

# BISHOP WORDSWORTH'S MIDDLE SCHOOL BROCHURE

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2021 -2023



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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 choice's 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 support through an assembly and a session with the Careers Coordinator in the Careers Library.

## **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 this policy is carried out by working closely with pupils and parents on academic, pastoral and career matters and by trying 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 school at this stage.

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

Mrs M J Jenner; Head of Middle School

Mrs L Drummond; Assistant Head of Middle School

Mr B Denham; Assistant Head of Middle School

Mr C Higson; Senior Tutor

Mrs E Jacobs – Pastoral Support Officer

The underlying philosophy of pastoral care is outlined in the main School Brochure.

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

Members of the team maintain regular contact with Middle School pupils and with one another and regularly meet with the Headmaster 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 SENCo, 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. This involves an introduction to the options process which will take place this year within an Online Information Evening on Thursday 4<sup>th</sup> February between 7 and 8pm. Boys will need to record their choices on the form contained within this brochure, on Page 5 and hand this to the Middle School Office on or before 4pm on Monday 8<sup>th</sup> March 2021. (If we are still not in school we will arrange an electronic hand in.)

### YEARS 9 & 10

**Autumn Term** Year 9 Middle School Induction Day – Friday 3<sup>rd</sup> September 2021 (am only)

**Spring Term** A **Year 9** Staff/Parents' Meeting will be held in February, following a full written report.

A **Year 10** Staff/Parents' Meeting is held in May. Mrs Sally Armstrong, our independent Careers Advisor, usually delivers a talk about Effective Study Skills during the evening.

Year 10 School Examinations take place towards the end of the Spring Term/ start of Summer Term

**Summer Term** Full written reports, including results from the **Year 10** Examinations, are issued in May. Boys receive individual Academic Assessment interviews with a senior member of staff to monitor their progress so far.

### YEAR 11

**Autumn Term** Grade reports on academic progress are issued before ½ term.

All pupils sit the relevant GCSE preliminary examinations in November/December. Staff analyse the results and make recommendations concerning entries for GCSE.

**Spring Term** A report giving full details of preliminary examination results will be issued in January and will be followed by a Staff/Parents' Meeting.

The deadline for Sixth Form applications for BWS is the end of January/early February.

Boys receive a further Academic Assessment interview with a senior member of staff to review their progress.

**Summer Term** Pupils complete their GCSE external examinations.  
**Interim reports will be sent if requested by parents.**

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

## PROPOSED YEAR 10 CURRICULUM 2021-2023

Core Curriculum	Periods per week
RS	3
ENGLISH	8
MATHEMATICS	5
BIOLOGY	5
CHEMISTRY	5
PHYSICS	5
GAMES	3
PHSE/CAREERS/PE/CITIZENSHIP	1
<b>Core Curriculum:</b>	<b>35 periods</b>
<b>Options: (5 periods per choice)</b>	<b>15</b>
	<b>50 periods per week</b>

### NOTES

1. Periods are 30 minutes in length.
2. All boys take all the subjects of the core curriculum.
3. The option choices offered are guided with the object of:
  - a) Satisfying career requirements
  - b) Providing a balanced curriculum
4. Boys will be in tutor groups for PSHE, Careers, Well Being and Citizenship, they will be taught by staff from a variety of subject disciplines as they explore matters of social and personal concern.
5. In choosing option subjects, the demands of coursework, notably in the creative subjects, should be considered.
6. In cases of oversubscription staff will use their professional judgement to ensure set compatibility.

## Guidance for Completion of the Options Choices Form

Options (Choose ONE of each)		Periods Per Week
Choice 1	Language  (it is expected that this will be their first language, which has been studied since Year 7)	5
Choice 2	Geography or History	5
Choice 3	<u>ONE</u> other subject from the following list: - ART - BUSINESS - DT - FRENCH - GEOGRAPHY - GERMAN - HISTORY - LATIN - MUSIC - PE - SPANISH	5

*All boys must provide a reserve choice.*

### Alternative Choices –

In exceptional cases, boys may submit an application for an alternative option choice, counting RS (core curriculum) as the humanities option. This allows those students the flexibility of not taking Geography or History, so that they can make a second selection from Choice 3.

If your son wishes to make an application for alternative choices, then Part B of the Option Choices Form will also need completing prior to the deadline of Monday 8<sup>th</sup> March 2021. Please note this will require your son to have organised an online TEAMS appointment with our Careers Advisor, Sally Armstrong, prior to Friday 5<sup>th</sup> March 2021. Mrs Armstrong will then email your son and the Middle School Office her comments.

Forms can be printed from this booklet and once complete should be signed by Parents/Guardians and returned to the Middle School Office on or before Monday 8<sup>th</sup> March, 4pm. (If you are unable to print a form at home, there will be forms available from the Pastoral Support Office.) If we are not in school an electronic hand in will be arranged.

Every effort will be made to accommodate boys' option choices; however there are constraints on set sizes. Alternatively, if sets are not of a viable number, they may not run.

**Options Choices Form**

Name: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

**Part A (See Guidance on P5)**

Choice 1 – Language: \_\_\_\_\_

Choice 2 – Geography/History: \_\_\_\_\_

Choice 3: \_\_\_\_\_

Reserve Choice: \_\_\_\_\_

**Part B**

If you would like to be considered for alternative options choices please complete Part B below. **You must still complete Part A in full**, according to the guidelines.

Choice 1: \_\_\_\_\_

Choice 2: \_\_\_\_\_

Choice 3: \_\_\_\_\_

Reason for choosing these three subjects:

Appointment with Mrs Armstrong: Date/Time: \_\_\_\_\_

Comments by SAA:

**Parental Consent:**

I confirm that I would like my son \_\_\_\_\_  
in form \_\_\_\_\_ to be considered for the above combination of subjects.

Signed: \_\_\_\_\_ Parent/Guardian

*Please note that any agreement is subject to your son's choice of subjects fitting into the chosen option blocks.*



## **AQA ART CRAFT AND DESIGN**

### **WHY TAKE ART?**

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 Art at Bishop Wordsworth's School will give you the opportunity not only to look, but to see, question, understand and reflect and to analyse critically and articulate creatively.

### **HOW WILL YOU LEARN?**

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. Under normal circumstances you will visit London Galleries and have the chance to go on a residential trip to St Ives, this residential will form the foundation of your Component 1. The portfolios themes will be a magazine project and a second project titled 'Coast.' These trips are a vital learning resource they inspire and inform ideas and responses developing students understanding of their subject in a wider context. 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. Your initial project will be based on the theme 'Magazine' this will start with a focus on digital development and you will learn to use all of the 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. You will also have a second more traditional project if you wish to pursue this direction, which will be based on the theme of Coast. This course promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

The course is made up of: Component 1: The Portfolio 60% which you will start at the end of year 10. This will be supported by a selection of supporting work. The course concludes with Component 2: An Externally Set Assignment in February 40%

For more information on the GCSE course, please visit: [AQA Art and Design 8201](#)

## **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.

## **DESIGN and TECHNOLOGY:**

### **Cambridge IGCSE - Design and Technology – Resistant material**

Cambridge IGCSE (9–1) Design & Technology enables learners to identify, consider and solve problems through creative thinking. Students will gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process. Cambridge IGCSE (9–1) Design & Technology provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work. The syllabus is designed to accommodate a wide range of interests, materials and resources.

This GCSE consists of **2** written papers, each worth **25%** of the available marks, plus a design and make project worth **50%**

**Paper 1** is a written/drawing paper, of 1 hour 15 minutes which is based on Product Design. Candidates answer one of three questions which assess their design understanding and abilities.

**Paper 2** is a written paper of 1 hour, which assesses the Specialist option, Resistant Materials, as well as the Common content: Product Design. Section A contains 10 compulsory questions and section B, where candidates choose one out of three questions.

**Design and make project** - The remaining **50%** of the available marks are awarded for a School-based project, internally assessed, but externally moderated. Each candidate will produce a design folder and a made product. The project area is decided by the candidate with advice, as appropriate, from their teacher. Candidates are encouraged to make full use of the wide range of ICT available in school for design work. Freehand sketches and hand drawn technical drawings and computer-aided design (CAD) generated drawings are acceptable. The school provides both traditional workshop facilities, as well as computer-aided manufacturing (CAM). Candidates are encouraged to make full use of this type of equipment, which includes a CNC laser cutter/engraver and CNC router.

## **ENGLISH & ENGLISH LITERATURE [AQA GCSE] – Begins in Year 9 (2019)**

### **ENGLISH LANGUAGE**

#### **Non-Fiction based exam –**

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

Section A: One non-fiction and one literary non-fiction text - linked. Series of questions including comparison. One C19th

Section B: Writing to present a viewpoint – no choice

#### **Fiction-based exam –**

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

Section A: Literature Fiction text (C20th / C21st)

Section B: Descriptive or narrative writing - 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, 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 from choice of two on studied text

Text: J.B.Priestley *An Inspector Calls*

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 2<sup>nd</sup> unseen

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

Section A: One question on 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: RL 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 - The Modern World 20<sup>th</sup> Century [iGCSE Cambridge]**

The GCSE History syllabus covers world affairs. It concentrates on the international relations of the major powers in this period. Our chosen depth study is of the USA between the wars. The course allows students to study a fascinating and dramatic period of History which has seen the domination of the European Great Powers give way to, first, the superpowers of the post-1945 nuclear age and, second, the more unpredictable world of today. Moreover, the last seventy five years have witnessed the emergence of some of the greatest and most notorious individuals of any historical era; Churchill, Roosevelt, Stalin, Khrushchev and Kennedy will all be considered in some detail.

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 itself is divided into 3 parts:

- International relations between the World Wars
- The Cold War 1945 - 1989
- USA Depth Study 1919 - 1941

The course is coherent but varied. 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 recent years Latin has not had a viable number of students to run in curriculum time, but has run as an additional subject outside of school. If this happens there is an associated cost.)**

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.

In Year 10 boys will have the opportunity to study Latin GCSE. The course builds upon the work done in Years 7-9. The boys continue with the familiar in the form of the Cambridge Latin Course (CLC) whilst also being gradually introduced to the 'real' Latin of the Roman authors.

The authors fall into two categories: prose and verse. Each year we choose one of these categories. Each is to be found in the Cambridge Anthology that we use-a copy of which is provided to each pupil and which gives masses of help in translating and interpreting the literature. The authors we typically read are: Caesar, Cicero, Pliny, Suetonius, Virgil, Ovid and Catullus covering very diverse subjects.

The course also 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. The new GCSE now requires the pupil 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.

Finally, we would also study the 'Literature and Culture' module. 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 candidates' skills in identifying and responding to evidence; encourages candidates 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.

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

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

All sets will follow the **new 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**. This new course places greater demands on students than the old GCSE with its' increase in content and greater emphasis on problem solving.

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 set** 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 LANGUAGES

All Year 10 pupils will study at least one Modern Foreign Language to GCSE for 5 periods a week. This will be the language they have studied from year 7. There is an option to study a second language in addition for gifted students and this will be the language they have studied for one year in year 9. The second language option will also be taught for 5 periods a week.

### **FRENCH EdExcel Certificate in French (1FRO)**

Pupils will have covered an introductory course of either one/three year's duration 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.

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

Pupils will have covered an introductory course of either one/three year's duration in preparation for the GCSE. The GCSE course 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.

### **SPANISH EdExcel (1SP0)**

Pupils will have covered an introductory course of either one/three year's duration in preparation for the GCSE. The GCSE course 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.

<b>French</b>	<b>German</b>	<b>Spanish</b>
Studio Edexcel GCSE (9-1) French	Stimmt! Edexcel GCSE German	Coursebook: Viva
	Trip to Germany in Year 9 or 10	Trip to Barcelona in Year 9 or 10

## **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 (like SoundTrap) 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.

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**

<https://www.cambridgeinternational.org/Images/557055-2022-2024-syllabus.pdf>

## **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 in 90minutes a week 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 Sciences and will be awarded with a GCSE in Biology, Chemistry and Physics. The boys now study the AQA 9-1 specifications which they start to study in Year 9. The specifications can be found here:

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

Chemistry - <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

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

These specifications are rigorous and their study will continue to build upon the already extended study of the boys at KS3. The course content will 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 assessment is by way of two 1 hour 45min examination papers. Each paper will contain a mix of multiple-choice, structured, closed short answer and open response questions. These examinations are sat at the end of the course in Year 11 and 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 investigate suitable post 16 level courses and qualifications and post 18 options, to provide a breadth of knowledge to ensure flexibility in regard to job opportunities.
- 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, RCDP

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

- An introduction to useful careers resources.
- Formal lessons including career pathways and researching university courses and requirements.
- Opportunities to meet local employers and discover more about the world of work.
- 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)

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- To investigate suitable post 16 level courses and qualifications and post 18 options, to provide a breadth of knowledge to ensure flexibility in regard to job opportunities.
- 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, RCDP

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

- An introduction to useful careers resources.
- Formal lessons including career pathways and researching university courses and requirements.
- Opportunities to meet local employers and discover more about the world of work.
- 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)