website (link above), and in the front of your son’s textbook. Boys are welcome to come and discuss the content with the department, before making their academic choices.</p> <p>Brief summary of content: Nature of God/ Trinity/ Creation/ The role of the Word and Spirit in creation/ Jesus: birth narrative, ministry, crucifixion and resurrection/ salvation and atonement/ sin/ Grace and the Spirit/ eschatology/ heaven and hell.</p>
<p>Unit: Introduction to GCSE – Semester 2: Christianity (practises)</p> <p>Please note the <i>rationale</i> above, which applies to this unit also.</p> <p>Brief summary of content: Worship: Liturgical, informal, individual/ prayer/ evangelism/ sacraments/ meaning of baptism/ meaning of eucharist/ pilgrimage and celebrations/ Christianity in Britain/ the worlds church; mission and growth/ the work of tearfund/ world council of churches.</p>

Students develop their understanding of how religious beliefs are worked out in practice, and study ideas about peace in the three religions and what members of the religions have to do with each other and the community. Pupils understand similarities between religions and the distinctive features of each, and begin to form ideas about religion, toleration and harmony. These ideas can be applied to inter-faith issues in the UK today, providing pupils with opportunities for spiritual, moral, social and cultural development.

The unit encourages pupils to examine and reflect on their own attitudes to those with religious beliefs different to their own, and so facilitates learning from religion.

These units will be revisited as the boys progress through KS4, in order to sharpen their GCSE responses.

The subject is assessed in the following ways:

- Some sub-units will have a graded assessment task
- Verbal and written feedback
- Low tariff testing to provide a 'live' score for the student
- Mid-year and end of year examinations

During the year, homework will take the following forms:

- Independent Research and production tasks
- Reporting and feedback tasks
- Revision for examinations
- Preparation for continuation of his GCSE studies next year

How can you help him to progress?

- Have conversations with him about what he has studied – he may be able to teach you!
- Allow him the benefit of your knowledge, experience and views and encourage him to challenge his thinking.
- Encourage a broad minded approach which promotes diversity in his thinking.
- Foster respect and understanding of the people and the belief systems that he studies.
- Support him at times of self-doubt and encourage him to show strength of character, as he passes each milestone; teenagers are very good at doubting themselves or blaming their environment.
- Remember that it is you who have supported your boy throughout his life, and helped him get into this amazing school. It is therefore his job to show his gratitude to you, by working hard and getting the best grades he can!

Head of subject: Ms R Razbully

Name of subject: Spanish
Examination Board: AQA
Specification Name and Number: GCSE Spanish 8698

Web link: <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Content:

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

The subject is assessed in the following ways:

GCSE Spanish has a Foundation Tier (Grades 1–5) and a Higher Tier (Grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening	
What is assessed?	Understanding and responding to different types of spoken language
How is it assessed?	<ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE <p><i>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played)</i></p>
Questions: Foundation Tier & Higher Tier	
Section A – questions in English, to be answered in English or non-verbally	
Section B – questions in Spanish, to be answered in Spanish or non-verbally	

Paper 2: Speaking	
What is assessed?	Communicating and interacting effectively in speech for a variety of purposes
How is it assessed?	<ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
Questions: Foundation Tier & Higher Tier	
The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the 'Photo card' and different stimulus materials for the Role-play. The timings are different too:	
<ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • Conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) 	

Paper 3: Reading	
What is assessed?	Understanding and responding to different types of written language
How is it assessed?	<ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
Questions: Foundation Tier & Higher Tier Section A – questions in English, to be answered in English or non-verbally Section B – questions in Spanish, to be answered in Spanish or non-verbally Section C – translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)	

Paper 4 : Writing	
What is assessed?	Communicating effectively in writing for a variety of purposes
How is it assessed?	<ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
Questions Foundation Tier & Higher Tier Foundation Tier <ul style="list-style-type: none"> • Question 1 – list task (student produces six nouns) – 6 marks • Question 2 – message (student produces nine sentences in response to nine tasks, approximately 60 words in total) –18 marks • Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks • Question 4 – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks Higher Tier <ul style="list-style-type: none"> • Question 1 – structured writing task (student responds to five compulsory bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks • Question 2 – open-ended writing task (student responds to four compulsory bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks • Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks 	

Scheme of work

Please note that this is a guideline only and may change.

Year 9 Content		
When	Theme	Topic
Autumn Half Term (1)	Identity and culture	Talking about socialising and family; describing people; talking about social networks.
Autumn Half Term (2)	Identity and Culture	Talking about reading and then talking about relationships.
Spring Half Term (1)	Local, national, international and global areas of interest	Discussing holidays, weather, holiday preferences.
Spring Half Term (2)	Local, national, international and global areas of interest	Describing what you did on holiday, where you stayed; booking accommodation and dealing with problems
Summer Half Term (1)	Current and future study and employment	School subjects and the school day, school uniform, describing teachers and your school.
Summer Half Term (2)	Current and future study and employment	Talking about school rules and problems, school exchanges and extra-curricular activities.

Year 10 Content		
When?	Theme	Topic
Autumn Half Term (1)	Identity and Culture	Talking about free time activities; TV programmes, film and sports.
Autumn Half Term (2)	Identity and Culture	Talking about who inspires you and different types of entertainment.
Spring Half Term (1)	Local, national, international and global areas of interest	Talking about places in town and understanding directions. Talking about shops and understanding the geography of Spain.
Spring Half Term (2)	Local, national, international and global areas of interest	Talking about problems in your town and advertising your town.
Summer Half Term (1)	Retrieval review	Retrieval review
Summer Half Term (2)	Review of speaking examination	Review of speaking examination

Year 11 Content		
When?	Theme	Topic
Autumn Half Term (1)	Local, national, international and global areas of interest	Healthy living; global issues; talking about local actions
Autumn Half Term (2)	Local, national, international and global areas of interest	Talking about international sports events.
Spring Half Term (1)	Current and future study and employment	Talking about jobs, earning money and work experience
Spring Half Term (2)	Current and future study and employment	Applying for jobs and discussing gap years and the future.
Summer Half Term (1)	End of course examination focus	
Summer Half Term (2)	End of course examination focus	

Assessments:

Boys will be assessed every half term in order to check progress. Formal examinations in all four papers will take place at the end of Year 11.

Other requirements:

- Boys must have their own dictionary to bring to each lesson.
- Boys should purchase the recommended revision material.
- Parents should assist boys in preparing for assessments and vocabulary and grammar revision.
- Boys who are struggling to progress may have to attend lunchtime and/or after school support sessions.

Head of Department: Mr J H Hughes