WIRRAL GRAMMAR SCHOOL FOR BOYS

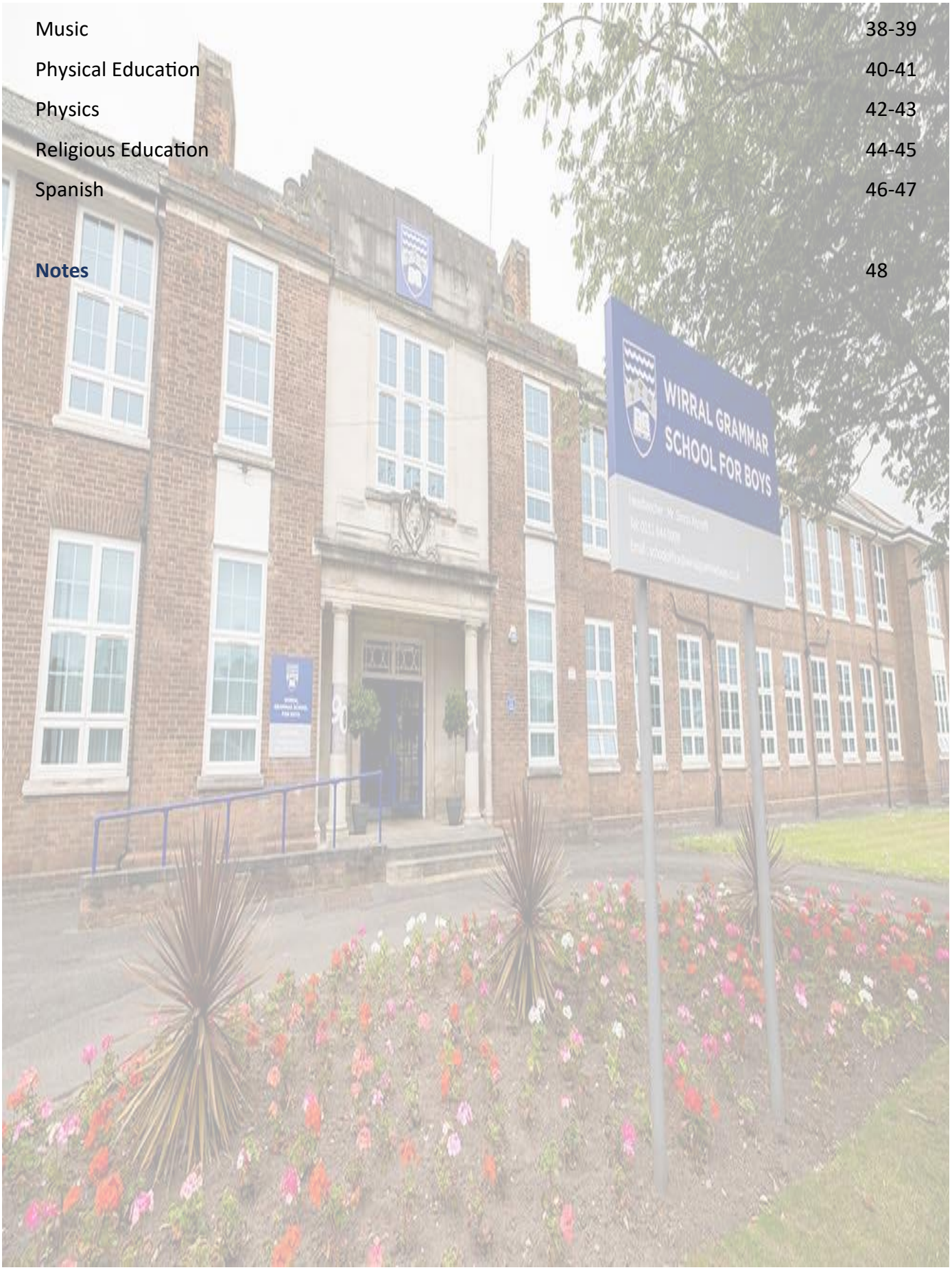
Sapientia Ianua Vitae – Wisdom is the Gateway to Life

KS4 Curriculum for 2026-27

Choosing your curriculum

January 2026

Contents



Next steps…..

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

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

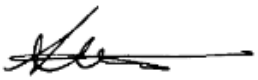
This guide is part of that planning process. Its role is to –

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

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

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

Yours sincerely



Mr A P White
Senior Deputy Headteacher

Making your decisions

Making your decisions

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

Sensible reasons for choosing the subjects that you want to study

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

'Dos and Don'ts'

- Do talk to parents, subject teachers, careers staff - they are all here to help
- Do read the subject details in this booklet carefully
- Ensure you attend the Y9 Curriculum Event on Wednesday 28th January
- Ensure you read through the Curriculum presentation, read through the booklet which will be made available on the School website
- Do opt for a balanced of subjects to keep future careers and study possibilities open
- Enter your choices online by Friday 27th February 2026
- Do be realistic about your choices and your talents and abilities

- DON'T choose a subject just because your friends have said they are going to choose it. Remember, you are deciding about your future
- DON'T choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher) as you may well have different teachers next year.

Key Information Summary

Dates to Remember	
Year 9 Curriculum Assembly	Friday 23rd January 2026
Year 9 Curriculum Evening	Wednesday 28th January 2026
Year 9 Parents' Evening	Thursday 5th February 2026
Year 9 Options open on Bromcom	Friday 6th February 2026
Year 9 Options Deadline	Friday 27th February 2026
People to Contact	
Head of Year 9	Mr O Atkinson oatkinson@wirralgrammarboys.com
Pastoral & Admissions Manager	Miss G Senior gsenior@wirralgrammarboys.com
Careers & Progression Manager	Mrs S Wilson swilson@wirralgrammarboys.com
Contact Details	
School Telephone	0151 644 0908
School Office	schooloffice@wirralgrammarboys.com

My subject selection

Subject	Guidance	Your Choice
Mathematics	Mathematics is part of the compulsory **core** of subjects and must be taken by all students	Mathematics
English Language English Literature	English is part of the compulsory **core** of subjects and must be taken by all students	English Language English Literature
Combined Trilogy Science	Combined Trilogy Science is part of the compulsory **core** of subjects and must be taken by all students unless they opt for separate science in one of the option blocks below	Combined Trilogy Science
Choice 1	Select one **modern foreign language** – Spanish or French ✓	This process was completed in Year 8 and the students do **NOT** need to opt again.
Choice 2	Select a **humanity** subject - Geography or History	
Choice 3	Select any subject from the Option booklet	
Choice 4	Select any subject from the Option booklet	
Other **core** elements	All students will, in addition to the above, have the following on their timetable – • Core PE (2 lessons per fortnight) • Core Games (2 lessons per fortnight) • PSHE (2 lesson per fortnight)	

Core Subjects

KS4

GCSE CORE SUBJECTS

Combined Science - Trilogy

What will I learn in Combined Science?

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

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

Biology	Chemistry	Physics
1. Cell biology 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 Combined 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. 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 test 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 Combined Science?

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

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

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

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

GCSE CORE SUBJECTS

English Language

What will I learn in English Language?

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

How will I learn in English Language?

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

How will I be assessed in English Language?

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

Section 1: Reading

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

Section 2: Writing

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

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

Section 1: Reading

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

Section 2: Writing

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

Speaking & Listening

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

Group-work task
Individual task
Pair-work task

This will be assessed as a separate assessment alongside their GCSE (but will not contribute towards their final GCSE grade) in which they will gain recognition of their communication skills which can be used on application forms in the future.

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

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

GCSE CORE SUBJECTS

English Literature

What will I learn in English Literature?

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

How will I learn in English Literature?

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

How will I be assessed in English Literature?

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

The GCSE examination is comprised as follows:

Paper 1 (40%) 1 hour and 45 minutes
Section A: Shakespeare Pupils will answer one question on '*Macbeth'* which they will have studied in class.
Section B: 19th Century Novel: Pupils will answer one question on *'The Strange Case of Dr Jekyll & Mr Hyde*.'
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. Students should plan essays using past questions in particular focusing on constructing a clear argument which he can support with well-chosen quotations.

GCSE CORE SUBJECTS

Mathematics

What will I learn in Mathematics?

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

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

How will I learn in Mathematics?

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

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

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

How will I be assessed in Mathematics?

Throughout the year there will be **Grade Marked Assessments** every three weeks or so. They consist of 6 graded questions. The purpose of these GMAs is to encourage long-term learning. In October and January, there will be a bigger **Module Test**. The purpose of this is to see how good the students are at remembering a more substantial number of topics at the same time (as is required in the GCSE).

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

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

Non-Calculator. Each exam paper can test any skill, meaning that students have 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?

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

Option Subjects KS4

GCSE OPTIONAL SUBJECTS

Art and Design

What will I learn in Art & Design?

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

How will I learn in Art & Design?

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

How will I be assessed in Art & Design?

Component 1 : Portfolio	
What is assessed	A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.
How it is assessed	• 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 journey

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

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

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

GCSE OPTIONAL SUBJECTS

Biology

What will I learn in Biology?

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

The GCSE course begins in Year 10 with work on Cells and Microscopy. If Separate Science has been opted for you will complete additional learning within the topic areas. Throughout Year 10, and into Year 11, students will work through a series of 11 topics with the course designed to finish around Easter of Year 11 to allow time for revision and the practising of questions before the final exams.

How will I learn in Biology?

Pupils are taught in mixed ability classes. The course is divided into a series of short topics (averaging about 10 lessons per topic). You will complete 10 required practical activities as part of the course. This is not reported as a separate grade, but questions within the final external examinations will assess their understanding of practical techniques. Practical work remains a key part of Biology lessons and will continue to be an important learning opportunity for our students. We will ensure that their practical experience is an interesting and thorough preparation for passing Biology GCSE as well as supporting all students wishing to continue to A level.

How will I be assessed in Biology?

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

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

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

GCSE OPTIONAL SUBJECTS

Business

What will I learn in Business?

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

More specifically:

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

How will I learn in Business?

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

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

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

How will I be assessed in Business?

The course is assessed by two final written examinations:

Component 1: Business Dynamics (2 hours) 62.5% of qualification.
A mix of short answer questions based on stimulus material covering all the specification content

Component 2: Business Considerations (1 ½ hours) 37.5% of qualification.
Data response questions covering all the specification content.

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

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

Successful Business students are:

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

This course will appeal to those students who:

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

GCSE OPTIONAL SUBJECTS

Chemistry

What will I learn in Chemistry?

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

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

How will I learn in Chemistry?

Pupils are taught in mixed ability classes. Each topic will have a booklet in which students will annotate notes and complete tasks that embed the content and provide opportunities to practice the skills developed in class.
Practical skills form an integral part of this qualification. This includes, but is not limited to, eight compulsory experiments that all students are required to complete. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out this practical work. We will ensure that their practical experience is an interesting and thorough preparation for passing chemistry GCSE as well as supporting all students wishing to continue to A Level.

How will I be assessed in Chemistry?

There are no external module tests for the GCSE, the final grade will be solely based on two examinations to be held at the end of the course in June 2028. Paper 1 will focus on the first 5 areas above, with Paper 2 assessing areas 6-10.
Formative assessment is embedded within the chemistry scheme of work, with student's progress routinely being assessed in every lesson. At the end of each topic (around 7-10 lessons) there will be 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.

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.

GCSE OPTIONAL SUBJECTS

Computer Science

What will I learn in Computer Science?

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

How will I learn in Computer Science?

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

How will I be assessed in Computer Science?

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

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.

GCSE OPTIONAL SUBJECTS

Design Technology

What will I learn in Design Technology?

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

How will I learn in Design Technology?

- **Written Exam paper** – The teaching of this unit is mainly carried out as a fortnightly theory lesson, starting in Year 10. Each theory lesson is based around the introduction of new theory content. Exam questions embedded into the lesson reinforce the learning while additional support activities and revision workbooks build on key concepts. More focused exam lessons will be given throughout Year 11 to build on knowledge and exam practice technique.

- **Practical Work** – During their first year of study in Year 10, students will undertake the speaker design project, this project has been designed to match the same format as a mini-NEA style project that the students will undertake in Year 11. They will work to create a designed product that is commercially viable and present their ideas in a design portfolio. During this project it is expected that the students will use a mixture of practical and CAD/CAM based manufacturing methods. They will also use 2D and 3D computer-aided design (CAD) programs and produce products using the computer-aided manufacturing (CAM) equipment.

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

How will I be assessed in Design Technology?

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

This coursework is carried out through a 'Non-Exam Assessment' which is externally set, internally marked and externally moderated. It will consist of one project focusing on the design and making of a single product or closely related range of products that addresses all of the assessment objectives and will take roughly 35 hours to complete. This will be evidenced and supported through a portfolio of work using a range of techniques including drawing, CAD, prototyping and reporting. We start this work towards the end of Year 10 and carry on into Year 11. The examination is also assessed out of 100 marks

and will cover many topics including materials and components, sustainability, scales of production and production processes and techniques within industry.

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

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

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

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

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

GCSE OPTIONAL SUBJECTS

Food Preparation & Nutrition

What will I learn in Food Preparation & Nutrition?

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

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

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

How will I learn in Food Preparation & Nutrition?

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

How will I be assessed in Food Preparation & Nutrition?

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

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

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

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

GCSE OPTIONAL SUBJECTS

French

What will I learn in French?

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

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

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

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

How will I be assessed in French?

Students will be internally assessed every 3-4 weeks (mini-assessments which focus on specific skills and question types) in order to check progress. Formal examinations in all four papers will take place at the end of Year 11.

The subject is assessed in the following ways:

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

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

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

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

What is assessed? Understanding and responding to stimulus in Spanish

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

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

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

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

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

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

GCSE OPTIONAL SUBJECTS

Geography

What will I learn in Geography?

Physical geography content includes geomorphic processes and landscape, including at least two distinctive landscapes within the UK; extreme weather conditions, natural weather hazards, the global circulation of the atmosphere; climate change from the beginning of the Quaternary period to the present day.
Environmental geography content covers: large scale global ecosystems, including two selected ecosystems; issues related to biodiversity and to sustainable ecosystem management; resource management with detailed study of either food, energy or water resource use.
Human geography content addresses: rapid urbanisation; study of a major city in what the requirements term an 'economically advanced' (meaning high-income) country and a 'poorer country or recently emerging economy' (referring to low- and middle-income economies); global economic development issues, including the changing context in at least one 'poorer country or a newly emerging economy'.

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

How will I learn in Geography?

Lessons are taught following an enquiry-based approach, with a range of creative teaching methods and geographical educational materials. Students will be encouraged to work both independently as well as collaboratively, sharing their thoughts and ideas in every lesson. The school has invested in a range of resources to support the learning of Geography. This includes a subscription to Geographical magazine, WorldWise magazine as well as subscriptions to ARCGis and Digimap for schools to support the implementation and delivery of Geographical Information Systems (GIS). Students will also be given hands on experience through fieldwork, applying their knowledge and skills in real world, out of the classroom scenarios.

How will I be assessed in Geography?

Assessment takes place in every lesson. Teachers use a range of questioning techniques to assess previous learning or to judge the level of understanding. The 'Do Now' activity at the start of each lesson means assessment is taking place within the first 5 minutes of every lesson. The use of low stakes quizzes and recall is used to assess levels of knowledge and will inform future planning. Students will sit at least two form assessment pieces per term, these will range from end of topic tests to extended writing questions and short answer tests. Every pupil will also sit a formal test in the summer term.

Fieldwork will also form and important part of assessment, with students writing up their fieldwork results in the form of a formal report. The department will deliver 2 separate fieldwork days across year 10 and 11 to allow you to gather data for this element of the course. This fieldwork report will be tested on in paper 3.

What does the final exam look like?

Component 1: Changing Physical and Human Landscapes The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE. Theme 1: Landscapes and Physical Processes Theme 2: Rural-urban links Theme 3: Tectonic landscapes and hazards
Component 2: Environmental and Development Issues The paper will be 1 hour 30 minutes. This accounts for 35% of the GCSE. Theme 5: Weather, Climate and Ecosystems Theme 6: Development and Resource Issues Theme 8: Environmental Challenges
Component 3: Applied fieldwork Enquiry The paper will be 1 hour 30 minutes. This accounts for 30% of the GCSE. Part A: Fieldwork methodology Part B: Conceptual frameworks Part C: Application of Geographical concepts

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

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

Map skills: Ability to read and interpret maps as well as understand scale, grid references, contour lines and symbols.
Data interpretation: Analysing graphs, charts and statistical data, identifying patterns and trends from data.
Fieldwork: Conducting geographical investigations, including collecting, recording and analysing data.
Critical thinking: Evaluating geographical issues and forming balanced conclusions, comparing different perspectives on geographical problems.
Essay writing: Structuring clear, coherent answers for longer questions.
Numeracy: Calculating percentages, averages, ratios and constructing and interpreting graphs.
ICT: Using software to data presentation (spreadsheets and GIS tools).

GCSE OPTIONAL SUBJECTS

Geology

What will I learn in Geology?

Welcome to Geology, the study of Planet Earth, and its closest neighbours, over more than 4.5 billion years. It will probably be a new subject to you, so you will enjoy discovering things you never knew and ways of thinking you have not experienced before. It is important to know how our planet works in order to manage its resources effectively and to cope with geological hazards and the changes that are happening on Earth. There has never been a more interesting time to be involved in the science that studies the Earth.

You will cover a wide range of topics in GCSE Geology including:

- How Earth's rocks and minerals formed and can be identified
- How the materials of the Earth are linked by the rock cycle over geological time
- How Plate Tectonics explains so much about how Planet Earth 'works'
- How geological events can be dated
- The evidence for global climate and sea level change in the past
- The origin and development of life on Earth
- Similarities and differences between the Earth and its planetary neighbours in the Solar System
- The Earth's geological hazards and how we can reduce the impact of these
- How useful resources such as minerals, oil, gas and water have formed and can be found

The GCSE Geology course will provide you with many new opportunities such as:

- Studying specimens of minerals, rocks and fossils in your classroom
- Taking part in interesting practical activities in the classroom and on fieldwork
- Exploring rocks where they are found, in the great outdoors, to find out how they formed and what Earth was like in the past
- Discovering how Geology plays an essential part of our everyday lives, and the role you could have in this in your future.

By studying GCSE Geology, you will learn:

- How the study of present-day processes of Earth can be useful to unlock its past
- How the study of the history of Planet Earth may reveal insights into how the Earth may respond to climate change in the future
- How to understand geological maps and geological specimens
- How to think like a scientist.

How will I learn in Geology?

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

Fieldwork has long been an attractive aspect of the study of Geology and has been incorporated at the heart of this specification. Pupils are required to undertake a **minimum of two days of work** in the field in order to develop their field observation and practical skills. Fieldwork is completed in day-trips (no overnight stays).

Theme	Description
Year 10: • Theme 1 – Things Geological • Theme 7 – The Geological Machine • Theme 3 – Magic of Minerals • Theme 5 – Magma on the Move • Theme 4 – Dynamic Deposition (Parts 1 & 2) • Theme 9 – Good Timing • Theme 11 – Hot and Cold • Theme 12 – A Journey Through Time	A look at the development of ideas and principles. Tectonic processes and Earth structure. Minerals – formation, uses, prospecting and extraction. Igneous rocks and processes. Surface processes and structures. Oil, gas and water resources. Geological time and dating. Climate change. Britain's changes through time.
Year 11: • Theme 8 – Dangerous Place to Live • Theme 13 – Rocks under Stress • Theme 6 – Squashed and Heated • Theme 10 – Magic in the Rocks • Theme 2 – A Jewel in Space • Theme 14 – Geologists' Puzzle Box	Natural hazards such as volcanoes, earthquakes, tsunamis and landslides. Structural geology and engineering applications. Metamorphic rocks and processes. Fossils. Planetary geology. Geological map applications.

How will I be assessed in Geology?

There are two exams, called components, at the end of Year 11 and no 'coursework'.

Component 1: Geological Principles **"On-screen" examination**: 1 hour 15 minutes. This accounts for 50% of the GCSE Multiple-choice, short, structured and extended writing answers
Component 2: Investigative Geology **Written examination**: 1 hour 30 minutes. This accounts for 50% of the GCSE Data and stimulus response questions. It investigates the geology of an area shown on a simplified geological map.

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

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

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

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

GCSE OPTIONAL SUBJECTS

History

What will I learn in History?

Pupils studying History at this level are required to study elements of Medieval, Early Modern and Modern History both internationally and domestically. These topics give pupils a deep understanding of: how Britian has changed over the last thousand years, the emergence of Britain as an empire in the Tudor period, America's development into a world superpower and the development of fascism in the 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 through time** – a study of how crimes, law enforcement and punishment have changed over time. This includes a detailed examination of Whitechapel in the 1880s and how it was that Jack the Ripper was able to commit his crimes.
- **Early Elizabethan England 1558-1588** – assessment of the Elizabethan 'golden age' by analysing the problems Elizabeth faces in her early reign, the revolts and plots against her, the religious turmoil of Europe in the Early Modern period, conflict with Spain culminating in the Spanish Armada, exploration to the New World and the colossal social changes in Elizabethan England.
- **The American West** 1800-1890 – A 90-year study of the changes America went through as it expanded westward. Focussing on how Indigenous Americans adapted and their conflicts with the United States, lawlessness in the West and the development of the cowboy
- **Germany 1918-1939** – Analysing the changes Germany went through as it developed from a democracy into a dictatorship. Looking at the chaos in Germany after the creation of a democracy, the Golden Years under Stresemann, the impact of the Great Depression and life in Nazi Germany.

How will I learn in History?

Students will be provided with numbered booklets providing pupils with all the content they need to succeed. They 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. Guidance materials will be provided as to how to approach each type of question, along with model answers and exemplars to help in this process. Pupils will be given regular end of topic GCSE question assessments along with fact tests giving pupils all the practice they require. Students will also be provided with knowledge organisers and timelines at the end of each booklet to support their learning. At key points over the course, we review and revisit parts of the course already taught to consolidate learning and understanding of both content and the nature of the questions on the paper.

How will I be assessed in History?

Edexcel GCSE History

PAPER ONE: Crime and Punishment in Britain through time

- Written exam: 1 hours 15 minutes
- 52 marks (including 4 marks for spelling, punctuation and grammar.)
- 30% of GCSE

PAPER TWO: Early Elizabethan England and the American West • Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE
PAPER THREE: Germany 1918-1939 Written exam: 1 hour 20 minutes • 52 marks • 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.

GCSE OPTIONAL SUBJECTS

Information Technology

What will I learn in IT?

In the Cambridge Nationals Level 1/2 in Information Technology (IT) – J836, you will develop a strong understanding of how IT is used in real-world contexts and gain practical skills that are valuable for both further education and future employment. The course is divided into key areas, helping you build both theoretical knowledge and practical expertise.

Students will be equipped with the confidence to apply and use skills that are relevant both to the IT sector and more widely. Students will learn about:

- the use of IT in the digital world
- the Internet of Everything (IoE)
- data manipulation using spreadsheets
- the design and implementation of human-computer interface (HCI)
- Augmented Reality

How will I learn in IT?

The Level 1/Level 2 Cambridge National in IT consists of three units.
IT in the digital world (R050) is externally assessed and worth 40% of the total qualification.
Data manipulation using spreadsheets (R060) and using Augmented Reality to present information (R070) are both NEA units worth 30% of the qualification each.

How will I be assessed in IT?

Unit 1: IT in the digital world - assessed by exam

In this unit students 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)

Unit 2: Data manipulation using spreadsheets - assessed by coursework assignment

In this unit students will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet a client's requirements.

Topics include:

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution

Unit 3: Using Augmented Reality to present information - assessed by coursework assignment

In this unit students will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Topics include:

- Augmented Reality Explained (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing

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

To succeed in IT, you'll need a mix of technical know-how, problem-solving skills, and creativity. This course will help you develop key abilities like troubleshooting, analysing data, and working with software tools, all while staying up-to-date with the latest technology trends. You'll also learn how to think critically, manage projects, and protect against cybersecurity threats, giving you the confidence to solve real-world problems. If you're curious, adaptable, and eager to learn, IT is the perfect subject to help you build practical skills for future careers in tech and beyond!

GCSE OPTIONAL SUBJECTS

Music

What will I learn in GCSE Music?

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

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

How will I learn in GCSE Music?

Out of the five lessons per week, two lessons will focus on exam, and appraisal skills. Topics across the Areas of Study, listed above, 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' and feedback given in lessons. A further two lessons will be for composition techniques. Pupils are expected to work on their composing skills at home and time will be set aside for pupils to work one to one with their teacher to talk through ideas and address any problems or misconceptions. The final curriculum allocated lesson will be to be focused of different musicianship skills as well as but not limited to music performance and ensemble skills.

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 - 30%
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 - 30%
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 - 40%
This component is assessed via a listening examination. There are eight questions in total, two on each of the four areas of study.

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

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

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

Continuing study of at least one instrument, as well as membership of at least one group, are essential preparation for both solo and ensemble performances. Regular practice is also required to enable students to perform at the required level. Pupil will need to be able to plan their time well over the two-year course. As NEA accounts for 60% of the final grade, students need to ensure that composing and performance skills are developed gradually over throughout both Year 10 and Year 11.

GCSE OPTIONAL SUBJECTS

Physical Education

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 learn in GCSE PE?

Classroom Instruction: You will receive traditional classroom-based instruction where your teacher will cover theoretical aspects of the subject.
Practical Sessions: You will have practical sessions which will cover training methods and training types as well as some sports specific sessions. This could include team sports, individual sports, or fitness-related activities but most of your skill development will come from core PE and Games.
Theory Classes: Apart from practical sessions, you'll attend theory classes where you'll learn about the scientific principles underpinning physical activity, such as anatomy, physiology, and biomechanics.

Individual Projects: Your NEA (Coursework) will require you to work individually and will involve research on specific topics related to development within your chosen sport, the analysis of your performance, and writing about ways to improve your sport.
Revision and Exam Preparation: In the lead-up to exams, you will engage in revision where you review key concepts, practice exam-style questions, and prepare for the written assessments.

How will I be assessed in GCSE PE?

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

The final examinations in Year 11 will consist of -

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

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

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

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

- **Students need to perform regularly in school sport and fully commit to either rugby or hockey or cricket, as a minimum (training and matches)**. Pupils also play in house competitions and show a willingness to achieve the highest standards in PE and school sport.

GCSE OPTIONAL SUBJECTS

Physics

What will I learn in Physics?

Physics involves the study of the world that we live in ranging from the inner parts of an atom to the universe itself. You will study many topics in including Energy and how the concept of energy emerged in the 19th century. 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. You will understand that electromagnetic effects are used in a wide variety of devices and how engineers make use of the fact that a magnet moving in a coil can produce electric current. Lastly, in the topic 'Space', we will ask questions about where we are, and where we came from, have been asked for thousands of years. In the past century, astronomers and astrophysicists have made remarkable progress in understanding the scale and structure of the universe, its evolution and ours.

How will I learn in Physics?

Pupils are taught in mixed ability classes. The course covers the eight major areas of Physics. The course is designed to finish around Easter to allow time for revision and the practising of questions before the final exams. Homework tasks will cover a mixture of learning support activities including online tasks, and past style paper questions. This is designed to improve question answering technique as well as giving feedback on learning and understanding.

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

How I will be assessed In Physics?

Paper 1:
What is assessed?
Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

How it is assessed • Written exam: 1 hour 45 minutes • 50% of GCSE • Multiple choice, structured, closed short answer and open response
Paper 2: **What is assessed?** Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.
How it is assessed • Written exam: 1 hour 45 minutes • 50% of GCSE • Multiple choice, structured, closed short answer and open response

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

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

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

GCSE OPTIONAL SUBJECTS

Religious Studies

What will I learn in Religious Studies?

Religions studies encourage students to learn about, reflect on, and develop their own ideas on philosophical, theological, and sociological topics. In our globalised lives, it is of fundamental importance that your son has a deep understanding of the diversity of beliefs in contemporary society; through this, he will also learn and shape his own understandings of self, and place in the world. The subject has students of a variety of faiths as well as those with no religious affiliation, attain deep learning experiences and high success.

How will I learn in Religious Studies?

Students develop their understanding of how religious beliefs are taught, and respectively how they are lived out in practice. Pupils will explore similarities between religions and the distinctive features of each, whilst forming ideas about religion, toleration and harmony through understanding, not societal stereotypes. These ideas can be applied to inter-faith issues in the UK today, providing pupils with opportunities for spiritual, moral, social and cultural development.

What does the final exam look like?

Component 1: The study of religions: beliefs, teachings, and practices
The paper will be 1 hour 45 minutes. This accounts for 50% of the GCSE. Religion 1: Christianity Religion 2: Islam Each Religion has a common structure of two, five-part questions of 1, 1, 4, 6, and 12 marks.
Component 2: Thematic studies
The paper will be 1 hour 45 minutes. This accounts for 50% of the GCSE. Theme C: The existence of God and revelation Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment Theme F: Religion, human rights and social justice Each theme has a common structure of one five-part questions of 1, 1, 4, 6, and 12 marks.

How will I be assessed in Religious Studies?

The summative assessment comprises two, 50% weighted exams. Assessment takes place formatively through recall and recognition activities in starters and embedded as tasks in lessons which will all facilitate 'live' feedback. Exam practice questions and papers provide verbal and written feedback throughout the units, and there are mid-year and end of year examinations.

During the year, homework will take the following forms:

- Independent research and writing tasks
- Assessment feedback tasks
- Revision for examinations

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

- Research information and synthesise main ideas
- Write extended responses using evidence to explain and evaluate key concepts, additionally clearly stating your own research opinion
- Recall of key teachings, beliefs and practices to utilise in exam responses
- An ability to seek, share, and build on knowledge, experience, and views; to be challenged in your own thinking and constructively challenge others'.
- A broad-minded approach to social, philosophical and theological topics which promote a mindset of diversity.
- Respect for belief systems and understanding of people and the faiths they express.

GCSE OPTIONAL SUBJECTS

Spanish

What will I learn in Spanish?

Students study all of the following themes

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

How will I learn in Spanish?

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

How will I be assessed in Spanish?

Students will be internally assessed every 3-4 weeks (mini-assessments which focus on specific skills and question types) in order to check progress. Formal examinations in all four papers will take place at the end of Year 11.

The subject is assessed in the following ways:

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

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

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

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

What is assessed? Understanding and responding to stimulus in Spanish

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

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

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

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

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

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

Notes