

# BISHOP WORDSWORTH'S MIDDLE SCHOOL GCSE OPTIONS BROCHURE

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2026 -2028



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## **MIDDLE SCHOOL GUIDE TO BROCHURE**

### **INTRODUCTION**

The purpose of this guide is to give useful information about the Middle School and the choices for GCSE.

In Year 10, the number of subjects studied is reduced. In making their option choices, pupils should try to avoid dropping any subjects that might be important qualifications for a future career. To help them with their choices they have had support through the webinar information evening and they have also had a tutorial session with our Careers Leader and Adviser, Mrs Sally Armstrong. If they would like further information from her, they can request an individual appointment.

### **MIDDLE SCHOOL ORGANISATION AND PASTORAL CARE**

The school places great emphasis on ensuring that pupils achieve the highest academic standards of which they are capable, whilst encouraging them to develop their social, cultural and recreational skills and interests at the same time. This means that we adopt a firm but caring approach to all aspects of School life. Staff endeavour to work closely with parents in ensuring that boys spend their time at School profitably but happily.

In the Middle School we work closely with pupils and parents on academic, pastoral and career matters and try to equip them with a good range of qualifications and skills by the end of Year 11 - whether they go on to enter the Sixth Form or leave the school at this stage.

The current responsibility for pastoral care in the Middle School is:

Mrs M J Jenner; Head of Middle School  
Mr B Denham; Assistant Head of Middle School  
Mrs K Bazire-Smith; Assistant Head of Middle School  
Mrs E Jacobs; Pastoral Support Officer

Careers provision is the responsibility of the Careers Leader and Adviser, Mrs Sally Armstrong, MA, QCG

Members of the team maintain regular contact with Middle School pupils and with one another and regularly meet to discuss pupils' progress. Parents who wish to discuss any aspect of their son's education should contact a member of the Middle School Team.

Pupils who are experiencing difficulties with any aspect of their curriculum can receive advice from the learning support team, led by the SENDCo, Mrs S Paden. Help with organisational skills, revision techniques or general curriculum support can be arranged through the Middle School Office.

## **TIMETABLE OF IMPORTANT DATES - MIDDLE SCHOOL**

### **YEAR 9+**

Option subjects are decided shortly following the Spring Half Term break. Boys will need to record their choices on the online options MS Form, using the following link [Year 9 GCSE Options Form 2026 – Fill in form](#) and must be completed before 4pm on Monday 2 March 2026.

### **YEAR 9**

<b><u>Autumn Term</u></b>	Year 9 Middle School Induction Day – Wednesday 3 September 2025, am only (already attended).  Year 9 First Grade Report Issued in November
<b><u>Spring Term</u></b>	A Year 9 Staff/Parents' Meeting will be held in February, following a Second Grade Report.  Beginning of March GCSE Options Choices into Middle School.
<b><u>Summer Term</u></b>	The Year 9 Assessment Week follows the May half term break.  Year 9 Examination results are issued at the end of June within the final Year 9 Grade Report.

### **YEAR 10**

<b><u>Autumn Term</u></b>	Year 10 First Grade Report is issued in December.
<b><u>Spring Term</u></b>	Second Year 10 Grade Report is issued including Target Grades.  Year 10 Examination Week takes place towards the end of the Spring Term/start of Summer Term.
<b><u>Summer Term</u></b>	Final Year 10 Grade Report is issued at the beginning of May, followed by the Year 10 Parents' Meeting.

### **YEAR 11**

<b><u>Autumn Term</u></b>	Year 11 First Grade Report is issued before the half term break.  All pupils sit the relevant GCSE preliminary examinations in November/December. Staff analyse the results and make recommendations concerning entries for GCSE.
<b><u>Spring Term</u></b>	Year 11 Second Grade Report is issued including the preliminary examination results in January and will be followed by a Year 11 Parents' Meeting.  The deadline for Sixth Form applications for BWS is in February.
<b><u>Summer Term</u></b>	Final Grade Report issued in March.  Pupils complete their GCSE external examinations.

The School's GCSE and comparative national results are available on the school's website.

## **PROPOSED YEAR 10 and YEAR 11 CURRICULUM 2026-2028**

All students in Year 10 and 11 will study core of 8 GCSE subjects, alongside 2 optional GCSE subjects. The core provision offers breadth, rigour and facilitates further study to A' Level and beyond:

<b>Core Subject</b>	<b>Exam Board</b>
English Language	AQA
English Literature	AQA
Mathematics	AQA
Biology	AQA
Chemistry	AQA
Physics	AQA
Religious Studies	WJEC Educqas
Modern Foreign Language	Edexcel

The study of a language is an important element of a broad and academically robust curriculum, and, for the vast majority of students, this remains the appropriate route. The school recognises, however, that in a small number of exceptional cases this pathway may not be conducive to securing the most favourable outcomes for an individual student. Where the school determines that continuation with a modern foreign language does not represent the most suitable option for a particular student, an alternative curriculum route may be offered. Such decisions will be made on an individual basis in consultation with the student, parents/carers and relevant staff and communicated directly to parents and carers.

Students who are placed in 10M1A and 10M1B (the top 2 parallel maths sets) will study Further Mathematics as an additional GCSE within the core curriculum time. This is designed to deepen mathematical understanding and prepare students for A' Level Mathematics and Further Mathematics A' Level.

Beyond the core subjects, **students may choose two further GCSE subjects from the following list:**

<b>Optional GCSE Subject</b>
Art (Fine Art)
Art (Graphic Communication)
Business Studies
Computer Science
Design Technology
Drama
Geography
History
Latin
Music
Physical Education

When choosing option subjects, the demands of coursework, notably in the creative and practical subjects, should be considered and discussed with the subject teachers. In general, we would advise students not to take two subjects with a heavy coursework component.

Students are encouraged to consider how their option choices support their interests, strengths and potential post-16 pathways.

Every effort will be made to accommodate students' preferred option choices. However, in cases of oversubscription or unavoidable timetable constraints, some compromises may be necessary. Where this occurs, the school will communicate clearly with students and parents/carers to agree an appropriate subject combination.

In exceptional circumstances a reduced curriculum will be offered. Any arrangements for a reduced curriculum will be made in collaboration with the student, parents or carers.

In order to make subject selection you must complete the MS Form by 4pm on 2 March, [Year 9 GCSE Options Form 2026 – Fill in form](#)

In addition to examined GCSE content students also have games and a cycle of PHSRCE. For these lessons, the boys are by staff from a variety of subject disciplines as they explore matters of social and personal concern.

From September 2026 the School will run a two-week timetable consisting of 50 one-hour periods per fortnight.

Subject	Periods per fortnight
English (Literature and Language are taught together)	7
Mathematics	6
Biology	5
Chemistry	5
Physics	5
Religious Studies	4
Modern Foreign Language	5
Option 1	5
Option 2	5
Games	3
PSHRCE	1

There is no single “right” combination of GCSEs. Students are encouraged to choose subjects they enjoy, are good at, and are likely to succeed in. Subject teachers, form tutors and senior staff will be available to support students and families throughout the options process.

## AQA FINE ART

### WHY TAKE ART?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Fine Art is a great choice. The skills you gain make it a great complement to other subjects. Fine Art is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work. Fine art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, sculpture, installation, mixed media, digital art and photography to name a few. You will also still have at least one allocated lesson a week where you have access to a computer and the Adobe programmes. Students who take art at GCSE often achieve excellent results and build a strong foundation that enables them to excel at A' Level.

### HOW WILL YOU LEARN?

Fine Art is a creative subject in which you will respond independently to themes and questions. You will present your investigations in a sketchbook, articulating visually your understanding and context of your work, researching artists and information appropriate to your practice. You will visit the coast for part of your coursework project, as well as local galleries. These trips are a vital learning resource, they inspire and inform ideas and responses, developing an understanding of the subject in a wider context.

### THE COURSE IS MADE UP OF:

- **Component 1:** *The Portfolio worth 60% of the whole grade, which you will start at the end of Year 10. This will be supported by a selection of supporting work and details of the projects are below.*
- **The course concludes with Component 2:** *An Externally Set Assignment in February of Year 11, worth 40% of the grade, it will be a set question you choose from AQA. You will have ten weeks to produce a project in response to this, culminating in a two-day exam where you create your final piece for that project in the art studio.*

### THE COURSE:

The portfolio is worth 60% of the total grade.

For the portfolio component you will complete two coursework projects. One will be on the theme of Coast and the other is Identity. Alongside improving your practical expertise, you'll learn how to: develop, refine, and record your ideas present a personal response that realises your intentions improve your creative skills through the effective and safe use of media, materials, techniques, processes and technologies successfully use visual language and the formal elements e.g., colour, line, form, shape, tone, texture use drawing skills for different needs and purposes. You'll look at different approaches to art and use lots of different media, techniques and materials, for example fine art, painting, drawing, textile design, printmaking, ceramics, photography and will also have access to the Adobe software for digital manipulation, artist research and development.

### ENTRY REQUIREMENTS

Art demands a commitment to question, reflect and learn new ways of seeing, engaging ideas and intentions.

### WHAT DOES THE COURSE INVOLVE?

The course is designed to develop your ability as a young Artist, questioning and reflecting on themes that will initially be set for you. The course will allow you to pursue and develop an idea creatively and confidently with the support of expert teaching staff.

## HOW WILL YOU BE ASSESSED?

- **ASSESSMENT OBJECTIVE 1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **ASSESSMENT OBJECTIVE 2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **ASSESSMENT OBJECTIVE 3:** Record ideas, observations and insights relevant to intentions as work progresses.
- **ASSESSMENT OBJECTIVE 4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

For more information on the GCSE course: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8202/specification> or see the website: <https://www.bishopwordsworths.org.uk/main-school/the-school/ks3-and-ks4-curriculum/art-and-design/>

## AQA GRAPHIC COMMUNICATION

### WHY TAKE GRAPHIC DESIGN?

The environment in which you are growing up in is fast, impatient and forever disconnected from real experiences. More and more our reliance on technology inhibits us, as opposed to empowering our ability to connect with each other and our surroundings. GCSE Graphic Communication at Bishop Wordsworth's School will give you the opportunity not only to look, but to see, question, understand and reflect. To analyse critically and articulate creatively. Learn how to design visual materials to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Areas of study include communication graphics, advertising, branding, packaging design, typography and motion graphics. Within the photographic side of the course, we look at digital methods of development and production to create static or moving images. Other areas of study could include illustration, editorial design, branding, advertising and animation and photography. You will be based in ART2 for all lessons and will also have access to the full Adobe suite as well as all the other art-based materials. Students who take Graphic Design at GCSE often achieve excellent results and build a strong foundation that enables them to excel at A' Level.

### HOW WILL YOU LEARN?

Graphic Design is a creative subject in which you will respond independently to themes and questions. You will present your investigations in a sketchbook or digital book, articulating visually your understanding and context of your work, researching artists and information appropriate to your practice. You will visit local Galleries and have the chance to go on a trip to the Coast as part of your coursework. These trips are a vital learning resource, they inspire and inform ideas and responses, developing an understanding of the subject in a wider context.

### THE COURSE IS MADE UP OF:

- **Component 1:** *The Portfolio worth 60% of the whole grade, which you will start at the end of Year 10. This will be supported by a selection of supporting work and details of the projects are below.*
- **The course concludes with Component 2:** *An Externally Set Assignment in February of Year 11, worth 40% of the grade, it will be a set question you choose from AQA. You will have ten weeks to produce a project in response to this, culminating in a two-day exam, where you create your final piece for that project in the art studio.*

### THE COURSE

The portfolio is worth 60% of the total grade.

For the portfolio component you will complete two coursework projects. The first theme will be a 'Magazine' project (30% of whole grade). You will work to a brief and choose your own topic to create your own magazine with a theme of your choice. This will start with a focus on digital development, and you will learn to use Adobe software. You will also explore photography, printmaking and drawing techniques and ways to develop a personal response to your chosen theme within the project, this will give you a comprehensive understanding of the assessment objectives. You will then independently work in response to your chosen theme to form a selection of visual and written starting points. This will ensure you understand the expectations of the subject and prepare you for your GCSE. This can be Photography based if you are choosing this path or more digitally illustrative if you are choosing the Graphic communication path. You will have full access to the Adobe CC suite at school and have a login that you can use at home. The second project is 'Coast.' (30% of whole grade). You will write your own design brief under this heading or curate your own set of photographs, again having access to Adobe CC and working to the same assessment objectives as detailed below.

*You will have the full support of an experienced team of practitioners within their respective disciplines alongside a dedicated technical support team.*

## **ENTRY REQUIREMENTS**

Art demands a commitment to question, reflect and learn new ways of seeing, engaging ideas and intentions.

## **WHAT DOES THE COURSE INVOLVE?**

The course is designed to develop your ability as a young Artist, questioning and reflecting on themes that will initially be set for you. The course will allow you to pursue and develop an idea creatively and confidently with the support of expert teaching staff.

## **HOW WILL YOU BE ASSESSED?**

- **ASSESSMENT OBJECTIVE 1:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **ASSESSMENT OBJECTIVE 2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **ASSESSMENT OBJECTIVE 3:** Record ideas, observations and insights relevant to intentions as work progresses.
- **ASSESSMENT OBJECTIVE 4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

For more information on the GCSE course: <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8203/specification> or see the website: <https://www.bishopwordsworths.org.uk/main-school/the-school/ks3-and-ks4-curriculum/art-and-design/>

## **BUSINESS [Edexcel 1BS0]**

### **What will I learn?**

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

### **The main areas covered include:**

**Theme 1:** Investigating small business – enterprise and entrepreneurship; spotting a business opportunity; putting a business idea into practice; making the business effective; understanding external influences on business.

**Theme 2:** Building a business – growing the business; making marketing decisions; making operational decisions; making financial decisions; making human resource decisions

### **Is this the right subject for me?**

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands

then the GCSE Business course is the right subject for you.

### **How is the course assessed?**

The course is assessed by two externally marked papers. There is no coursework.

## **COMPUTER SCIENCE – AQA**

### **What will I learn?**

GCSE Computer Science introduces students to how computers work, how software is developed, and how digital technology shapes the modern world. Students will learn to think logically, solve problems systematically and understand the principles that underpin computer systems and programming.

The course explores how computer systems operate, including hardware, software, memory, storage, networks and cyber security. Students will also consider the ethical, legal, cultural and environmental impacts of computing, helping them to understand their responsibilities as digital citizens.

Alongside this theoretical understanding, students will develop strong programming skills. They will learn how to design, write, test and refine programs using a high-level programming language, applying computational thinking to break problems down, design algorithms and evaluate solutions.

### **The main areas covered include:**

#### **Component 1: Computer Systems**

- Systems architecture (hardware and software)
- Memory and storage
- Computer networks and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental issues

#### **Component 2: Computational Thinking, Algorithms and Programming**

- Algorithms and program design
- Programming techniques
- Producing robust programs
- Boolean logic
- Programming languages and integrated development environments (IDEs)

### **Is this the right subject for me?**

Studying computing involves:

- Logical thinking and problem solving
- Understanding how technology works
- Writing and testing programs
- Methodical independent work
- Exploring societal impacts of computing

The course is well suited to students who enjoy mathematics, science or technical subjects, but it is equally valuable for anyone interested in developing strong digital and analytical skills for the future.

### **How is the course assessed?**

The course is assessed through two externally examined papers.

There is no NEA (Non-Examined Assessment).

- Paper 1: Computer Systems - Written examination (1 hour 30 minutes) – 50%
- Paper 2: Computational Thinking, Algorithms and Programming - Written examination (1 hour 30 minutes) – 50%

Both papers include a mixture of multiple-choice, short-answer and extended-response questions. Paper 2 also includes questions requiring students to read, write and reason about programming code.

## **AQA GCSE DESIGN AND TECHNOLOGY**

AQA GCSE Design and Technology equips students with the skills and knowledge needed to succeed in an increasingly technological and design-led world. Students develop confidence in problem-solving, creativity and practical skills, while learning how design and technology influences and works in everyday life.

The GCSE covers core technical, designing and making principles, including a broad range of materials, processes, tools and equipment. Students will also study specialist technical principles in greater depth, allowing them to develop a stronger understanding of specific materials and systems.

### **Assessment**

The course is comprised of 50% written exam assessment and 50% non-exam assessment.

#### **Written Examination (50% of the GCSE)**

2-hour exam

The examination is divided into three sections:

- Section A: Core Technical Principles (20 marks)  
A combination of multiple-choice and short-answer questions assessing a broad range of technical knowledge.
- Section B: Specialist Technical Principles (30 marks)  
Short-answer questions (2–5 marks) and one extended response question to assess more detailed technical understanding.
- Section C: Designing and Making Principles (50 marks)  
A mixture of short-answer and extended response questions focused on the design process and practical application.

#### **Non-Exam Assessment (NEA) Coursework Project (50% of the GCSE)**

Approximately 30–35 hours in lesson time.

Students are expected to work on coursework every week, outside of lesson time.

For the NEA, students will complete a substantial design-and-make project. This will require them to:

- Identify and investigate a design problem
- Produce a design brief and specification
- Generate a range of initial design ideas
- Develop and refine a chosen design
- Manufacture a prototype
- Analyse and evaluate the final product and process

Contextual challenges are released annually by AQA on 1 June in the year prior to submission. Students will produce a prototype and a design portfolio, which will be assessed by teachers and externally moderated by AQA.

Each student will produce a design folder and a practical outcome. The project focus is chosen by the student, with guidance from their teacher. Students are encouraged to make full use of ICT in their design work, including freehand sketches, hand-drawn technical drawings and computer-aided design (CAD). The course makes use of both traditional workshop facilities and computer-aided manufacturing (CAM) processes.

## OCR DRAMA GCSE

### WHY TAKE DRAMA?

If you enjoy being creative, collaborating with others, and exploring ideas through practical performance, Drama is an exciting and rewarding choice. Drama helps you develop confidence, communication skills, problem-solving abilities, and the capacity to work as part of a team — all of which are valuable in further study and employment. Drama is a practical art form in which ideas and meaning are communicated to an audience through artistic choices, performance techniques, and informed creative decisions.

Drama encourages you to study live theatre, explore performance texts, devise original work, and bring scripted characters to life. Whether you prefer performing or would like to explore design (lighting, sound, set, costume), Drama offers a broad range of creative pathways. Students who take Drama at GCSE often build strong foundations that support success at A' Level or further performing arts courses.

### HOW WILL YOU LEARN?

Drama is a highly practical subject in which you will explore material through workshops, rehearsals, rehearsed readings, and collaborative group work. You will learn by:

- **Devising original drama** from a given stimulus.
- **Exploring a whole performance text** practically.
- **Performing or designing** two extracts from a centre-chosen play.
- **Reviewing live theatre**, analysing what makes performance effective.

Written work supports your learning and includes a portfolio for devised work, a concept pro forma for your scripted performance, and written analysis for the written exam. All texts studied will be explored practically.

Visits to live theatre are an essential part of the course and will inspire and inform your understanding of theatre in a wider context.

### THE COURSE IS MADE UP OF:

#### **Component 1: Devising Drama**

*30% of total GCSE (60 marks)*

You will work in groups to create an original piece of drama from a stimulus provided by OCR. You may choose either a performer or designer role. Your work is supported by a portfolio documenting the devising process.

#### **Component 2: Presenting and Performing Texts**

*30% of total GCSE (60 marks)*

You will study a performance text chosen by your school and perform two extracts for a visiting examiner. You may again choose to be assessed as a performer or designer. A concept pro forma outlining your artistic intentions accompanies your performance.

#### **Component 3: Drama – Performance and Response**

*40% of total GCSE (80 marks)*

A written exam (1 hour 30 minutes) split into two sections:

- Section A: Questions on the performance text you have studied, focusing on directing, acting, design, and meaning.
- Section B: A review of a live theatre performance you have seen.

## WHAT WILL YOU STUDY?

The GCSE Drama qualification is practical, engaging, and designed to give you a rich understanding of theatre as both an art form and a collaborative creative process. You will:

- Develop and apply theatrical skills.
- Work collaboratively to generate and refine ideas.
- Create original work from a stimulus.
- Explore a complete performance text practically.
- Present polished extracts to a live audience.
- Analyse and evaluate live theatre. The devising portfolio includes research, experimentation, reflection, and evaluation, while the performance components allow you to demonstrate your developing skills in voice, movement, characterisation, proxemics, and interpretation. Designers explore staging, lighting, sound, set, or costume to communicate artistic intention.

## ENTRY REQUIREMENTS

Drama requires curiosity, creativity, a willingness to collaborate, and the confidence to explore ideas practically. You should be prepared to rehearse regularly, respond to feedback, and develop your performance or design skills through practice. No prior formal experience is required, although a healthy participation and interest in the subject from KS3 level would be helpful.

## HOW WILL YOU BE ASSESSED?

Assessment is based on four objectives:

- **AO1:** Create and develop ideas to communicate meaning in performance.
- **AO2:** Apply theatrical skills to realise artistic intentions in live performance.
- **AO3:** Demonstrate knowledge and understanding of how drama is developed and performed.
- **AO4:** Analyse and evaluate their own work and the work of others.

These objectives are assessed across the portfolio, practical performances, and written exam.

## FIND OUT MORE

Full OCR GCSE Drama specification: <https://www.ocr.org.uk/gcsedrama>

## **ENGLISH & ENGLISH LITERATURE [AQA GCSE] ENGLISH LANGUAGE**

### **Fiction-based exam –**

#### **Title: Explorations in Creative Reading and Writing – 1 hr 45**

- Section A: Unseen Literature Fiction text (from the 20<sup>th</sup> or 21<sup>st</sup> century)
- Section B: Descriptive or narrative writing (Please note this may not be a binary choice)

### **Non-Fiction based exam –**

#### **Title: Writers' Viewpoints and Perspectives – 1hr 45**

- Section A: One non-fiction and one literary non-fiction text – linked by theme. Series of questions including comparison. (One from the 20<sup>th</sup>/21<sup>st</sup> century and from the 19<sup>th</sup> century)
- Section B: Writing to present a viewpoint (Either a speech, article or letter. Please note no choice.)

**Speaking and Listening:** All candidates make one presentation to their class. They will be assessed for this, and for the manner in which they respond to questions. The mark for this will appear as a separate one on their certificates, as Pass, Merit or Distinction but will not count towards the final GCSE English Language mark. It is internally assessed.

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## **ENGLISH LITERATURE**

#### **Title: Modern Texts and Poetry – 2 hrs 15m Closed Book**

- Section A: One essay question on a choice of two on a studied text  
Text: William Golding *Lord of the Flies*
- Section B: Anthology Cluster (Conflict and Power) - Comparative question on one named poem and one of choice
- Section C: Unseen Poetry – one question on unseen; second question comparing with second unseen poem

#### **Title: Shakespeare and the C19th Novel – 1hr 45 Closed Book**

- Section A: One question on a Shakespeare play, starting from an extract, then writing about the play as a whole  
Text: *Macbeth*
- Section B: One question on novel, starting from an extract, then writing about the text as a whole  
Text: R. L. Stevenson *The Strange Case of Dr. Jekyll and Mr. Hyde*

## **GEOGRAPHY - WJEC Eduqas B (9-1)**

This linear course adopts a distinctive problem solving approach to the study of interactions between people and the environment. Pupils will develop skills of interpretation, analysis and evaluation when they collect primary data and are presented with reported evidence and information and become critical learners as they consider the strengths and limitations of this data and evidence.

At the same time pupils will consider the points of view of those who have a vested interest when they are affected by contentious geographical change such as climate change or migration. Pupils will develop the skills to become informed and reflective citizens when they consider a range of viewpoints, values and attitudes which are held by stakeholders on a number of key geographical issues.

The course is broken up into three broad themes: Changing Places, Changing Environments, and Environmental Challenges.

The content of the course is examined by three examination papers:

Paper 1 – Investigating Geographical Issues has three structured data response questions. The final part of each question will require an extended response. These questions will directly test the content contained within each of the three themes.

Paper 2 – Problem Solving Geography will assess content from across the themes using a variety of structured data response questions; part A will introduce an issue and set the geographical context, part B will outline a number of possible solutions to the issue and part C will provide an opportunity for the candidates to choose a solution and justify their choice in an extended response.

Paper 3 – Applied Fieldwork Enquiry has three parts which use a variety of structured data response questions some of which require extended responses; parts A and B will assess how fieldwork data is collected, presented, analysed, and used to investigate a specific geographical investigation, part C will assess the application of broad geographical concepts to a wider UK context and assess the ability of the pupils to make and justify a decision.

## HISTORY - AQA

GCSE History students take assessments in both of the following papers in the same series:

Paper 1: Understanding the modern world

Paper 2: Shaping the nation

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

We will be studying:

Germany, 1890–1945: Democracy and dictatorship

- Conflict and tension between East and West, 1945–1972
- Britain: Health and the people: c1000 to the present day
- Elizabethan England, c1568–1603

GCSE History aims to achieve a balanced emphasis between the skills of History and its content. As a consequence, the course aims to:

- Acquire knowledge and understanding of the human past
- Investigate historical events, changes, people and issues
- Develop understanding of how the past has been interpreted
- Use historical sources accurately
- Recall, select, use and communicate their knowledge and understanding of history
- Draw conclusions whilst appreciating that these are liable to reassessment

The course is varied, in terms of content and skills, with elements linking back to work done in lower school and forward for potential A level students. It enables students not only to learn something of the recent past, which, of course, informs the present, but also provides them with essential training in the organisation and analysis of information. History is thus not only intrinsically valuable but also has wider benefits, as the skills learned will be vital in a variety of future careers.

## **LATIN – [OCR Higher Tier – J282]**

In Year 10 boys will have the opportunity to study Latin GCSE. Latin's appeal is often to be found in its similarity to many of our modern European languages including English; others find its precision and logic a fascinating puzzle to be solved; while many are drawn by the bizarre characters, stunning history and the beautiful literature of Roman times.

From this year (2025–2026), Latin is offered as a GCSE option during normal school hours at no additional cost, with 2.5 hours per week. Pupils may also have the opportunity to explore the basics of Classical Greek alongside the main Latin course, provided they are interested and confident in their Latin, which remains the primary focus. A four-day educational trip to Rome and Pompeii may also be offered, subject to sufficient interest from both GCSE and A-level Classical Civilisation cohorts.

The Language part of the course builds upon the work done in Years 7-9. The boys will use the 'Latin to GCSE' series as well as 'So you really want to learn Latin'. The course mainly requires Latin translation into English and comprehension questions with which the boys are familiar. These passages are interesting in themselves but often provoke a desire to learn more about the situations that have been chosen. GCSE now affords pupils the opportunity to translate a few sentences from English into Latin and this really embeds their grammar and makes the student more confident in their understanding of the language. The boys will get plenty of practice and help in both disciplines. The language paper makes up 50% of the final mark.

In Year 11 the boys move onto the Literature paper which forms 25% of the course. The author we usually choose is Virgil as this gives the boys plenty of scope to analyse his poetry and to appreciate a part of Rome's greatest national epic.

We also study the 'Literature and Culture' module which is also worth 25%. This unit builds on the skills of independent research which the boys have used in previous Roman Life presentations but introduces candidates to primary source material as evidence for how the Romans lived; it further develops boys' skills in identifying and responding to evidence; encourages the boys to relate their own experiences to that of the Romans. The sources are both archaeological and literary but in an English translation thereby making them very accessible to the boys.

As the boys have already discovered, the CLC website has a wealth of resources which we regularly use but OCR are also developing their site and many resources are to be found here also. For resources and course information please refer to OCR at the following address.

<https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/>

## **MATHEMATICS [AQA GCSE 9 – 1 with Further Mathematics for top two sets]**

All sets will follow the **AQA GCSE 9-1 Mathematics** course which is a linear course that is graded from 9 to 1.

This **GCSE 9 - 1 course is studied over three years** starting in Year 9. This course places greater demands on students than the old GCSE, with its increase in content and greater emphasis on problem solving and using maths in real-world contexts.

It has 3 final exams, two calculator and one non-calculator and has been designed as a solid foundation for continuation onto A' Level Mathematics, which a large proportion of our boys choose to do in the sixth form.

In addition to this, the **top two sets** of most able mathematicians will also study the **AQA Level 2 Certificate in Further Mathematics**. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills and is suitable for able students who are expected to attain the top grade in GCSE Mathematics likely to progress to A' Level studies in Mathematics and possibly Further Mathematics.

The content of this course will be taught alongside the GCSE Mathematics and provides these most able boys with an opportunity to be stretched further in mathematics.

The **Further Mathematics** course is assessed via two final exams, one non-calculator paper which is worth 40% of the assessment and one calculator paper which is worth 60% of the assessment.

## MODERN FOREIGN LANGUAGES

Pupils taking Modern Foreign Languages to GCSE will continue to study the language that they chose in Year 7. The GCSE course is started in the Summer Term of Year 9, and looks to extend the knowledge, understanding and application of the grammar, vocabulary and phonics covered throughout their language learning journey so far.

### **FRENCH Edexcel GCSE (1FR0)**

Pupils will have covered an introductory course since Year 7 in preparation for the GCSE. The GCSE now looks to build upon the skills already learned and extend them further. Speaking, writing, listening and reading will all be assessed by a terminal exam. The Sixth Form language students will offer speaking sessions to GCSE French groups in class time in Year 11.

### **GERMAN Edexcel GCSE (1GN0)**

Pupils will have covered an introductory course since Year 7 in preparation for the GCSE. The GCSE now looks to build upon the skills already learned and extend them further. Speaking, writing, listening and reading will all be assessed by a terminal exam. The Sixth Form language students will offer speaking sessions to GCSE German groups in class time in Year 11.

### **SPANISH Edexcel GCSE (1SP0)**

Pupils will have covered an introductory course since Year 7 in preparation for the GCSE. The GCSE now looks to build upon the skills already learned and extend them further. Speaking, writing, listening and reading will all be assessed by a terminal exam. The Sixth Form language students will offer speaking sessions to GCSE Spanish groups in class time in Year 11.

<b>French</b>	<b>German</b>	<b>Spanish</b>
Text Book: Pearson Edexcel GCSE French Higher	Text Book: Pearson Edexcel GCSE German Higher	Text Book: Pearson Edexcel GCSE Spanish Higher
Recommended Support Material: Pearson Edexcel French Revision Workbook	Recommended Support Material: Pearson Edexcel German Revision Workbook	Recommended Support Material: Pearson Edexcel Spanish Revision Workbook

## **MUSIC – Eduqas 9-1**

### **Why choose GCSE music?**

Whether you are aspiring to be the next Ed Sheeran, Brian Cox or Tim Peake, music is an excellent choice of GCSE. All of the skills you will learn will be desirable and transferable in your future studies. You will be encouraged to be independent in your work, show creativity in performance and composition, work effectively in a Team, build personal confidence through making music and to improve the skill of listening and offering meaningful feedback. Universities see a creative subject on your CV as an asset because above the skills you learn it is also considered a highly academic subject.

### **Do I need to be a strong instrumentalist and have music theory?**

This is the myth that puts so many pupils off GCSE music every year. Yes, it is going to help if you are having music lessons and have been through the music theory papers. But if you haven't, you still have the ability of achieving the very highest marks in Year 11. The top band of marks for performance are accessible at Grade 3 standard and this is more than achievable even if you begin your musical studies in September of Year 10. There is also the option of using technology for both performance and composition. So just because you don't fancy learning the piano, it doesn't mean you can't access the highest performance grades.

**Please talk to Mr Edney if you are interested in the course.**

**The main elements in this syllabus are:**

### **Performing, Composing and Listening & Appraising**

You will study:

- The Development of Music (who and where did the influences for your favourite pop or rap song come from?)
- Music for Ensemble (from Orchestras to Jazz to Musical Theatre to Vocal Music to the Blues)
- Popular Music (from Rock n' roll to the present day, with a little bit of Bhangra as well)
- Film Music

### **Assessment:**

#### **Coursework**

- Two performances (solo and ensemble) = 30%
- Write two compositions = 30%

#### **Listening Paper (only 1! Lasting 90 minutes) = 40%**

- This paper is based on music that you have studied in the Areas of Study. You will answer questions on five or six extracts of music. There will be a mixture of multiple choice, structured and unstructured questions.
- Whilst having an understanding of music theory is beneficial, this paper is based on listening and appraising which you have been doing in every music lesson since joining Bishops.

The most important thing to consider is whether you enjoy music. Whether that is in performance, practicing, composition, listening, academically or using software and music technology. **If you do, then you will enjoy this GCSE.**

## **PHYSICAL EDUCATION [Cambridge iGCSE 0995]**

Universities and Employers accept Cambridge IGCSE Physical Education as proof that candidates have knowledge, skills and an understanding of a range of relevant physical activities. Candidates' knowledge, skills and understanding come from studying both practical and theoretical aspects of Physical Education.

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance. Candidates will study all of the following topics: 1: Anatomy and physiology 2: Health, fitness and training 3: Skill acquisition and psychology 4: Social, cultural and ethical influences.

Given that 50% of the overall grade is based on practical performance the PE department stipulate that a high level of performance is a requirement of application to the course. Entrants should be confident in identifying three activities from the outset, with the opportunity to confirm a fourth once the course has begun. School representation in 'A' team competition during Year 8 and 9 is a sound guideline for the level of ability expected. Any external sporting activity needs to be at a representative level (e.g. County Swimming) in order to make the most of the balance in grading that the IGCSE provides.

Successful Cambridge IGCSE Physical Education students gain lifelong skills, including:

- an ability to plan, perform, analyse and improve, and evaluate physical activities
- knowledge, skills and understanding of a range of relevant physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity.

### **Component 1: Exam Paper**

#### **1 hour 45 minutes, 100 marks**

The examination assesses candidates' knowledge and understanding in relation to the syllabus content. Candidates are required to demonstrate skills of description, interpretation and evaluation. The question paper has a weighting of 50 per cent of the total marks of the qualification and uses a mix of short answer questions and structured questions.

### **Component 2: Coursework, 100 marks**

Coursework is worth 50 per cent of the total marks of the qualification and each activity is marked out of 25 marks. The coursework component assesses candidates' performance in four physical activities from at least two of seven categories listed in the syllabus.

### **Overall Breakdown**

- Exam Paper 50%
- Practical Activity Coursework 50%

### **Further Information**

[Cambridge IGCSE \(9–1\) 0995 Physical Education syllabus for examination in 2027 and 2028](#)

## **RELIGIOUS STUDIES - Core Curriculum Full Course – WJEC (Eduqas)**

Religious Studies is, by law, a compulsory subject in all schools in England and Wales. At Bishop Wordsworth's School we believe that pupils should get recognition for their hard work and effort. As a result, all students are entered for the full course examination in this subject. The course is taught over a two and a half year period, starting in Year 9. At the end of Year 11 students will take the examination in Religious Studies and will be awarded a full GCSE.

**Content:** WJEC (Eduqas) GCSE full course syllabus is separated into three parts:

Component 1: Religious, philosophical and ethical studies in the modern world.

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.

Component 2: Study of Christianity - beliefs, teachings and practices.

Component 3: Study of Sikhism - beliefs, teachings and practices.

**Assessment:** This course will be assessed by three exams at the end of Year 11.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

## **SCIENCE**

All boys study separate GCSE courses in Biology, Chemistry and Physics. We follow the AQA 9-1 specifications which they start to study in Year 9. The specifications can be found here:

Biology-<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/specification-at-a-glance>

Chemistry-<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification/specification-at-a-glance>

Physics-<https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification/specification-at-a-glance>

These specifications are rigorous, and their study continues to build upon the topics covered in Years 7 and 8. Practical work forms an essential part of the courses. In addition to the required practicals which will be completed during lessons, other practical work is also completed to further enhance the boys' understanding. The courses serve as good preparation for the large numbers of boys who we anticipate will go on to study one or more of the Sciences at A' Level.

For each of the Sciences the final assessment involves two 1 hour 45 min written examination papers. Each paper will contain structured, closed short answer and open response questions. These examinations are sat at the end of the course in Year 11. There is no coursework.

Science has a very extensive enrichment programme which provides boys with a wide range of opportunities to extend and further their interest and knowledge of Science.

## MIDDLE SCHOOL CAREERS EDUCATION

The aim of Careers work in the Middle School is threefold, namely:

- To stimulate serious thought about future careers.
- To enable students to make informed decisions about their options.
- To promote self-development alongside citizenship provision and the existing pastoral system.

This is undertaken by a team of staff led by the Careers Leader and Adviser Mrs Sally Armstrong MA, QCG

Although the careers programme is continually evolving, it contains the following elements:

- An introduction to useful careers resources.
- Lessons covering post-16 and post-18 options including apprenticeships and university courses and requirements.
- Opportunities to meet local employers and apprenticeship providers and discover more about the world of work.
- Opportunities to engage with local sixth form and college provision post-16.
- Opportunities to meet with higher education institutions.
- Group sessions covering options and applications.
- Targeted personal development planning.
- Impartial guidance interviews with the school's careers adviser.

Pupils from Years 9, 10 and 11 are welcome to request an interview at any point from Mrs Armstrong via email: [saa@bishopwordsworths.org.uk](mailto:saa@bishopwordsworths.org.uk)