WIRRAL GRAMMAR SCHOOL

A Guide to Events and Commitments 2025/26
Key Stage 4: The GCSE Years

(Years 10 to 11)

Contents

Years 10 and 11
A Guide to Events and Commitments 2024-2025

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 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 2024/5 will be excellent. I wish each pupil every success.

Yours sincerely

Mr S P Ascroft
Headteacher

Key Stage 4 Reporting and Events Timetable

Year 10 – approximate dates at this stage – will be published in next year's calendar

October 2024	Assessment Week
November 2024	Progress Bulletins issued
February 2025	Assessment Week
March 2025	Progress Bulletins issued
Year 10 Mock Examinations (2 weeks beginning of June 2025)	School Examinations – exact dates to be confirmed
June 2025	Year 10 Mock Results Day
June 2025	Year 10 Parents' Evening
July 2025	Progress Bulletins issued including Target Reports for Y10
Year 11 – approximate dates at this stage – will be published in next year's calendar	
November 2025	A Level Options Evening & Options Guidance A Level Taster Lessons
December 2025	Mock Examinations
December 2025	Mock Results Day
January 2026	Year 11 Parents' Evening
February 2026	Progress Bulletins issued including Target Reports for Y11
March 2026	Assessment Week
March 2026	Conditional Offer letters issued for WGSB6
April 2026	Progress Bulletins issued
June/July 2026	Main GCSE Examination period
September 2026	WGSB6 Induction

The GCSE Years; 10 and 11

During Year 10, students will be getting their GCSE courses off to a start. This is an important year in laying the foundation for future success. Pupils will be covering the key skills that underpin the knowledge and understanding that follow. The focus is on ensuring the students make a rapid and effective 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 10: Targets

There are no national external assessments at the end of Key Stage 3. At the end of Year 9, all students will complete the CAT4F assessments. The represents the end of Key Stage 3 and an opportunity for us to review the progress that has been made. We will be using the outcomes of the CATs to see if there are any significant gaps in key areas and to create bespoke targets for the students' GCSE courses. We will share these with you, so you have an indication of their potential as they start out on their Key Stage 4 journey.

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 projected end of Key Stage grade and contains his targets, allowing you to identify his progress. Grades for their 'Effort' in 'Engagement', 'Behaviour' and 'Homework/Study' are given. Any identified 'Barriers to Progress' are also included.

- The boys reflect on their progress as part of a conversation with their Form Tutor during the academic year.

Effort Grade Descriptors

Effort Grade Descriptors and Examples If a student gains an Effort Grade of '2', they will be displaying the following traits		
Engagement – a measure of a student's determination to learn as much as possible from each & every lesson	**Behaviour** – a measure of how a student's personal conduct is affecting individual and group learning	**Homework/Study** – a measure of the quantity and/or quality of work outside lessons and whether this is supporting learning
• Attentive and engaged in class • Working well in a group and individually • Taking pride in all work using MCAS, Teams, notes, & textbooks effectively • Keeping work, notes and folders in good order • Starting homework early • Asking for feedback and acting upon it • Persevering when faced with a challenge • Attempting extension activities	• Working well individually and in a group • Listening carefully and actively to the information shared by the teacher and the responses of all students • Focusing on the learning tasks completed as a class, a group or as an individual with no time lost to inappropriate talking • Sharing ideas and responses to questions	• Handing work in on time • Work reflects the ability seen in lessons & expectations • Spending adequate time on homework and revision activities • Carrying out independent research • Accessing revision material away from the classroom by engaging with online learning, textbooks, revision guides etc. • Using feedback from previous pieces to improve quality of outcomes

We aspire for all students to adopt a positive attitude to learning. Students who comply with expectations reflect the attributes above. Some will even exceed these expectations.

- Boys will be issued with the first progress report in Year 10 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 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 Information Advice and Guidance (CEIAG) is taught as part of the Personal Social and Health Education syllabus (PSHE) and through additional activities that are arranged throughout each academic year by our Careers Manager. All activities are planned to comply with a series of eight benchmarks which are part of the governments Careers Strategy, a statutory requirement for all schools.

All students have access to Unifrog, an award-winning careers exploration platform. Throughout KS4 they will use the platform to devise CV's and to arrange their work experience placement. The platform enables parents and employers to consent to the placement as well as obtaining employability insurance details.

During Years 10 and 11, all students will have at least one careers interview and there will be an opportunity to engage in a variety of Careers-related events such as our biannual Careers Fair, university and apprenticeships talks, employer encounters both in school and online. All students are expected to complete a mock interview and work experience placement in Year 10.

The WGSB Careers Information Platform can be found through our school website: https://sites.google.com/view/wgsbcareers/home Here you will find information about the positive destinations of our former students, subject specific career/university/apprenticeship information and links to many useful websites to support you and your child in their future decision making.

Various opportunities are advertised in the Teams pages accessible via your child's MS Office 365 login. There is also a Careers section in the Learning Resource Centre (LRC) devoted to careers information which is easily accessible to all pupils. Please encourage your child to make use of these resources.

At the GCSE stage it is important to understand that the priority is to gain as many high GCSE grades as possible and in a broad range of subjects. At this early stage, career decisions are some way off as it becomes a more important consideration at A Level.

PSHE (Personal, Social, Health and Economic Education)

PSHE Education at Wirral Grammar School is delivered in a variety of ways, including dedicated PSHE lessons, assemblies, special events such as Diversity Week, National Careers Week and Mental Health Awareness Week, as well as through form-time provision.

Our curriculum aims to:

- Provide students with a sound understanding of their role as citizens now and in the future
- Offer opportunities to reflect on wider societal and personal issues
- Develop the critical thinking skills needed to make safe, informed decisions

In line with the Government's Personal, Social, Health and Economic (PSHE) Education statutory requirements, Wirral Grammar School is committed to developing students' awareness in three key areas:

- Health & Wellbeing

- Relationships
- The World We Live In

PSHE is taught by each year group's form tutor team. Teachers lead on different areas of the course depending on their expertise, interests, or specialist training. Students have one dedicated PSHE lesson per week, rotating through the form tutor team. While our PSHE curriculum is designed to support and highlight students' developing thoughts and understanding of the topics covered, students are not formally assessed in the subject.

In addition, form tutors address topical PSHE issues during weekly tutor time. These sessions focus on current themes and stories, helping to contextualise lesson-based learning in ways that are accessible, relatable, and rooted in real-world events. This approach encourages students to develop a wider understanding of the world around them, to consider different perspectives, and to engage in respectful debate.

Year 10		
Health and Wellbeing	**Relationships**	**The World We Live In**
• **Exploring Influence** • **Mental Health** *<u>Concepts</u>* *Developing empathy, compassion and strategies for accessing support* *Developing risk management and strategies to manage influence and seek support*	• **Valuing difference and staying safe** • **Healthy relationships** *<u>Concepts</u>* *Developing empathy and compassion* *Developing strategies to manage influence and communicate assertively* *Developing an understanding of our society and a respect for diversity*	• **Careers** • **Financial Decision Making** *<u>Concepts</u>* *Developing analytical skills and strategies to identify bias and manage influence* *Developing self-awareness, goal setting and adaptability* *Developing motivation, organisation, leadership and presentation skills*

Year 11		
Health and Wellbeing	**Relationship Education**	**The World We Live In**
• **Emotional Wellbeing through change** • **Independence: Health** • **Independence: Safety** *<u>Concepts</u>* *Developing empathy, compassion and strategies for accessing support* *Developing agency and decision-making skills*	• **Families** • **Healthy Relationships** *<u>Concepts</u>* *Developing communication and negotiation skills* *Developing empathy and compassion, clarifying values and support seeking skills* *Developing empathy and compassion, clarifying values and support-seeking skills*	• **Careers** *<u>Concepts</u>* *Developing self-awareness, goal setting, adaptability and organisation skills*

Joining WGSB6 at Wirral Grammar School

We very much hope that all Year 11 students who want to continue into WGSB6 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 the autumn term of Year 11, we will be holding an A Level Options Information Evening 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 to WGSB6 students.

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 two-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. Please be aware that teachers will provide students with revision resources such as past exam papers etc.

Name of subject: **Art & 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

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 Yr11)

How will I be assessed in Art & Design?

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:

0. **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.

1. **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	• 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	• Unlimited preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE

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 journeys

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.

Head of subject: Mrs K Johnson (Head of Art)

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

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 year 11. 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.

Year Group	***Throughout the Year***	***May/June***
10	End of unit tests plus low stakes Mini-Assessments	End of year mock exam
11	End of unit tests plus low stakes Mini-Assessments **Mock Exam in December**	2 External Examinations

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

Successful Biologists are:

- 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.

In Biology we aim to help the next generation of Biologists achieve their goals and potential, so that they can aid humanity and the world as a whole ecosystem.

Head of subject: Mr J Finch

Name of subject: **Business Studies**
Examination Board and Syllabus: WJEC (Eduqas)
Specification name and number: WJEC Eduqas GCSE: Business C510QS

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

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.

What will I learn in Business?

Areas covered include:

- 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.

These examinations take place at the end of Year 11.

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

The course provides an excellent insight into the world of work and provides a good basis for further study of this 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 can be a useful choice for a wide range of careers and can be combined with a wide range of subjects.

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

Head of subject: Mr C Wilson

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

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

Delivery of the course content is designed to finish around Easter in year 11 to allow time for revision and the practising of questions before the final exams.

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. 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 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.

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. 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. Students will also be set weekly online homework via the Educake website which will provide students with instant feedback, whilst also highlighting for teachers any areas that need revisiting in lessons. At the end of each topic (around 7-10 lessons) there will be and 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 December**	External Examinations

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.

Head of subject: Mr D Webb

Name of subject: **Combined Science**
Examination Board: AQA
Specification Name and Number: GCSE Combined Science Trilogy 8464
Web link: www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464

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

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 Science?

Students will be certified with a double award qualification. This means they will receive **two GCSE grades**. This 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. Students will also be set weekly online homework via the Educake website which will provide students with instant feedback, whilst also highlighting for teachers any areas that need revisiting in lessons. 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 December**	External Examinations

What skills/attributes do I need to succeed in 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.

Name of Subject: **Design & Technology**
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

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 in June of Year 10 when the coursework contexts are released and carry on into Year 11.

Awarding Grades and Reporting Results

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.

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, with exam questions embedded into the lesson to reinforce the learning of exam content. While also carrying out additional support activities and working in their revision workbooks. More focused exam lessons will be given throughout Year 11 to build on knowledge and exam practice technique. It is expected that students purchase the CGP revision guide to aid with their study in the subject.

- **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. Some pervious examples of these are on display within the department. 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. 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: • Core technical principles • Specialist technical principles • Designing and making principles In addition: • At least 15% of the exam will assess maths • At least 10% of the exam will assess science
How it will be assessed	• 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	• 35 hours of working time • 100 marks • 50% of GCSE

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.

For a student to be successful in Design Technology they will 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.

Head of subject: Mr L Thompson

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

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

How 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.

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:

In this section of the exam, you 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. You 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 your 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 or a speech. In this section, your 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
You will complete 3 Spoken English tasks which will be assessed by your teachers.

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

This will be assessed as a separate assessment alongside your GCSE (but will not contribute towards your final GCSE grade) in which you will gain recognition of your 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.

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

What will I learn in English Literature?

You will study *An Inspector Calls, Macbeth, The Strange Case of Dr Jekyll and Mr Hyde*, Power & Conflict poetry and Unseen Poetry. You 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?

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 '*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.

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 noted to support their own leaning. You should plan essays using past questions in particular focusing on constructing a clear argument which you can support with well-chosen quotations.

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

Head of subject: Mrs G Abernethy

Name of Subject: **Food Preparation & Nutrition**
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE Food Preparation and Nutrition (8585)
Web link: AQA | GCSE | Food Preparation and Nutrition | Specification at a glance

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?

Students will:

- 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 Task 2: Food preparation assessment Maximum of 20 hours which includes a single 3 hour session for students to produce their final 3 dishes	Autumn term of Year 11 Spring term of Year 11

Paper 1

What's assessed? Theoretical knowledge of food preparation and nutrition from subject content 1 to 5. Questions which allow students to demonstrate their ability to:

- Recall information
- Draw together information from different areas of the course
- Apply their knowledge and understanding in practical and theoretical contexts.

How it's assessed:

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions:

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA)

AQA set the tasks for each of the non-examination assessments.

What's assessed?

Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Section	Criteria	Maximum marks (30)
A	Research	6
B	Investigation	15
C	Analysis and evaluation	9

Task 2: Food preparation assessment (70 marks)

Students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 dishes to showcase their skills. They will produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved.

Section	Criteria	Maximum mark (70)
A	Researching the task	6
B	Demonstrating technical skills	18
C	Planning for the final menu	8
D	Making the final dishes	30
E	Analyse and evaluate	8

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

Students will:

- **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 textbook 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.

Head of subject: Mrs J Woolstencroft

Name of subject: **French**
Examination Board and Syllabus: Edexcel
Specification Name and Number: GCSE French Level 1 (Foundation) Level 2 (Higher) 1FR1
Web link: https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf

What will I learn in French?

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

How will I learn in French?

In class:

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.

At home

For homework, all students work through topic knowledge organisers which test vocabulary, grammar and exam skills. To support vocabulary training, students use the online programme LanguageNut, on which teachers set assignments for vocabulary retrieval, revision and exam skills.

How will I be assessed in French?

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. All question papers must be taken in the same series.

Paper 1: Speaking (non-examined assessment) **50 marks 25%**

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

How is it assessed?

- Task 1: Read aloud* and 2 short unprepared questions (12 marks)
- Task 2: Role play in a transactional setting (10 marks)
- Task 3: Picture description**, 2 short unprepared questions (12 marks) and follow-on conversation*** (16 marks)
- Prep time: 15 mins
- Exam time: Foundation: 7-9 mins Higher: 10-12 mins

**Students get 1 minute to practice real aloud aspect of the exam*
***Students gets a choice of 2 photos (in colour)*
**** Students select thematic context for follow-on conversation*

Paper 2: Listening and Understanding **50 marks 25%**

What is assessed? Understanding and responding to stimulus in French

How is it assessed?

- 5 mins reading time included
- **Section A:** Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. (40 marks)
- **Section B:** Dictation (10 marks)
- Each recording is played THREE TIMES
- Foundation: 45 mins
- Higher: 60 mins

Paper 3: Reading and Understanding) **50 marks 25%**

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

How is it assessed

- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. (40 marks)
- Section B: Translation into English (10 marks)
- Foundation tier: 45 mins
- Higher tier: 60 mins

Paper 4: Writing **50 marks 25%**

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

How is it assessed?

- **Foundation Tier** (1h15 mins)
  Question 1: picture-based task (8 marks)
  Question 2: one of two open-response questions, set in formal context (14 marks)
  Question 3: one of two open-response questions, set in informal context (18 marks)
  Question 4: translation into French (10 marks)
- **Higher Tier** (1h20 mins)
  Question 1: one of two open-response questions, set in informal context (18 marks) Question 2: one of two open-response questions, set in formal context (22 marks)
  Question 3: translation into French (10 marks)

Assessments:

Students 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.

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 (LanguageNut, Quizlet, Seneca and Language Gym) to do independent work little and often.

Other requirements:

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

Head of subject: Mrs S Williams

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/

What will I learn in Geography?

Subject aims are explicit and include references to knowing geographical material, thinking like a geographer, studying like a geographer and applying geographical material.
Location and place knowledge are required, including the geography of the UK, in overview and through depth study. This means more than providing 'case studies' within the UK, but developing knowledge of UK landscapes, environmental challenges, changing economy and society.
Skills requirements set out the expectations for the use of maps, data (including geographic information systems) and fieldwork. Students must be offered different approaches to fieldwork undertaken in at least two contrasting environments and schools must confirm that they have offered all students these opportunities. There is no non-exam assessment, instead fieldwork is assessed within examination papers.
There are explicit expectations around the use of mathematical and statistical skills and the use of extended writing.
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'.

How will I learn in Geography?

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	• Landscapes and Physical Processes • Rural-Urban Links
Section B	• Tectonic hazards
Component 2: Environmental and Development Issues The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE.	
Section A	• Weather, Climate and Ecosystems. • Development and Resources Issues
Section B	• Environmental Challenges
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.	

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.

How will I be assessed in Geography?

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

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

The course will cover a broad range of topics, both physical and human, which help give an understanding of important global issues. Throughout the course you will learn various aspects of Geography that will prepare you to go on to study the subject beyond GCSE, or to support your chosen post-16 courses. You will learn many transferable skills such as literacy, numeracy, ICT, analysis, decision making and teamwork, which can also be applied to other subjects. Due to the diversity of the subject, it provides an excellent gateway into a variety of different career paths. This also makes the course a very popular choice with many colleges and employers.

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: Dr R McCartney

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

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

What will I learn in Geology?

Geology involves the study of the processes that have formed the Earth over millions of years. It is important to know how our planet works in order to manage its resources effectively and to cope with the hazards and changes that are happening to the world around us.

You will study a range of topics concerning Planet Earth, including how movements of the crust pose hazards to us, and how the Earth has provided us with essential geological resources. 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. The first year teaches you fundamental ideas in Geology and the second year allows you to apply these ideas to challenges such as engineering, hazards and climate change. Each theme ends with a formal assessment.

Theme	Description
Year 10:	
• "Things Geological"	A look at the development of geological ideas and principles.
• "The Geological Machine"	Understanding the tectonic processes which constantly change the arrangement of continents and oceans.
• "Magic of Minerals"	Exploring minerals – their formation, uses, discovery and extraction.
• "Magma on the Move"	Looking at what igneous rocks reveal to us about magma within the Earth and volcanic processes.
• "Dynamic Deposition"	Sedimentary processes of weathering, transportation and deposition of material in different environments. We also study groundwater, oil and gas.
• "A Jewel in Space"	Understanding the formation of the Earth, the Moon and Mars.
• "Squashed and Heated"	Investigating the metamorphic processes that rocks undergo when they are squashed and heated by tectonic actions.
Year 11:	
• "Dangerous Place to Live"	Understanding what causes natural hazards such as volcanoes, earthquakes, tsunamis and landslides, and how we can manage the risks to human life.
• "Good Timing"	Using geological "dating" principles to work out the ages of geological events.
• "Hot and Cold"	Investigating climate controls and how rocks reveal past changes.
• "A Journey Through Time"	A look at how Britain has changed through time as the continent it has been part of has drifted northward.
• "Rocks under Stress"	Understanding the engineering properties of rocks for the construction of buildings, tunnels, roads and dams.
• "Magic in the Rocks"	Looking at the clues that fossils reveal about the development of life on Earth and major extinction events.
• "Geologists' Puzzle Box"	Understanding the subsurface through geological maps and using them to identify potential problems.

How will I be assessed in Geology?

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 contains a mixture of multiple-choice, short, structured, and extended writing answers relating to all the GCSE Geology subject content outlined in the specification. Students answer questions by typing into answer boxes, selecting tickboxes or "drag-and-drop" from a selection of answers. A data sheet is provided in this assessment, which provides information on mineral properties, grain sizes and a geological timescale.
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 also contains a mixture of short, structured, and extended writing answers. All questions are based on the geology of an area shown on a geological map, which is provided alongside the exam paper. A data sheet is also used in this assessment.

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 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.
You will also 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.

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. Many students choose Geology out of curiosity to try something new and it quickly becomes one of their favourite subjects. As a result, Geology enjoys outstanding results every year (88% gained a grade 7 or above in 2025 and 38% got a grade 9) and, for most students, Geology is their top grade. You have a unique opportunity at WGSB to study this fascinating subject so make the most of it!

Although there is no official revision guide for geology, the exam board provides "knowledge organisers" which provide the same information. Plenty of study support, resources and a digital textbook are all made available to you via OneDrive.

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: Edexcel History
Specification Name and Number: GCSE History

Web Link: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

What will I learn in History?

Pupils studying History at this level are required to study elements of the Medieval, Early Modern, Industrial and Modern periods both internationally and domestically. These topics give pupils a deep understanding change and continuity between 1000CE and today's world, the emergence of England as a colonial power in the Tudor period and how America and Germany emerged as superpowers in the early twentieth century. We believe this selection correlates with powerful issues in the world today, the interests of pupils and teacher expertise.

- **Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city** – a study of how crimes, law enforcement and punishments have changed over the past thousand years in Britain. The course analyses the key development of this period such as: witchcraft, the creation of the police, prison reform and the abolition of the death penalty. It concludes with a study of how Jack the Ripper was able to commit serial murders in London during the Victorian period.
- **Early Elizabethan England, c.1558-1588** – assessment of the Elizabethan 'golden age' by studying 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.
- **The American West c.1835-1895 –** an enquiry into the USA's expansion across the Great Plains to California. The study focusses on: the genocide committed against Indigenous Americans culminating in the massacre at Wounded Knee, the Californian Gold Rush and travel to the West, the lawlessness of the West and the technological advancements which made farming the Great Plains possible.
- **Weimar and Nazi Germany 1918-1939 -** analysis of the rise of Nazism over the course of the 1920s and 1930s and the impact it had on Germany. The study begins with situation in Germany at the end of the First World War and looks at the successes and failures of the new democratic Weimar government of the 1920s. The causes of the rise of the Nazis are discussed before an in-depth enquiry into what life was like in Nazi Germany in the build-up to the Second World War.

How will I learn in History?

As the three examination papers take place at the end of the two-year course, it is essential that pupils remain organised throughout that period and store materials carefully for revision purposes. They will be provided with several booklets and separate folders for each paper to help in this process providing pupils with all the content they need to succeed.

Pupils 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 and model answers to help in this process. Videos produced by the department will also be shared with students. Pupils will be given regular end of topic GCSE question assessments along with fact tests to allow them all the practice they require. 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: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city • Written exam: 1 hour 15 minutes • 52 marks (including 4 marks for spelling, punctuation and grammar) • 30% of GCSE
PAPER TWO: Early Elizabethan England 1558-1588 and the American West 1835-95 • Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE
PAPER TWO: Weimar and Nazi Germany, 1919-39 • Written exam: 1 hour 20 minutes • 52 marks (including 4 marks for spelling, punctuation and grammar) • 30% 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.

Head of subject: Mr B Taylor

Name of subject: **Information Technology (IT)**

Examination Board and Syllabus: OCR (Cambridge Nationals)
Specification Name and Number: Level 1/2 IT (J836)

Web Link: https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/

What will I learn in IT?

In the Cambridge National IT Level 1 and 2 (J836) course, you will gain a comprehensive understanding of the principles and practices of information technology. The curriculum covers essential topics such as data representation, computer systems, and the impact of IT on society, enabling you to develop critical skills in digital literacy and problem-solving. You'll learn how to create and manage various types of digital content using software applications and tools, as well as enhance your understanding of programming concepts. Furthermore, the course emphasizes project management and the importance of working with others effectively, preparing you for real-world IT scenarios. Overall, this qualification equips you with the knowledge and skills needed to navigate the evolving digital landscape and pursue further studies or career opportunities in the IT field.

How will I learn in IT?

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 OCR. 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 IT?

The OCR Cambridge National Course is made up of 2 components; an exam which carries a weighting of 40% and 2 controlled assessment unit worth 60% of their overall grade. Below is a breakdown of the content covered in each component:

Externally Assessed Exam
R050 IT in the digital world 1 hour 30 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam This is assessed by taking an exam. In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world. Topics include: • Design Tools • Human Computer Interface (HCI) in everyday life • Data and testing • Cyber-security and legislation • Digital Communications • Internet of Everything (IoE)

2 Internally Assessed Coursework
R060 Data manipulation using spreadsheets OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated This is assessed by completing a set assignment. In this unit you will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. You will be able to evaluate your solution based on the user requirements. Topics include: • Planning and designing the spreadsheet solution • Creating the spreadsheet solution • Testing the spreadsheet solution • Evaluating the spreadsheet solution. **R070 Using Augmented Reality to present information** OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated This is assessed by completing a set assignment. In this unit you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements. Topics include: • Augmented Reality (AR) • Designing an Augmented Reality (AR) model prototype • Creating an Augmented Reality (AR) model prototype • Testing and reviewing.

The grading system for the OCR Cambridge National IT 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. The grading system is as follows:

- *Level 2 Distinction * - GCSE Equivalent 8/9*
- *Level 2 Distinction - GCSE Equivalent 7*
- *Level 2 Merit – GCSE Equivalent 5/6*
- *Level 2 Pass – GCSE Equivalent 4*
- *Level 1 Distinction * - GCSE Equivalent 3*
- *Level 1 Distinction – GCSE Equivalent (roughly) 2.5*
- *Level 1 Merit – GCSE Equivalent 2*
- *Level 1 Pass – GCSE Equivalent 1*

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

To be successful in IT students must have a strong interest in Information Technologies and be fascinated by how IT can be used to solve real-life problems. IT 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 controlled assessment project, along with having great resilience. For the theory aspects of the course, students should be well organised with their classwork and homework activities and be willing to use time outside of lessons to revise and practice their recall of content to keep it fresh in their minds in preparation for their examination at the end of the course.

Head of subject: Mrs K Biggins

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

What will I learn in Computer Science?

In GCSE Computer Science, students will study a wide range of topics in preparation for the 2x examinations they will sit in the summer of Year 11. 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. The Computer Science GCSE is the perfect pathway for those students who wish to study Computer Science at A-Level and further.

How will I learn in Computer Science?

As the course consists of both theoretical and practical elements, 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. As the two examinations take place at the end of the course, it is paramount that students continually review their learning inside and outside of lessons, helping them to keep content fresh in their mind and practice their recall. 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. Students will undertake half termly assessments which will allow for their understanding of content and progress to be assessed.

How will I be assessed in Computer Science?

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. Below is a breakdown of the content that is covered in each component:

Component 1: Computational Thinking and Programming Skills

2 hour written examination
Weighting: 50% - 90 marks
Question Types: A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Component Content (Specification Links – Units 3.1 & 3.2):

- *Computational Thinking*
- *Code Tracing*
- *Problem-Solving*
- *Programming Concepts (Programming Language Used: Python)*
- *Designing Algorithms*
- *Designing, Writing, Testing and Refining Code*

Component 2: Computational Theory
1 hour and 45 minutes written examination **Weighting: 50% - 90 marks** **Question Types**: A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge. **Component Content (Specification Links – Units 3.3 to 3.8):** • *Data Representation (Binary, Denary, Hexadecimal, Images, Characters, Sound & Compression)* • *Computer Systems* • *Computer Networks* • *Cyber Security* • *Relational Databases and Structured Query Language (SQL)* • *Ethical, Legal & Environmental Impacts of Digital Technology on Wider Society, & Issues of Privacy*

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.

Head of subject: Mrs K Biggins

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

What will I learn in Mathematics?

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

At the end of Year 9, all students sit internal summer examinations. We use the scores from these exams to sort the students into Sets for the start of Year 10. The setting is reviewed during Year 10 and again for the start of Year 11. The goal of any setting is to match the pace of delivery to the ability of the student.

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 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.

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. They do this by testing topics from the past and present (rather than just test the topics that we have recently covered in lessons).

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). The scores from these bigger tests allow us to estimate the boys' attainment throughout the year.

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

How will I be assessed in Mathematics?

In late May and early June 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 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 so I need to be successful in Mathematics?

The content for the Higher Tier of GCSE is vast. 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.

Head of subject: Mr M Hynes

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

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

What will I learn in GCSE Music?

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

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 will lesson will be for 'composition tutorials'. Pupils are expected to work on their composing skills at home – time till 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)

Timing of assessment over the three year course:

Pupils 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

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 they need to ensure that composing and performance skills are developed gradually over throughout both year 10 and year 11.

Head of subject: Mr K McCabe

Name of Subject **Physical Education**
Examination Board and Syllabus: AQA
Specification Name and Number: GCSE – 8252
Web link: https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

Content and Assessment Overview

The AQA 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers, which will be sat in May 2024, a non-examined assessment component which will be assessed in their Year 11 school year and practical components which can be assessed at any point during the course. Marks are submitted prior to moderation which will take place in March/April.

What will I learn in GCSE PE?

Paper 1: The human body and movement in physical activity and sport	
Content overview	• 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	• 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	• 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	The assessment consists of students completing **three** physical activities from a set list: • One must be a **team** activity • One must be an **individual** activity • The final activity can be a **free** choice 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.

How will I be assessed in GCSE PE?

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)

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. This will include lessons on the topics above

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.

Assessment and Feedback:
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.

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

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.

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

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.

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
Head of Subject: Mr Devoy

What I will 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 in including Energy and how the concept of energy emerged in the 19th century to help explain how the work output of engines can be understood and improved. You will understand to 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 show how we can make the most of electromagnetic waves. 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, and that when a current flows around a magnet it can produce movement. 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 which include:

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

The course designed to finish around Easter 2025 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 • Higher Tier • 100 marks • 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. Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.
How it is assessed • Written exam: 1 hour 45 minutes • Higher Tier • 100 marks • 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

Head of subject: Mr Devoy

Name of subject: **Religious Studies**
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

What will I learn in Religious Studies?

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.

How will I learn in Religious Studies?

Unit: Introduction to GCSE: Christianity (beliefs)
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. 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. 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.
Unit: Introduction to GCSE: Christianity (practises)
Please note the *rationale* above, which applies to this unit also. 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.

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.

How will I be assessed in Religious Studies?

- 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

GCSE Examinations
Component 1:Religious, Philosophical and Ethical Studies in the Modern World
Written examination: 2 hours, 50% of qualification
Theme 1: Issues of Relationships, Theme 2:Issues of Life and Death, Theme 3:Issues of Good and Evil
Theme 4:Issues of Human Rights
This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Component 2: Study of Christianity
Written examination: 1 hour 25% of qualification
Candidates will study the beliefs, teachings and practices of Christianity.
This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.

Component 3: Study of a World Faith
Written examination: 1 hour 25% of qualification
Candidates will study the beliefs, teachings and practices of one world faith
This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

What skills/attributes do I need to succeed in Religious Studies?

- An ability to seek, share and build on knowledge, experience and views and be challenged in your thinking.
- A broad-minded approach which promotes diversity in thinking.
- A respect and understanding of the people and the belief systems that are studied

Head of subject: Mr G D'souza

Name of subject: **Spanish**
Examination Board and Syllabus: Edexcel
Specification Name and Number: GCSE Spanish Level 1 (Foundation) Level 2 (Higher) 1SP1
Web link: ***https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sample-assessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf***

What will I learn in Spanish?

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

How will I learn in Spanish?

In class:

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.

At home

For homework, all students work through topic knowledge organisers which test vocabulary, grammar and exam skills. To support vocabulary training, students use the online programme LanguageNut, on which teachers set assignments for vocabulary retrieval, revision and exam skills.

How will I be assessed in Spanish?

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. All question papers must be taken in the same series.

Paper 1: Speaking (non-examined assessment) **50 marks 25%**

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

How is it assessed?

- Task 1: Read aloud* and 2 short unprepared questions (12 marks)
- Task 2: Role-play in a transactional setting (10 marks)
- Task 3: Picture description**, 2 short unprepared questions (12 marks) and follow-on conversation*** (16 marks)
- Prep time: 15 mins
- Exam time: Foundation: 7-9 mins Higher: 10-12 mins

**Students get 1 minute to practice real aloud aspect of the exam*
***Students gets a choice of 2 photos (in colour)*
**** Students select thematic context for follow-on conversation*

Paper 2: Listening and Understanding **50 marks 25%**

What is assessed? Understanding and responding to stimulus in Spanish

How is it assessed?

- 5 mins reading time included
- **Section A:** Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. (40 marks)
- **Section B:** Dictation (10 marks)
- Each recording is played THREE TIMES
- Foundation: 45 mins
- Higher: 60 mins

Paper 3: Reading and Understanding) **50 marks 25%**

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

How is it assessed

- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. (40 marks)
- Section B: Translation into English (10 marks)
- Foundation tier: 45 mins
- Higher tier: 60 mins

Paper 4: Writing **50 marks 25%**

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

How is it assessed?

- **Foundation Tier** (1h15 mins)
  Question 1: picture-based task (8 marks)
  Question 2: one of two open-response questions, set in formal context (14 marks)
  Question 3: one of two open-response questions, set in informal context (18 marks)
  Question 4: translation into Spanish (10 marks)
- **Higher Tier** (1h20 mins)
  Question 1: one of two open-response questions, set in informal context (18 marks) Question 2: one of two open-response questions, set in formal context (22 marks)
  Question 3: translation into Spanish (10 marks)

Assessments:

Students 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.

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

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 subject: Mrs S Williams