

WIRRAL GRAMMAR SCHOOL FOR BOYS

Sapientia Ianua Vitae – Wisdom is the Gateway to Life

KS4 Curriculum for 2024-25



Choosing your curriculum

February 2024

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Next steps.....

Welcome to the point in your time at Wirral Grammar School for Boys when there will be some more flexibility in determining the curriculum that you follow. This is going to be an enjoyable and exciting time as you approach a very different phase in your time at school.

Over the next four years, you will continue to focus your planning towards a successful and fulfilling career. This will include your selection of courses for GCSE and then for A-level, after Year 11.

This guide is part of that planning process. Its role is to –

1. Help you make the most appropriate option decisions based upon relevant information and informed reasoning
2. Provide you with a summary of the courses that are available, their content, and methods of assessment.

We hope the information in this booklet, and the opportunities to discuss preferences, enable you to have a clearer idea of all courses in Years 10 and 11. If, however, you need further guidance please do not hesitate to contact your Form Tutor, Head of Year or your subject teachers.

We wish you the very best luck as you commence your Key Stage 4 journey at Wirral Grammar School for Boys

Yours sincerely



Mr A P White
Senior Deputy Headteacher

Making your decisions

Making your decisions

In KS4 (Years 10 and 11) all students must continue to follow a set of core subjects. Beyond these, there is some choice, so that your interests and talents can be developed. Details of all subjects are given in this booklet.

Sensible reasons for choosing the subjects that you want to study

- You enjoy it and it interests you
- You have a talent for it and know you will succeed with it
- The subject is important to you and will help with your future career, after Year 11
- To provide balance and variety
- By keeping a balance at this stage, you will not close off future options

'Dos and Don'ts'

- Do talk to parents, subject teachers, careers staff - they are all here to help
 - Do read the subject details in this booklet carefully
 - Ensure you attend the Y9 Curriculum Event on Tuesday 6th February
 - Ensure you read through the Curriculum presentation, read through the booklet which will be made available on the School website
 - Do opt for a balanced of subjects to keep future careers and study possibilities open
 - Enter your choices online by Monday 26th February 2024
 - Do be realistic about your choices and your talents and abilities
-
- DON'T choose a subject just because your friends have said they are going to choose it. Remember, you are deciding about your future
 - DON'T choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher) as you may well have different teachers next year.

Key Information Summary

| Dates to Remember | |
|--------------------------------|--|
| Year 9 Curriculum Assembly | Tuesday 16 th January 2024 |
| Year 9 Parents' Evening | Thursday 1 st February 2024 |
| Year 9 Options Evening | Tuesday 6 th February 2024 |
| Year 9 Options open on Bromcom | Wednesday 7 th February 2024 |
| Year 9 Options Deadline | Monday 26 th February 2024 |
| People to Contact | |
| Head of Year 9 | Mr I Thomason lthomason@wirralgrammarboys.com |
| Pastoral & Admissions Manager | Miss G Senior gsenior@wirralgrammarboys.com |
| Careers & Progression Manager | Mrs S Wilson swilson@wirralgrammarboys.com |
| Contact Details | |
| School Telephone | 0151 644 0908 |
| School Office | schooloffice@wirralgrammarboys.com |

My subject selection

| Subject | Guidance | Your Choice |
|--|---|--|
| Mathematics | Mathematics is part of the compulsory core of subjects and must be taken by all students | Mathematics |
| English Language English Literature | English is part of the compulsory core of subjects and must be taken by all students | English Language English Literature |
| Combined Trilogy Science | Combined Trilogy Science is part of the compulsory core of subjects and must be taken by all students unless they opt for separate science in one of the option blocks below | Combined Trilogy Science |
| Choice 1 | Select a humanity subject - Geography or History | |
| Choice 2 | Select one modern foreign language – Spanish or French | |
| Choice 3 | Select any subject from the Option booklet | |
| Choice 4 | Select any subject from the Option booklet | |
| Other core elements | All students will, in addition to the above, have the following on their timetable – <ul style="list-style-type: none"> • Core PE (2 lessons per fortnight) • Core Games (2 lessons per fortnight) • PSHE (2 lesson per fortnight) | |



Core Subjects

KS4

Combined Science - Trilogy

What will I learn in Combined Science?

This course will provide two GCSE qualifications in Science and provide students with a **thorough** grounding in Biology, Chemistry and Physics, facilitating progression to study any of the sciences at A-level. All three science A-levels are designed to follow on from Combined Science GCSE.

Over the two years, students will study the topics below in each science, although some topics may be split into smaller units for teaching.

| Biology | Chemistry | Physics |
|---|---|------------------------------------|
| 1. Cell biology | 8. Atomic structure and the periodic table | 18. Energy |
| 2. Organisation | 9. Bonding, structure, and the properties of matter | 19. Electricity |
| 3. Infection and response | 10. Quantitative chemistry | 20. Particle model of matter |
| 4. Bioenergetics | 11. Chemical changes | 21. Atomic structure |
| 5. Homeostasis and response | 12. Energy changes | 22. Forces |
| 6. Inheritance, variation and evolution | 13. The rate and extent of chemical change | 23. Waves |
| 7. Ecology | 14. Organic chemistry | 24. Magnetism and electromagnetism |
| | 15. Chemical analysis | |
| | 16. Chemistry of the atmosphere | |
| | 17. Using resources | |

Delivery of the course content is designed to finish around Easter to allow time for revision and the practising of questions before the final exams.

How will I learn in Combined Science?

Pupils are taught in mixed ability classes with a **specialist** teacher for each of the three sciences. There will be an emphasis on retrieval practice, with low stakes questioning on core content embedded in every lesson.

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 science lessons and will continue to be an important learning opportunity for all students. 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 the GCSE as well as supporting all students wishing to continue to A-Level.

How will I be assessed in Combined Science?

Students will be certified with a double award qualification. This means they will receive **two GCSE grades**. This is a terminal course meaning these two grades will be solely based on six examinations to be held at the end of the course in June; 2 biology papers, 2 chemistry papers and 2 physics papers. The 2 grades issued are based on the total score from these six exams added together.

Formative assessment will be embedded within the science scheme of work, with student's progress routinely being assessed in every lesson. At the end of each topic (around 7-10 lessons), there will be an end of topic test to help students identify their strengths and weaknesses. Each term there will be a larger assessment on everything they have done so far to try and encourage learning of the content from an early stage. Progress bulletins issued home will be based on these larger tests rather than the smaller end of topic tests as they are more reflective of how students will perform in the final assessments.

| Year Group | Throughout the Year | June |
|-------------------|--|---------------------------|
| 10 | End of unit tests plus a more substantial overarching tests each term. | End of year internal exam |
| 11 | End of Unit Tests Mock Exam in November | External Examinations |

What skills/attributes do I need to succeed in Combined Science?

Hardworking - there is significant content and pupils should be prepared to work hard to learn and understand all of it.

Problem solving – Students are routinely required to apply what they have learnt to solve new situations. Therefore, a logical and curious mind are invaluable in science.

Numeracy – There is a significant mathematical element to the course, with 10% of biology, 20% of chemistry and 30% of physics final examination questions requiring the use of maths skills.

Practical skills – Science is a practical subject. The ability to follow instructions, design fair experiments and use data to justify conclusions is crucial.

English Language

What will I learn in English Language?

Students will learn how to analyse the language, structure and purpose of a variety of fiction and non-fiction texts. They will also undertake creative writing of their pieces of fiction and non-fiction and hone the skills needed for successful writing.

How will I learn in English Language?

Each of the question skills will be covered in class (language analysis and structural analysis as well as how to evaluate a text effectively) in depth. Creative writing will also be taught and how to incorporate a range of technical skills, such as a range of higher level punctuation. Feedback will be given a minimum of every fortnight and will be target focused in order to help pupils have clear steps for progression.

How will I be assessed in English Language?

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

Section 1: Reading

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.

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.

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 or a speech. 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

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

Group-work task

Individual task

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.

What skills/attributes do I need to succeed in English Language?

Practice papers are the best way to hone your skills in this subject. Reading widely – both fiction and non-fiction material will also be of huge benefit. Actively incorporating the targeted feedback from your teacher will also be of benefit to your progress.

English Literature

What will I learn in English Literature?

Pupils will study *An Inspector Calls*, *Macbeth*, *The Strange Case of Dr Jekyll and Mr Hyde*, Power & Conflict poetry and Unseen Poetry. They will analyse character, theme and setting as well as consider what the wider authorial messages might be and how these texts are used to comment on the contemporary society.

How will I learn in English Literature?

The texts will be covered in depth in English lessons alongside detailed instruction in how to approach the large essay questions effectively. The department benefits from having several AQA examiners and their insight and knowledge has proven to be invaluable for students.

How will I be assessed in English Literature?

Internally, practice essay questions will be completed throughout each unit with clear and targeted feedback provided.

The GCSE examination is comprised as follows:

| |
|---|
| Paper 1 (40%) 1 hour and 45 minutes |
| Section A: Shakespeare Pupils will answer one question on ' <i>Macbeth</i> ' which they will have studied in class. |
| Section B: 19th Century Novel: Pupils will answer one question on ' <i>The Strange Case of Dr Jekyll & Mr Hyde</i> .' |
| 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 ' <i>An Inspector Calls</i> ' (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. |

What skills/attributes do I need to succeed in English Literature?

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. Students should plan essays using past questions in particular focusing on constructing a clear argument which he can support with well-chosen quotations.

Mathematics

What will I learn in Mathematics?

There are five areas of content and the five lists below give some idea of the material covered:

- **Number:** Standard form, Recurring Decimal Proof, Indices, Bounds, Surds, Error Intervals,
- **Ratio and Proportion:** Similar Solids, Ratio Problem Solving, Proportion Formulae
- **Algebra:** Inequalities, Expanding, Algebraic Fractions, Factorising, Quadratic Equations, Rearranging, Types of Graph, Functions, Quadratic Sequences, Algebraic Proof, Simultaneous Equations, Completing the Square, $y = mx+c$, Iteration
- **Statistics & Probability:** Venn Diagrams, Histograms, Frequency Trees, And/Or Probability, Stratified Sampling, Combinations,
- **Geometry & Measures:** Circle Theorems, Density, Velocity-time graphs, Polygons, Volume and Surface Area, Advanced Trigonometry, Vectors, Congruent triangles

How will I learn in Mathematics?

In Year 10, many of the skills that we teach are Grade 7 and 8 in terms of difficulty. Before we can teach these harder skills, we need to check that you can recall many of the Grade 4, 5 and 6 topics from Years 7, 8 and 9. If this prior knowledge is sound, we will move on straight away and, if not, we will spend more time consolidating these earlier skills (particularly with sets 5 and 6). In Year 11, we cover a mix of Grades 7, 8 and 9 skills.

In each lesson, your understanding will be constantly assessed on Yellow Mini-Boards. The purpose of the Mini-Boards is so that the teacher can get a complete picture of the learning of EVERY member of the class at every stage. This will allow the teacher to offer feedback and to adjust the pace of the lesson.

Many of our homework tasks are built on MathsWatch. This will allow you to get instant feedback for your answers and also watch videos if you need support. Your teacher can get a full breakdown of your MathsWatch homework so that they can give useful feedback.

How will I be assessed in Mathematics?

Throughout the year there will be **Grade Marked Assessments** every three weeks or so. They consist of 6 graded questions. The purpose of these GMAs is to encourage long-term learning. Once a term there will be a bigger **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).

In November of Year 11, all students sit three Maths **Mock Examinations** which encompass most of the skills taught from Years 7 to 11.

At the end of Year 11 you will sit three examinations. The Higher Tier has exams 1H, 2H and 3H from which you can gain a grade from 3 to 9. The Foundation GCSE has three exams 1F, 2F and 3F from which you can gain a grade from 1 to 5. Each paper is 90 minutes long and worth 80 marks. The first paper, 1H or 1F, is

Non-Calculator. Each exam paper can test any skill, meaning that students have to revise all content for all three exams. The total score out of 240 is applied to Grade Boundaries and a GCSE grade is awarded.

What skills and attributes do I need to be successful in Mathematics?

You will need to focus on every part of what your teacher discusses, as success on the harder skills is often down to subtle points of understanding. You will need a high level of engagement in discussions and classwork. You will need good skills of analysis in order to understand why we do certain things at certain points in a problem – from this your problem-solving skills will develop and grow. You will need resilience in order to keep trying to overcome the many difficulties that you may encounter. You will need to be the kind of pupil who asks your teacher for help rather than giving up on a question. You will need to try your best to do each MathsWatch or GMA homework task and then look at it again and improve it once you have had feedback.



Option Subjects KS4



Art and Design

What will I learn in Art & Design?

- Students can expect to develop skills in drawing, painting, sculpting, printmaking, photography, installation and other lens or light-based media and mixed media art as part of your Art and Design portfolio.
- Students will be introduced to the work of a variety of artists, designers and crafts persons and encouraged to question the visual world around them.
- Students will be taught to research and critically analyse a broad range of artists and concepts.

How will I learn in Art & Design?

- Students are taught in mixed ability classes, by a series of teacher-led, skill-based workshops to develop Art & Design techniques
- Students will complete two research projects – one teacher-led (currently 'Interiors & Exteriors') and one pupil-led ('Choice Project')
- Students will be encouraged to attend lunchtime support workshops (suggestion once per week)
- Students will be asked to make independent visits to local or national Art galleries (guidance once per term)
- Students will be given the opportunity to participate in artist-in-residence workshops (time/budget dependant, school-based)
- Students will be invited to attend a weekend art residential to support and extend technical skills (usually January of Y11)

How will I be assessed in Art & Design?

| 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 |

What skills/attributes do I need to succeed in Art & Design?

Creativity – Art & Design requires students to use their imagination to generate original ideas.

Innovation – Students will be encouraged to develop new ways of applying skills and techniques to deliver their own visions and ideas in Art & Design

Independence – Students take the lead in their own learning, and must be able to think independently, plan their time well and organise the sequence of their own creative journey

Problem solving – Students are routinely required to apply what they have learnt to solve new technical and conceptual problems. A curious mind is essential in Art & Design

Practical skills – Art & Design is a practical subject, where students will be expected to dedicate time to practice and refine skills

Resilience – Art & Design is a demanding, time-rich subject, which will challenge students to take creative risks and respond positively to failure. The most successful and dynamic artwork often emerges following pupils' reflection on a series of mistakes.

Biology

What will I learn in Biology?

| Paper 1 | Paper 2 |
|----------------------------------|--|
| Cells and Microscopy | Nervous and hormonal coordination |
| Transport | Plant hormones and homeostasis in action |
| Organisation and the digestive | Reproduction and genetics |
| Respiration and gas exchange | Evolution |
| Photosynthesis and plant disease | Ecosystems |
| Infection and response | |

The GCSE course begins in Year 10 with work on Cells and Microscopy. If Separate Science has been opted, for you will complete additional learning within the topic areas. Throughout Year 10, and into Year 11, students will work through a series of 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.

How will I learn in Biology?

Pupils are taught in mixed ability classes. The course is divided into a series of short topics (averaging about 10 lessons per topic). You will 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.

How will I be assessed in Biology?

Pupils will complete 2 exams to determine their grade at the end of Y11. Each topic has an end of topic test and a formative, low stakes mini assessment to help students prepare for the end of unit assessment. Homework tasks will cover a mixture of learning support activities, focussing heavily on revision strategies and preparation. The level of exam entry will be Higher in the vast majority of cases.

What skills/attributes do I need to succeed in Biology?

- Hardworking – there is a significant amount of content and pupils should be prepared to work hard to learn and understand all of it
- Inquisitive – being investigative, solving problems and applying knowledge is a huge part of Biology
- Interested in the world around them – Biology is the study of all living things, so being interested in different aspects of the natural world is a must
- Practical minded – we have lots of required and additional practicals in Biology, good practical skills and an interest in that side is of great importance

Business

What will I learn in Business?

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

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

How will I learn in Business?

Students are taught in mixed ability groups and delivery of the course includes group activities, research tasks, formal teaching and ICT lessons. Students will have the opportunity to go on at least one industrial visit to give them an insight into how real businesses operate.

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 |

How will I be assessed in Business?

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.

Each unit has an end of topic and an interim assessment based on past examination papers. Each unit has Key Term Tests and knowledge-based progress questions.

What skills/attributes do I need to succeed in Business?

Successful Business students are:

- Hardworking
- Have a real interest in current affairs
- Be a problem solver
- Have an enquiring mind

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 can be a useful choice for a wide range of careers and can be combined with a wide range of subjects.

Chemistry

What will I learn in Chemistry?

The GCSE course is divided into 10 broad topics. Some topics may be split into smaller units for teaching, but they will still be delivered predominantly in the order listed below.

- 1 Atomic Structure
- 2 Bonding, Structure and the Properties of Matter
- 3 Quantitative Chemistry
- 4 Chemical Changes
- 5 Energy Changes
- 6 The Rate and Extent of Chemical Change
- 7 Organic Chemistry
- 8 Chemical Analysis
- 9 Chemistry of the Atmosphere
- 10 Using Resources

How will I learn in Chemistry?

Pupils are taught in mixed ability classes. Each topic will have a booklet in which students will annotate notes and complete tasks that embed the content and provide opportunities to practice the skills developed in class.

Practical skills form an integral part of this qualification. 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.

How will I be assessed in Chemistry?

There are no external module tests for the GCSE, the final grade will be solely based on two examinations to be held at the end of the course in June 2026. Paper 1 will focus on the first 5 areas above, with Paper 2 assessing areas 6-10.

Formative assessment is embedded within the chemistry scheme of work, with student's progress routinely being assessed in every lesson. At the end of each topic (around 7-10 lessons) there will be an end of topic test to help students identify their strengths and weaknesses. Each term there will be a larger assessment on everything they have done so far to try and encourage learning of the content from an early stage.

What skills/attributes do I need to succeed in Chemistry?

Methodical – The chemistry content quickly builds upon prior learning. It is important that students keep on top of their learning through strong work habits from the start of the course, allowing them to apply what they know to new contexts as they progress.

Problem solving – Students are routinely required to apply what they have learnt to solve new situations. Therefore, a logical and curious mind are invaluable in chemistry.

Numeracy – There is a significant mathematical element to the course, with 20% of final examination questions requiring the use of maths skills.

Practical skills – Chemistry is a practical subject. The ability to follow instructions, design fair experiments and use data to justify conclusions is crucial.

Resilience – Chemistry is a demanding subject, with some abstract concepts that can take some time to understand. Having the resilience to keep working on mastering a concept that might not immediately be clear is important to achieving the top grades.

Computer Science

What will I learn in Computer Science?

This course provides students with a fantastic knowledge of all things Computer Science, including applying computational thinking techniques to assist in the development of algorithms to solve problems, learning how to program competently in Python – a popular programming language used in industry, studying how data is represented in computer systems, learning how key pieces of hardware work together to produce a functioning computer system, gaining an awareness of the various cyber security threats individuals and businesses face and how to mitigate against them, along with the ethical, legal and moral considerations to be made in the field of Computing and so much more.

How will I learn in Computer Science?

Computer Science lessons are split between theory and practical lessons. Students will participate in extensive programming lessons where they will learn and apply a wide range of programming skills ranging in complexity to produce effective and efficient programmed solutions for an array of challenges. Students will also study a range of computational theory units. Students will be provided with a series of booklets that will cover all the units of the course that they can store in their Computer Science folder which will also assist them in their revision.

How will I be assessed in Computer Science?

Students will undertake half termly assessments which will allow for their understanding of content and progress to be assessed. The GCSE Computer Science course consists of two components, each component carries a weighting of 50% and students will sit a paper examination in each component.

| |
|---|
| <p>Component 1: Computational Thinking and Programming Skills</p> <p>2 hour written examination Weighting: 50% - 90 marks</p> <p>Question Types: A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.</p> <p>Component Content (Specification Links – Units 3.1 & 3.2):</p> <ul style="list-style-type: none"> <i>Computational Thinking, Code Tracing, Problem-Solving, Programming Concepts (Programming Language Used: Python), Designing Algorithms, Designing, Writing, Testing and Refining Code</i> |
| <p>Component 2: Computational Theory</p> <p>1 hour and 45 minutes written examination Weighting: 50% - 90 marks</p> <p>Question Types: A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.</p> <p>Component Content (Specification Links – Units 3.3 to 3.8):</p> <ul style="list-style-type: none"> <i>Data Representation (Binary, Denary, Hexadecimal, Images, Characters, Sound & Compression), Computer Systems, Computer Networks, Cyber Security, Relational Databases and Structured Query</i> |

What skills/attributes do I need to succeed in Computer Science?

Students who have a great curiosity about the field of Computer Science and all that it entails gain the most from the Computer Science course. GCSE Computer Science students must be organised, enjoy solving problems, developing solutions and resilient - programming can be challenging, but a student's willingness to experiment and to keep going assists them in reaching their full potential. Computer Science as a discipline can also be very mathematical, this course lends itself to those students who have excellent mathematical knowledge and the ability to think logically.

Design Technology

What will I learn in Design Technology?

The subject content is split into three sections – Core Technical principles, Specialist principles and Design and Making principles. The Core includes new and emerging technologies, energy generation and storage, developments in new materials, systems of designing, mechanical devices and materials and their properties. These are built upon in the Specialist section. Within the Design and Making elements, students will be understanding that design takes place within a range of contexts and that there is significant challenge and opportunity in each.

How will I learn in Design Technology?

- **Written Exam paper** – The teaching of this unit is mainly carried out as a fortnightly theory lesson, starting in Year 10. Each theory lesson is based around the introduction of new theory content. Exam questions embedded into the lesson reinforce the learning while additional support activities and revision workbooks build on key concepts. More focused exam lessons will be given throughout Year 11 to build on knowledge and exam practice technique.
- **Practical Work** – During their first year of study in Year 10, students will undertake the speaker design project, this project has been designed to match the same format as a mini-NEA style project that the students will undertake in Year 11. They will work to create a designed product that is commercially viable and present their ideas in a design portfolio. During this project it is expected that the students will use a mixture of practical and CAD/CAM based manufacturing methods. They will also use 2D and 3D computer-aided design (CAD) programs and produce products using the computer-aided manufacturing (CAM) equipment.
- **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.

How will I be assessed in Design Technology?

| | | |
|--------|----------------------------------|-----------------|
| 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. 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.

What skills/attributes do I need to succeed in Design Technology?

Our Design Technology curriculum at Wirral Grammar for Boys hopes to equip our students with the skills that enable them later in life. We hope to develop skills including:

- solving problems with creative and innovative strategies
- being logical and pragmatic, interested in the process necessary for a concept to become a product
- having the ability to design and develop economically viable products
- being conscious of global social, cultural and environmental issues in relation to engineering and technology
- attention to detail, numeracy and high levels of computer literacy
- being effective communicators, capable of team working and able to take on responsibility.

For Design students there are a range of skills that you will develop including:

- communicating design outputs using appropriate forms of representation
- recognising and integrating the expertise of others when designing
- being independent and self-motivated, and managing your workload to meet deadlines
- making use of appropriate online environments for the purpose of research, communication and learning, both individually and collaboratively.

Food Preparation & Nutrition

What will I learn in Food Preparation & Nutrition?

This creative course is a combination of theory and practical lessons focusing on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated into five core topics:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Twelve skill groups are integrated throughout the course and students must know when these food preparation skills can be applied and combined to achieve specific outcomes. General practical skills, Knife skills, Preparing fruit and vegetables, Use of the cooker, Use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderise and marinate, Dough, Raising agents and Setting mixtures.

How will I learn in Food Preparation & Nutrition?

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions, to inspire new ideas or modify existing recipes

How will I be assessed in Food Preparation & Nutrition?

| | | |
|-------------------------|---|------------------------|
| Written exam Paper 1 | Food preparation and nutrition | End of Year 11 |
| Non-exam assessment NEA | Task 1: Food investigation 10 assessment hours | Autumn term of Year 11 |
| | Task 2: Food preparation assessment | Spring term of Year 11 |

| | | |
|--|---|--|
| | Maximum of 20 hours which includes a single 3 hour session for students to produce their final 3 dishes | |
|--|---|--|

What skills/attributes do I need to succeed in Food Preparation & Nutrition?

- **be required to bring in the ingredients for practical lessons and cooking dishes/containers.**
- be expected to purchase a revision guide, workbook and pack of revision cards from the department
- have access to the online AQA GCSE Food Preparation and Nutrition text book at home
- **be prepared to give additional time as needed to prepare/extend/clear up from practical/investigation lessons (before school/break time/lunch time/after school/home)**
- require use of the kitchen at home to prepare / practise / extend their skills

French

What will I learn in French?

In French, we use a mixture of online resources, authentic materials and teacher made resources to ensure that lessons are engaging and interactive. We like to use mini whiteboards to ensure that there is immediate teacher feedback and all students feel involved in their language journey.

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

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

GCSE French has a Foundation tier (Grades 1–5) and a Higher tier (Grades 3-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

How will I be assessed in French?

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

The subject is assessed in the following ways:

GCSE French has a Foundation tier (Grades 1–5) and a Higher tier (Grades 3-9). Students must take all four question papers at the same tier.

Paper 1: Speaking (non-examined assessment)

50 marks 25%

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

Paper 2: Listening and Understanding

50 marks 25%

What is assessed? Understanding and responding to stimulus in Spanish

Paper 3: Reading and Understanding

50 marks 25%

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

Paper 4: Writing

50 marks 25%

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

What skills/attributes do I need to succeed in French?

It is key to be resilient and attentive in lessons and accept that you will make mistakes. We recommend that you access our online resources to do independent work little and often.

Geography

What will I learn in Geography?

Physical geography content includes geomorphic processes and landscape, including at least two distinctive landscapes within the UK; extreme weather conditions, natural weather hazards, the global circulation of the atmosphere; climate change from the beginning of the Quaternary period to the present day.

Environmental geography content covers: large scale global ecosystems, including two selected ecosystems; issues related to biodiversity and to sustainable ecosystem management; resource management with detailed study of either food, energy or water resource use.

Human geography content addresses: rapid urbanisation; study of a major city in what the requirements term an 'economically advanced' (meaning high-income) country and a 'poorer country or recently emerging economy' (referring to low- and middle-income economies); global economic development issues, including the changing context in at least one 'poorer country or a newly emerging economy'.

You will learn many transferable skills such as literacy, numeracy, ICT, analysis, decision making and teamwork, which can also be applied to other subjects.

How will I learn in Geography?

Lessons are taught through visual presentations that are further enhanced by national geographical educational materials. The department uses an array of visual stimulus such as DVDs and on-line geographical videos. These include Earth presented by Iain Stewart, Planet Earth presented by David Attenborough and the Time for Geography video clips compiled and presented by leading academics from universities such as Durham and Cardiff. The department also subscribes to educational articles such as Curriculum Press, GeoActive, Geography Review and Wider World, which your son will be encouraged to read to gain a greater breadth of knowledge throughout the course.

How will I be assessed in Geography?

The 6 broad themes are split into chapters and you will study 18 chapters throughout Year 10 and 11. These chapters form the basis of the assessments, so he will complete an assessment approximately every 6 weeks. Assessments will closely follow the layout and style of questions set by the examination board. All the assessments will contain an essay style question that is worth 8 marks. In Year 10, you will be given scaffolding to allow you to plan and structure essay questions. Towards the end of Year 11, these skills should be embedded in your literacy skills.

The third component of the examination is the Applied Fieldwork Enquiry. The department will deliver 2 separate fieldwork days to allow you to gather data for this element of the course. You will be expected to write this fieldwork up and to utilise this information in the Component Three examination.

The assessment process comprises of 3 written examinations. The structure of each paper is outlined in the table below.

Component 1: Changing Physical and Human Landscapes

The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE.

Component 2: Environmental and Development Issues

The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE.

Component 3: Applied fieldwork Enquiry

A written examination in three parts using a variety of structured data response questions, some of which will require extended responses.

The paper will be 1 hour 30 minutes. This accounts for 30% of the GCSE.

What skills/attributes do I need to succeed in Geography?

Skills requirements set out the expectations for the use of maps, data (including geographic information systems) and fieldwork. Students will be offered different approaches to fieldwork undertaken in at least two contrasting environments. Students will be required to work independently to gather primary and secondary field data and have the discipline to write up their findings in an ordered report. An ability to construct and write essays is essential as there are six 8-mark and one 12-mark essay on the examination papers at the end of Year 11.

An enquiring mind is essential as is an awareness and enthusiasm for current affairs. Having an interest in the topics covered and keeping up to date on the global news will all allow a greater depth of understanding.

Geology

What will I learn in Geology?

You will study a range of topics concerning Planet earth, including how the movements of the Earth's crust cause hazards for us, and how the earth has provided us with geological resources essential for us to live. You will learn about the clues contained in igneous, sedimentary and metamorphic rocks that allow us to work out how they formed. You will study the fossils found in rocks that reveal the development of life on Earth. You will also learn about the geology of Mars and the Moon, and evidence for previous times of climate change on Earth.

How will I learn in Geology?

Pupils will study the content as divided into key "Themes" taught across the GCSE course. Each theme ends with a formal assessment of understanding.

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).

| Theme | Description |
|--|--|
| Year 9 (KS3 for all students): <ul style="list-style-type: none"> • Theme 0 – Journey of discovery • Theme 1 – Things Geological • Theme 7 – The Geological Machine | An overview of topics, careers and ideas. A look at the development of ideas and principles. Tectonic processes and Earth structure. |
| Year 10 (for those who continue to GCSE): <ul style="list-style-type: none"> • Theme 3 – Magic of Minerals • Theme 5 – Magma on the Move • Theme 4 – Dynamic Deposition (Part 1) • Theme 4 – Dynamic Deposition (Part 2) • Theme 9 – Good Timing • Theme 11 – Hot and Cold • Theme 12 – A Journey Through Time | Minerals – formation, uses, prospecting and extraction. Igneous rocks and processes. Surface processes and structures. Oil, gas and water resources. Geological time and dating. Climate change. Britain's changes through time. |
| Year 11: <ul style="list-style-type: none"> • Theme 8 – Dangerous Place to Live • Theme 13 – Rocks under Stress • Theme 6 – Squashed and Heated • Theme 10 – Magic in the Rocks | Natural hazards such as volcanoes, earthquakes, tsunamis and landslides. Structural geology and engineering applications. Metamorphic rocks and processes. Fossils. |

| | |
|---|--|
| <ul style="list-style-type: none"> • Theme 2 – A Jewel in Space • Theme 14 – Geologists’ Puzzle Box | Planetary geology. Geological map applications. |
|---|--|

How will I be assessed in Geology?

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|---|
| Component 1: Geological Principles On-screen examination: 1 hour 15 minutes. This accounts for 50% of the GCSE |
| Component 2: Investigative Geology Written examination: 1 hour 30 minutes. This accounts for 50% of the GCSE |

What skills/attributes do I need to succeed in Geology?

Geology is above all a problem-solving science subject. You should therefore have an inquisitive mind and an interest in the past, present and future of our planet. You will need to develop practical skills, in both the classroom and outdoors, that will help you to gather information about processes that have formed the Earth.

You will develop investigative skills such as analysing and interpreting evidence that is contained in the rocks and fossils. You will become able to evaluate evidence, to decide which of two conflicting theories might be the more likely.

As with all endeavours: *you get back what you put in*. You should put effort into all assignments, show enthusiasm in class and take the initiative to study independently and seek help where necessary. You have a unique opportunity at WGSB to study this fascinating subject so make the most of it!

History

What will I learn in History?

Pupils studying History at this level are required to study elements of Medieval, Early Modern and Modern History both internationally and domestically. These topics give pupils a deep understanding of the global issues in the early twentieth century, how people's rights have developed in Britain and the emergence of Britain as a superpower in the Tudor period. We believe this selection correlates with powerful issues in the world today, the interests of pupils and teacher expertise.

- **Germany 1890-1945: Democracy and Dictatorship** – a study into the rise of Germany as a superpower, the impact of the First World War, the Weimar Republic and the rise of the Nazis.
- **Conflict and Tension: the inter-war years, 1918-1939** – analysis of the rising tensions between the war by observing the Treaty of Versailles, the League of Nations, Nazi foreign policy and idea of appeasement.
- **Britain: Power and the people: c1170 to the present** – a thematic study of the growth of protest in Britain, beginning with Magna Carta and the first parliament, the cataclysmic events of the Civil Wars, the growth of people's rights in the Victorian period through to the campaign for civil rights in Britain and the Brixton Riots.
- **Elizabethan England, c.1568-1603** – assessment of the Elizabethan 'golden age' by analysing the problems Elizabeth faces in her early reign, the revolts and plots against her, the religious turmoil of Europe in the Early Modern period, conflict with Spain culminating in the Spanish Armada, exploration to the New World and the colossal social changes in Elizabethan England.

How will I learn in History?

Students will be provided with colour-coded, numbered booklets to help in this process providing pupils with all the content they need to succeed. Students will need to complete all class and homework tasks to the best of their ability in order to develop the skills and knowledge 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. Pupils will be given regular end of topic GCSE question assessments along with fact tests giving pupils all the practice they require. 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 course, we 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.

How will I be assessed in History?

PAPER ONE: Understanding the Modern World

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar.)
- 50% of GCSE

PAPER TWO: Shaping the Nation

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar.)
- 50% of GCSE

What skills/attributes do I need for success in History?

A fascination with the past and the resonance it has in today's world helps pupils to get the most out of the course. Key skills of understanding change and continuity, causation, analysing interpretations of the past, interrogating contemporary sources, similarity and difference and significance will be assessed. Given the nature of the subject excellent literacy skills are required for pupils to fully express their arguments and knowledge in the examinations.

Information Technology

What will I learn in ICT?

The WJEC Level 1/2 Vocational award in Information Communication Technologies (ICT) is a Key Stage 4 qualification which carries the same weighting as GCSEs and focuses on applied learning (i.e., acquiring and applying knowledge, skills and understanding through a range of purposeful tasks set in sector or subject contexts that are based around activities students may be required to complete in future careers). The course provides students with an understanding of both fundamental ICT theory topics and the confidence to develop solutions for problems using an array of software and tools made available to them. The WJEC Vocational award in ICT offers a strong practical element designed to equip students with practical skills to progress in future employment.

How will I learn in ICT?

As there are two components of the course, students will participate in both a wide range of theory and practical lessons. Students will be provided with an array of resources and booklets to assist them in their learning and revision of the theoretical elements of the course and they will learn the key practical skills required to be successful on the course through live teacher demonstrations of each individual skill as they build up their confidence in developing solutions to scenarios issued by WJEC. At the end of each half term, students will be required to undertake either a theoretical or practical assessment, which will allow for their progress and understanding to be monitored. A range of mock project resources and mini recordings of each individual practical skill will also be made available to them ensuring students are able to revise practical skills outside of lessons in preparation for the controlled assessment sessions.

How will I be assessed in ICT?

The WJEC Vocational award in ICT is made up of 2 components; a theory element which carries a weighting of 40% and a controlled assessment unit worth 60% of their overall grade. Below is a breakdown of the content covered in each component:

| |
|--|
| Unit 1: ICT in Society (Externally Assessed) |
| <p>1 hour and 20 minutes - On-Screen Examination – Sat in the summer of Year 11 Weighting: 40% - 80 marks Question Types: Objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.</p> |
| Unit 2: ICT in Context (Internally Assessed) |
| <p>40 hour Controlled Assessment – Begins in the summer of Year 10, and is completed in Year 11 Weighting: 60% - 120 marks Controlled Assessment Project: An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.</p> |

The grading system for the WJEC Vocational award in ICT has been designed to match the grading system of the existing GCSEs, meaning that the Technical Award courses are of the same standard of GCSEs.

What skills/attributes do I need to succeed in ICT?

To be successful in ICT, students must have a strong interest in Information Technologies and be fascinated by how ICT can be used to solve real-life problems. ICT students should be great problem-solvers and have a desire to experiment with software and the features they have to offer, applying their knowledge and skill in designing, building and testing the solutions they produce. Students should be resilient and have the ability to work independently, as this is essential for completing the 40-hour controlled assessment project.

Music

What will I learn in GCSE Music?

The department follows the EDUQAS GCSE Music Specification. This 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 |

How will I learn in GCSE Music?

Pupils will have two listening/theory lessons per week. Topics will be taught by the teacher and a listening homework will be set for pupils to complete at home. This will then be 'live marked' in lesson in each week. One lesson will be for 'composition tutorials'. Pupils are expected to work on their composing skills at home – time will then be set aside for pupils to work one to one with their teacher to talk through ideas and address any problems or misconceptions.

Performing is an ongoing skill that pupils will work on with their instrumental teacher. They should develop their performance skills through a blend of daily practice and regular participation in at least one of the departmental ensembles.

How will I be assessed in GCSE Music?

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)

What skills/attributes do I need to be successful in GCSE Music?

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. Pupil will need to be able to plan their time well over the two-year course. As NEA accounts for 60% of the final grade, students need to ensure that composing and performance skills are developed gradually over throughout both Year 10 and Year 11.

Physical Education

What will I learn in GCSE PE?

| Paper 1: The human body and movement in physical activity and sport | |
|--|---|
| Content overview | <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data |
| Assessment overview | A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. |
| Paper 2: Socio-cultural influences and well-being in physical activity and sport | |
| Content overview | <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data |
| Assessment overview | A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. |
| Component 3: Practical Performance (Component code: 1PE0/03) | |
| Content overview | <ul style="list-style-type: none"> • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Written analysis and evaluation of performance to bring about improvement in one of their three assessed activities. |
| Assessment overview | <p>The assessment consists of students completing three physical activities from a set list:</p> <ul style="list-style-type: none"> • One must be a team activity • One must be an individual activity • The final activity can be a free choice <p>Students must show commitment to at least 2 of the school's sports one of which MUST be rugby, hockey or cricket to undertake the course.</p> |

How will I learn in GCSE PE?

Classroom Instruction: You will receive traditional classroom-based instruction where your teacher will cover theoretical aspects of the subject.

Practical Sessions: You will have practical sessions which will cover training methods and training types as well as some sports specific sessions. This could include team sports, individual sports, or fitness-related activities but most of your skill development will come from core PE and Games.

Theory Classes: Apart from practical sessions, you'll attend theory classes where you'll learn about the scientific principles underpinning physical activity, such as anatomy, physiology, and biomechanics.

Individual Projects: Your NEA (Coursework) will require you to work individually and will involve research on specific topics related to development within your chosen sport, the analysis of your performance, and writing about ways to improve your sport.

Revision and Exam Preparation: In the lead-up to exams, you will engage in revision where you review key concepts, practice exam-style questions, and prepare for the written assessments.

How will I be assessed in GCSE PE?

Your understanding and skills will be assessed through a combination of exams, practical assessments, and coursework. Feedback from your teachers on both theoretical knowledge and practical performance will help you understand your strengths and areas for improvement.

The final examinations in Year 11 will consist of -

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|--|
| Paper 1: The human body and movement in physical activity and sport Written examination: 1 hour and 15 minutes/30% of the qualification, 78 marks |
| Paper 2: Socio-cultural influences and well-being in physical activity and sport Written examination: 1 hour and 15 minutes/30% of the qualification, 78 marks |
| Component 3: Practical Performance (Component code: 1PE0/03) Non-examined assessment: internally marked and externally moderated/40% of the qualification, 100 marks (25 marks per activity) |

What skills and attributes do I need to succeed in GCSE PE?

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. To achieve this, they will need the following skills:

1. Physical Fitness
 2. Sporting Skills
 3. Analytical and Critical Thinking
 4. Teamwork and Communication
 5. Time Management
 6. Self-Motivation and Discipline
 7. Research and Information Retrieval
 8. Adaptability and Resilience
 9. Writing and Communication Skills
 10. Reflective Practice
- **Students need to 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.

Physics

What will I learn in Physics?

Physics involves the study of the world that we live in ranging from the inner parts of an atom to the universe itself. You will study many topics including Energy and how the concept of energy emerged in the 19th century. You will understand the use of fossil fuels and global warming are critical problems for this century. You will study that electric charge is a fundamental property of matter everywhere and be able to understand and build electric circuits and apply them to everyday examples. You will study the particle model is widely used to predict the behaviour of solids, liquids and gases and how this has many applications in everyday life designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft. You will study and understand why ionising radiation is hazardous but can also be very useful and how radioactive materials are widely used in medicine, industry, agriculture and electrical power generation. You will study forces and understand Newton's laws to help explain everyday motion around us.

You will understand that waves carry energy from one place to another and can also carry information and modern technologies such as imaging and communication systems. You will understand that electromagnetic effects are used in a wide variety of devices and how engineers make use of the fact that a magnet moving in a coil can produce electric current. Lastly, in the topic 'Space', we will ask questions about where we are, and where we came from, have been asked for thousands of years. In the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours.

How will I learn in Physics?

Pupils are taught in mixed ability classes. The course covers the eight major areas of Physics. The course is designed to finish around Easter to allow time for revision and the practising of questions before the final exams. 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.

There is no coursework but there are a series of 10 compulsory experiments which will be completed by the students over the two 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.

How I will be assessed In Physics?

Paper 1:

What is assessed?

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

How it is assessed

- Written exam: 1 hour 45 minutes
- 50% of GCSE
- Multiple choice, structured, closed short answer and open response

Paper 2:**What is assessed?**

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

How it is assessed

- Written exam: 1 hour 45 minutes
- 50% of GCSE
- Multiple choice, structured, closed short answer and open response

What skills/attributes do I need to succeed in Physics?

Throughout your GCSE Physics course, you will be developing your skills of working scientifically. These core skills include:

- thinking scientifically
- experimental techniques and strategies, including suggesting hypotheses, planning investigations, carrying out experiments, and recording observations and readings in a suitable way
- analysis and evaluation, including presenting and translating data, appraising procedures and data, and drawing informed conclusions.
- help them to develop curiosity about the natural world, that give them an insight into how science works and that enable them to appreciate its relevance to their everyday lives

Spanish

What will I learn in Spanish?

Students study all of the following themes

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

How will I learn in Spanish?

In Spanish, we use a mixture of online resources, authentic materials and teacher-made resources to ensure that lessons are engaging and interactive. We like to use mini whiteboards to ensure that there is immediate teacher feedback and all students feel involved in their language journey.

How will I be assessed in Spanish?

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

The subject is assessed in the following ways:

GCSE Spanish has a Foundation tier (Grades 1–5) and a Higher tier (Grades 3–9). Students must take all four question papers at the same tier.

Paper 1: Speaking (non-examined assessment)

50 marks 25%

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

Paper 2: Listening and Understanding

50 marks 25%

What is assessed? Understanding and responding to stimulus in Spanish

Paper 3: Reading and Understanding

50 marks 25%

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

Paper 4: Writing

50 marks 25%

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

What skills/ attributes do I need to succeed in Spanish?

It is key to be resilient and attentive in lessons and accept that you will make mistakes. We recommend that you access our online resources to do independent work little and often.

Notes