



**KEY STAGE 4  
OPTIONS INFORMATION  
2025-26**

## Introduction:

This booklet is designed to provide students with information about the core curriculum (the subjects that they have to take) and to help them make their option choices. It is important to take time to think everything through very carefully. Students will be supported through this process by a sequence of events that are designed to help them make the best possible decisions.

**Pages 2-6 contain essential information to help the Options process go smoothly. The remainder of the document contains subject specific course content.**

The Option process is designed to ensure that all students have the opportunity to study a broad range of subjects, including the core subjects of English Language, English Literature, Mathematics and follow either GCSE Combined Science Trilogy or GCSE Biology, Chemistry and Physics.

We ask that parents/legal guardians and students go through the information contained in this booklet together, then refer to the guidance you will receive at Parents' Evening from subject staff together with the information available on the website and from the information evening. We are also able to offer you an individual consultation meeting if you are still unsure and need further guidance. This period of consultation is very important and will lead to each student following a curriculum which supports progression routes into Post 16 education or training.

The information in this booklet is accurate going to print, however, there may be changes in exam board and courses for particular subjects. Students and parents/legal guardians will be notified, usually via e-mail, if any such changes take place.

Individual parental consultations, should you require one, will be available on Parents' Evening (Wednesday 12<sup>th</sup> March 2025) with Emma Harrison (Deputy Headteacher: Curriculum), Mark Bellamy (Headteacher) or a representative from the SEND team.

Please do not hesitate to contact us if there are any questions during this time ([schooloffice@hilbre.wirral.sch.uk](mailto:schooloffice@hilbre.wirral.sch.uk)).

## Choosing Subjects:

### How do I choose the subjects that are right for me?

Find out exactly what each course involves by reading the details and decide whether you can cope with the demands of the subject. Ask your teachers for advice on your level of achievement and future potential in each subject.

#### DO:

- Consider the entrance requirements of areas of employment of interest to you, but bear in mind these are minimal and that in today's workplace, requirements are often pitched higher.
- Be careful not to close any doors at this stage because you may need certain skills/qualifications later on.
- Ensure you have a subject balance.
- Take into account your interests and your future career plans.

#### DON'T:

Choose a subject because:

- Your friend is doing the course.
- You like/dislike the teacher.
- You think it will be easy.

### Which courses must I take?

You must take English, Mathematics, Science, a language or a Humanities subject and 3 other courses.

## Some questions you may have:

### Can I change my mind later?

We expect everyone to complete their courses once they have decided on them. Therefore, it is very important that the right choice is made at the outset. As a result, we ask you to spend quite some time considering your decisions. It is only in exceptional circumstances that students are permitted to change their courses once they have begun in September. Please bear this in mind.

### Will I have to do more homework and independent study?

Yes. You will have to spend more time on homework for each subject as the courses you are following involve more independent study. You can also help prepare yourself for the demands of these courses by reading regularly, novels, books or newspapers. Regular work at school and home and good study habits will be essential to relieve the pressure and help you to achieve success.

### Will I definitely have all the subjects I ask for?

*The majority of students will be allocated the selection of courses they have chosen. We will do everything within our power to offer the selection you make. However, each year a few students will not be able to study their chosen combination.*

Somebody said if there aren't enough students opting for a subject then that subject will not run. Is this true?

Yes, we cannot run a course for just a handful of students. This would cost too much and it wouldn't be fair to the subjects that have class sizes which would become too large.

## Grading for the Reformed GCSEs:

Students now receive 9 - 1 grades in all subjects

There will be one tier in most subjects. There are two tiers (Higher and Foundation) for GCSE Mathematics, in all the Science courses, Spanish and French.

GCSE Grade	Vocational Grade Equivalent
9	Level 2 Distinction*
8	
7	Level 2 Distinction
6	Level 2 Merit
5	
4	Level 2 Pass
3	Level 1 Distinction
2	Level 1 Merit
1	Level 1 Pass

## Options Choices:

The core subjects remain compulsory to develop the key skills which all adults will need, regardless of their chosen occupation. The core examination subjects are: English Language, English Literature, Mathematics and Science (a minimum of the Dual Award course must be taken).

The core curriculum also includes non-examination subjects which are Physical Education (PE) and PSHE. These are designed to equip students with the skills needed to participate fully in society as a valuable member of the community.

You must pick one subject from History, Geography, Spanish and French.

You must pick three additional subjects from the table below (please note you cannot pick the following combinations):

- GCSE Business Students and Business Studies (Vocational)
- GCSE Design & Technology and Engineering (Vocational)
- GCSE Art & Design and GCSE Textiles

If you want to do Separate Science (GCSE Biology, GCSE Chemistry and GCSE Physics), you must pick Separate Science from the second column and then only pick two further subjects in that column.

Pick 1 Subject from this list:	Pick 3 Additional Subjects from this list:
<ol style="list-style-type: none"> <li>1. History</li> <li>2. Geography</li> <li>3. Spanish</li> <li>4. French</li> </ol>	<ol style="list-style-type: none"> <li>1. Art &amp; Design (GCSE)</li> <li>2. Business (GCSE)</li> <li>3. Business - Enterprise and Marketing (Vocational)</li> <li>4. Computer Science (GCSE)</li> <li>5. Dance (GCSE)</li> <li>6. Design &amp; Technology (GCSE)</li> <li>7. Drama (GCSE)</li> <li>8. Engineering (Vocational)</li> <li>9. Food (GCSE)</li> <li>10. French (GCSE)</li> <li>11. Geography (GCSE)</li> <li>12. Health &amp; Social Care (Vocational)</li> <li>13. History (GCSE)</li> <li>14. IT (Vocational)</li> <li>15. Music (Vocational)</li> <li>16. Religious Studies (GCSE)</li> <li>17. Separate Sciences (GCSE Biology, Chemistry and Physics)</li> <li>18. Spanish (GCSE)</li> <li>19. Sport (Vocational)</li> <li>20. Textiles (GCSE)</li> </ol>

## **Subject Information:**

### **GCSE:**

English Language

English Literature

Maths

Statistics

Combined Science Trilogy

Separate Science; GCSE Biology, Chemistry and Physics

History

Geography

French

Spanish

Computer Science

Religious Studies

Drama

Art, Craft & Design

Design & Technology

Dance

Business

Food

Textiles

### **Vocational:**

Health & Social Care

Sport

Business - Enterprise and Marketing

ICT

Engineering

Music

## GCSE English Language:

Examination Board: AQA

### What is English Language?

This is the study of ways in which we read, write and communicate both in the past and in the present. Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

### What skills will I learn?

- You will learn how to identify explicit information. This means that you will be able to read a text and identify straightforward details from it.
- You will learn how to comment on the effects of a writer's language choices. This means that you will clearly identify the language being used, using quotations and subject terms.
- You will learn how to comment on the effect of a writer's structural choices.
- You will develop your ability to respond to an opinion about a text.
- You will continue to develop your descriptive and narrative writing skills. You will write creatively in a way that sustains your reader's interests.
- You will learn how to interpret ideas from two texts and synthesise them (bring them together).
- You will learn how to compare writers' perspectives and how they are conveyed.
- You will continue to develop your ability to write to present a viewpoint.

### What will I do in English Language?

You will be able to evaluate texts critically and be able to communicate effectively yourself using different styles for different audiences and purposes.

Part of what you will learn will be to organise your ideas using appropriate structure, language and grammar, as well as using a wide range of sophisticated vocabulary. You will have opportunities for discussion and will be expected to present your ideas through spoken assessments.

### How will I be assessed?

You will be assessed through 2 exam papers. Paper 1 will assess your creative reading and writing skills and Paper 2 will assess your understanding of two non-fiction texts and your



ability to write from a particular viewpoint. You will be assessed using the GCSE grade criteria and assessment objectives. These will be explained as you undertake different elements of the course so that you will know what every question in the exams will expect of you.

### **Useful websites and helpful reading:**

CGP SPag books  
CGP English Language workbook  
BBC bitesize  
Novels and short stories

### **Particular issues for this subject:**

Spelling, punctuation and grammar play a very important part in assessment. You will have to write creatively and be able to describe a place or situation in detail. Wide reading, exploring different types of texts will benefit you enormously.

### **Resources:**

[AQA GCSE English Language Complete Revision and Practice \(Oxford Revise: English\): Amazon.co.uk: Webb, Jennifer, Eddy, Steve, Elsdon, Graham: 9781382039802: Books](#)

**For further information contact:** Mrs Armitage, e-mail [armitagek@hilbre.wirral.sch.uk](mailto:armitagek@hilbre.wirral.sch.uk)

## GCSE English Literature:

Examination Board: AQA

### What is English Literature?

English Literature is the study of a range of texts over time and focuses on the forms of Prose, Poetry and Drama.

### What skills will I learn?

You will learn how to read and analyse, with deep understanding, a range of texts written at different times for different audiences and purposes. You will look at other writers' viewpoints and perspectives and explore how texts are produced. You will be able to deconstruct poems and talk about the ways in which different writers create and communicate meaning in different ways.

### What will I do in English Literature?

In English Literature you will have opportunities to study a range of different texts including: Shakespeare, The 19<sup>th</sup> Century Novel and Modern Drama. You will also study a range of poems from an AQA anthology that explore a specific theme. In lessons, you will analyse the language, form and structure used by writers to create meanings and effects using relevant subject terminology, where appropriate. You will be able to demonstrate understanding of the relationships between texts and the contexts in which they were written.

### How will I be assessed?

You will be assessed through 2 exam papers. Paper 1 will assess your reading and understanding of the Shakespeare text and The 19<sup>th</sup> Century Novel you will have studied. Paper 2 will assess your understanding of the modern drama text you have studied, as well as the poems from the anthology. You will also have a question on unseen poetry where you will comment in detail on one poem and then compare this to a second poem on the paper.

### Useful websites and helpful reading:

[Revision Guide for An Inspector Calls](#)

[Revision Guide for A Christmas Carol](#)

[Revision Guide for Power and Conflict Poetry](#)

[Revision Guide for Macbeth](#)

**Particular issues for this subject:**

Assessment Objective 3 focuses on contexts, so wider reading around the time and cultural context of the different texts is crucial.

**Resources:**

Texts provided by the English Department

**For further information contact:** Mrs Armitage, e-mail [armitagek@hilbre.wirral.sch.uk](mailto:armitagek@hilbre.wirral.sch.uk)

## GCSE Mathematics:

Examination Board: AQA

### What is Mathematics?

Mathematics is the study of number, algebra, shape and statistics. It is the building block for many things we do in our daily lives including finance, architecture, engineering and sport.

### What skills will I learn?

- To develop knowledge, skills and understanding of mathematical methods and concepts.
- To acquire select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of ways.

### What will I do in Mathematics?

You will cover work based around the following 6 areas:-

- Number;
- Algebra;
- Ratio, proportion and rates of change;
- Geometry and measures;
- Probability;
- Statistics.

### How will I be assessed?

Examination will be taken at either Higher Tier (grades 4 to 9) or Foundation Tier (grades 1 to 5). 3 written examination papers each of 1 hour 30 minutes duration. 2 papers will allow the use of a calculator and 1 is non-calculator.

### Useful websites and helpful reading:

Sparx Maths [www.sparxmaths.com](http://www.sparxmaths.com)

AQA (Exam board) [www.aqa.org.uk/subjects/mathematics](http://www.aqa.org.uk/subjects/mathematics)

Maths Genie [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

**Particular issues for this subject:**

An increased emphasis on problem solving and a sound knowledge of basic number work.

**Resources:**

Scientific calculator (Casio FX-83GTCW)

Standard geometry set

**For further information contact:** Ms Webster, e-mail [websterv@hilibre.wirral.sch.uk](mailto:websterv@hilibre.wirral.sch.uk)

## GCSE Statistics:

Examination Board: AQA

### What is GCSE Statistics?

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers - from weather forecasting to the biological sciences. GCSE Statistics will be awarded separately from GCSE Mathematics, so you end up with two GCSEs. However, many of the statistics topics appear on the mathematics course too, so your grade in mathematics may well be improved through your study of statistics.

### What skills will I learn?

- Using statistics;
- Constructing and clearly presenting mathematical and logical arguments;
- Dealing with abstract concepts;
- Building on existing mathematical knowledge to develop advanced skills;
- Turning real-world problems into mathematical problems;
- Analysing data, finding patterns and extracting conclusions;
- Investigating and problem solving.

### What will I do in Statistics?

Key features of the course are:

- Using statistical techniques in real-world investigations such as population, climate, sales, etc.
- Identifying trends through carrying out appropriate calculations and data visualisation techniques.
- Thinking about how we might apply statistical techniques in other subjects and outside the classroom in the world in general.
- Critically evaluating data.
- Thinking about how data can be organised, processed and presented.

### How will I be assessed?

2 exams in the summer of Year 11

**Useful websites and helpful reading:**

<https://www.aqa.org.uk/subjects/mathematics/gcse/statistics-8382/specification-at-a-glance> (Exam board specification)

**Particular issues for this subject:**

It is important that students enjoy Maths

**Resources:**

GCSE Statistics Edexcel Revision Guide (CGP)

**For further information contact:** Ms Webster e-mail: [websterv@hilbre.wirral.sch.uk](mailto:websterv@hilbre.wirral.sch.uk)

## GCSE Combined Science Trilogy:

Examination Board: AQA

### What is Combined Science Trilogy?

Combined Science Trilogy is probably better known as Dual/Double Award. It allows those who are following the course to obtain 2 GCSE grades. Learners will be taught by subject experts in each of their respective Biology, Chemistry and Physics lessons. The overall grade obtained will be based on the accumulation of marks from each subject area.

### What skills will I learn?

As well as the content, learners will also develop their:-

- teamwork;
- independent learning skills;
- creativity to overcome difficult challenges;
- practical skills;
- mathematical skills;
- exam techniques.

### What will I do in Trilogy Science?

Biology:-

- Cell biology;
- Organisation;
- Infection and response;
- Bioenergetics;
- Homeostasis and response;
- Inheritance, variation and evolution;
- Ecology.

Chemistry:-

- Atomic structure and the periodic table;
- Bonding, structure, and the properties of matter;
- Quantitative chemistry;
- Chemical changes;
- Energy changes;



- The rate and extent of chemical change;
- Organic chemistry;
- Chemical analysis;
- Chemistry of the atmosphere;
- Using resources.

Physics:-

- Energy;
- Electricity;
- Particle model of matter;
- Atomic structure;
- Forces;
- Waves;
- Magnetism and electromagnetism.

**How will I be assessed?**

For each respective subject, there are 2 exams. Each exam is worth 16.7% so that each subject counts towards 33% to the overall grade; they will last for 1 hour, 15 minutes. Each of the 6 papers will contain multiple choice questions, structured questions, open response and short response questions. Students will not only be tested on the content outlined above, but also on the required practicals that are carried out throughout the course.

**Useful websites and helpful reading:**

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

[https://www.youtube.com/results?search\\_query=free+science+lessons+combined+science](https://www.youtube.com/results?search_query=free+science+lessons+combined+science)

<https://senecalearning.com/en-GB/>

CGP Revision Guides

**Particular issues for this subject:**

The introduction of the specification for Combined Science in 2016 meant that all exams would be sat at the end of the 2 year course. Therefore, it is essential that all learners are regularly reading over notes, completing homework and trying to instill their newly found knowledge into everyday happenings, after all Science is all around us. Developing an interest in Science and furthering their scientific intellectual curiosity might include reading literature about Science and watching suitable documentaries to build and develop understanding.

**Resources:**

CGP Revision Guides

**For further information contact:**

Miss Jones, e-mail [jonesa@hilbre.wirral.sch.uk](mailto:jonesa@hilbre.wirral.sch.uk)

Mrs Docherty, email [dochertyr@hilbre.wirral.sch.uk](mailto:dochertyr@hilbre.wirral.sch.uk)

Mrs Rourke, email [rourkej@hilbre.wirral.sch.uk](mailto:rourkej@hilbre.wirral.sch.uk)

## GCSE Separate Science:

Examination Board: AQA

### What is Separate Sciences?

Separate Science enables those studying the course to obtain 3 Separate GCSE Grades; 1 in Biology, 1 in Chemistry and 1 in Physics. Each respective course consists of 2 exams at the end of the 2 year course. The content is very similar to the Combined Science Course, however, on certain aspects you will learn further content that is not required in Combined Science.

### What skills will I learn?

As well as the content learners will also develop their:-

- teamwork;
- independent learning skills;
- creativity to overcome difficult challenges;
- practical skills;
- mathematical skills;
- exam techniques.

### What will I do in Separate Sciences?

Biology:-

- Cell biology;
- Organisation;
- Infection and response;
- Bioenergetics;
- Homeostasis and response;
- Inheritance, variation and evolution;
- Ecology;
- Key ideas.

Chemistry:-

- Atomic structure and the periodic table;
- Bonding, structure, and the properties of matter;
- Quantitative chemistry;

- Chemical changes;
- Energy changes;
- The rate and extent of chemical change;
- Organic chemistry;
- Chemical analysis;
- Chemistry of the atmosphere;
- Using resources.

#### Physics:-

- Energy;
- Electricity;
- Particle model of matter;
- Atomic structure;
- Forces;
- Waves;
- Magnetism and electromagnetism;
- Space physics.

#### How will I be assessed?

For each respective subject, there are 2 exams. In each case they are worth 50% and last for 1 hour, 45 minutes. Each of the 6 papers will contain multiple choice questions, structured questions, open response and short response questions. Students will not only be tested on the content outlined above, but also on the required practicals that are carried out throughout the course.

#### Useful websites and helpful reading:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)

[https://www.youtube.com/results?search\\_query=free+science+lessons+combined+science](https://www.youtube.com/results?search_query=free+science+lessons+combined+science)

<https://senecalearning.com/en-GB/>

CGP Revision Guides

#### Particular issues for this subject:

The introduction of the specification for each of the Separate Sciences in 2016 means that all exams would be sat at the end of the 2 year course. As well as this change, some of the content has been extended to include more complex ideas. This means that a keen interest to study beyond the classroom is welcomed with this course. This might include

reading literature about Science and watching suitable documentaries to build and develop understanding.

**Resources:**

CGP Revision Guides

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)

[https://www.youtube.com/results?search\\_query=free+science+lessons+combined+science](https://www.youtube.com/results?search_query=free+science+lessons+combined+science)

<https://senecalearning.com/en-GB/>

**For further information contact:**

Miss Jones, e-mail [jonesa@hilbre.wirral.sch.uk](mailto:jonesa@hilbre.wirral.sch.uk)

Mrs Docherty, email [dochertyr@hilbre.wirral.sch.uk](mailto:dochertyr@hilbre.wirral.sch.uk)

Mrs Rourke, email [rourkej@hilbre.wirral.sch.uk](mailto:rourkej@hilbre.wirral.sch.uk)

## GCSE History:

**Examination Board:** Edexcel

### What is History?

History is the study of past events and people that have shaped the world we live in today. The study of History helps you understand the origins of modern events by developing your appreciation of why people behaved the way they did in the past.

### What skills will I learn?

The study of History hones key skills which have been identified by employers as vital for the workplace. By the end of the course, students will be equipped with a detailed knowledge and understanding of the different topics studied, as well as a wide range of important transferable skills, such as analysis, interpretation, evaluation and communication of information. We hope the study of this course will make the present day more understandable and enable students to carry that understanding and interest into their future lives.

### What will I do in History?

The GCSE History course includes both Thematic Studies and Depth Studies.

There will be 3 exams:-

- Paper 1: British Thematic Study with Historic Environment (30%)
  - Medicine in Britain c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches
- Paper 2: British Depth Study and Period Study (40%)
  - Early Elizabethan England, 1558-88
  - Superpower relations and the Cold War, 1941-91
- Paper 3: Modern Depth Study (30%)
  - Weimar and Nazi Germany, 1918-39

### How will I be assessed?

Assessment is through 3 examinations at the end of Year 11

### Useful websites and helpful reading:

<http://qualifications.pearson.com/en/qualifications/edexcelgcses/history2016.html>

Keep up to date with History via the BBC website as well as in magazines and journals, such as All About History and the BBC History Magazine.

**Particular issues for this subject:**

As well as being an extremely interesting and relevant subject in its own right, the skills learnt in GCSE History - investigating situations, analysing and evaluating sources, working out possible reasons why events happened and why particular decisions were taken, the factors which cause change over time and an understanding of other people's points of view, develop skills which are highly relevant to many occupations.

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History is a very useful qualification for students considering careers in law, journalism, broadcasting, archaeology, architecture, museum work, teaching, advertising, publishing, conservation, town planning and many others.

**Resources:**

We recommend purchase of revision guides which support each of the units covered

**For further information contact:** Mr Wallis, e-mail [wallisa@hilbre.wirral.sch.uk](mailto:wallisa@hilbre.wirral.sch.uk)

## GCSE Geography:

**Examination Board:** AQA

### **What is Geography?**

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected.

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

Geography allows you to develop many skills including:-

- communication through written work and diagrams;
- issue evaluation;
- use of and interpretation of maps, photographs and satellite images;
- locational geographical skills;
- graphical and statistical skills;
- fieldwork skills.

### **What will I do in Geography?**

The main topics that you cover are:-

- The challenges of natural hazards, including earthquakes/volcanoes, weather hazards and climate change.
- The living world, including tropical rainforests and hot deserts.
- Physical landscapes in the UK, including an overview of UK geography, coastal landscapes and river landscapes.
- Geographical skills.
- Urban issues and challenges, including the development of cities and megacities.
- The changing economic world, including levels of development and industry.
- The challenge of resource management, including the importance of food, water and energy management.

### **How will I be assessed?**

There are 3 exam papers to be taken at the end of the course:-



- Paper 1: Living with the physical environment (35% of the final GCSE grade) -  
1 hour, 30 minutes
- Paper 2: Challenges in the human environment (35% of the final GCSE grade) -  
1 hour, 30 minutes
- Paper 3: Geographical applications (30% of the final GCSE grade) -  
1 hour, 15 minutes

**Useful websites and helpful reading:**

<http://www.bbc.co.uk/schools/gcsebitesize/geography/>  
<http://www.s-cool.co.uk/gcse/geography>

**Particular issues for this subject:**

All students are expected to complete 2 geographical fieldwork enquiries, which must take place outside of the school grounds.

Students will need to have a general understanding of UK Geography.

There are extended writing questions on the exam paper.

**Resources:**

CGP New GCSE 9-1 Geography AQA Revision Guide. It would be a benefit to students studying this course to have a map of the UK and a map of the world to aid their geographical locational knowledge.

**For further information contact:** Mr Biggins, e-mail [bigginsa@hilbre.wirral.sch.uk](mailto:bigginsa@hilbre.wirral.sch.uk)

## GCSE French:

**Examination Board:** AQA (New Course for 2024)

### Why study a language?

Language learning brings far more than just learning a new language! It helps you to develop a wealth of transferrable skills that will benefit you in whichever direction your future career takes you. You will improve your communication skills, ability to problem solve and boost your literacy skills in English. Learning a second language helps you to build confidence and develops a wider understanding of cultural diversity.

### Why French?

French is one of the 'romance' languages which has Latin roots. It is one of the most widely spoken languages in the world spoken not only in France, but further afield in Canada and many African countries.

### What skills will I learn?

You will have the opportunity to improve your spoken French and to be able to communicate effectively in writing. You will be able to listen to authentic audio recordings and to be able to understand sympathetic native speakers. You will study a variety of texts, which will include e-mails, adverts, weather forecasts, cinema listings and abridged versions of poems and other literary texts. You will be able to write in different formats, including short messages, bulleted texts, paragraphs and extended written passages.

### What will I do in French?

You will have the opportunity to improve your language skills in Listening, Speaking, Reading and Writing built around the following 3 themes:-

1. People and lifestyle: Identity and relationships, Healthy living and lifestyle, Education and work.
2. Popular Culture: Free time activities, Customs, festivals and celebrations, Celebrity culture.
3. Communication and the world around us: Travel and tourism, Media and technology, the environment and where people live.

These themes are divided into 3 making a total of 9 sub-topics to cover over the 2 years.

## How will I be assessed?

You will be assessed in all 4 skill areas at EITHER Foundation (grades 1-5) OR Higher (grades 3-9) level.

These 4 exams will be assessed at the end of Year 11 and are marked externally: -

Listening	(25%)
Speaking	(25%)
Reading	(25%) including translation from French into English
Writing	(25%) including translation from English into French

## Useful websites and helpful reading:

Free apps: memrise.com, duolingo/quizlet

## Particular issues for this subject:

It is essential to be a strong reader as high levels of literacy are required for this new course. There is now NO coursework element so you must be prepared to write extended pieces independently in French in the final exam.

## Resources:

AQA GCSE French course book Foundation/Higher  
[www.Kerboodle.com](http://www.Kerboodle.com) (on-line resources) (Students have their own login for kerboodle and need the institution code 'lpb3' to login)

We also recommend the purchase of a current revision guide published by Pearson "REVISE AQA GCSE (9-1) French Revision Guide" and accompanying "Workbook" priced at around £7 each and available on Amazon.

For further information contact: Mr Malcolm, e-mail: [malcolmd@hilbre.wirral.sch.uk](mailto:malcolmd@hilbre.wirral.sch.uk)

## GCSE Spanish:

**Examination Board:** AQA (New Course for 2024)

### Why study a language?

Language learning brings far more than just learning a new language! It helps you to develop a wealth of transferrable skills that will benefit you in whichever direction your future career takes you. You will improve your communication skills, ability to problem solve and boost your literacy skills in English. Learning a second language helps you to build confidence and develops a wider understanding of cultural diversity.

### Why Spanish?

Spanish is one of the 'romance' languages which has Latin roots. It is one of the most widely spoken languages in the world spoken not only in Spain, but further afield in Mexico and many South American countries.

### What skills will I learn?

You will have the opportunity to improve your spoken Spanish and to be able to communicate effectively in writing. You will listen to authentic audio recordings and to be able to understand sympathetic native speakers. You will study a variety of texts which will include e-mails, adverts, weather forecasts and abridged versions of poems and other popular literary texts. You will be able to write in a variety of styles including short messages, bulleted texts, short paragraphs and extended written passages.

### What will I do in Spanish?

You will have the opportunity to improve your language skills in Listening, Speaking, Reading and Writing built around the following 3 themes:-

4. People and lifestyle: Identity and relationships, Healthy living and lifestyle, Education and work.
5. Popular Culture: Free time activities, Customs, festivals and celebrations, Celebrity culture.
6. Communication and the world around us: Travel and tourism, Media and technology, the environment and where people live.

These themes are divided into 3 making a total of 9 sub-topics to cover over the 2 years.

## How will I be assessed?

You will be assessed in all 4 skill areas at EITHER Foundation (grades 1-5) OR Higher (grades 3-9) level.

These 4 exams will be assessed at the end of Year 11 and are marked externally: -

Listening	(25%)	
Speaking	(25%)	
Reading	(25%)	including translation from Spanish into English
Writing	(25%)	including translation from English into Spanish

## Useful websites and helpful reading:

Free apps: memrise.com, duolingo/quizlet  
[www.Kerboodle.com](http://www.Kerboodle.com)

## Particular issues for this subject:

It is essential to be a strong reader as high levels of literacy are required for this new course. There is now NO coursework element so you must be prepared to write extended pieces independently in Spanish in the final exam.

## Resources:

AQA GCSE Spanish course book Foundation/Higher  
[www.Kerboodle.com](http://www.Kerboodle.com) (on-line resources) (Students have their own login for kerboodle and need the institution code 'lpb3' to login

We also recommend the purchase of a current revision guide published by Pearson "REVISE AQA GCSE (9-1) Spanish Revision Guide" and accompanying "Workbook" priced at around £7 each and available on Amazon.

**For further information contact:** Mr Malcolm, e-mail: [malcolmd@hilbre.wirral.sch.uk](mailto:malcolmd@hilbre.wirral.sch.uk)

## GCSE Computer Science:

Examination Board: OCR

### What is Computer Science?

Computer Science is the study of principles and practices that underpin an understanding and modelling of computation, and of their application in the development of computer systems. At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems. This mode of thinking is supported and complemented by a substantial body of theoretical and practical knowledge, and by a set of powerful techniques for analysing, modelling and solving problems.

### What skills will I learn?

This qualification will enable learners to develop:

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

### What will I do in Computer Science?

The 3 components consist of the following:

Computer Systems - Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns.

Computational thinking, algorithms and programming - Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages, Data Representation.

Practical Programming - A 20 hour piece of work carried out in school covering programming techniques, analysis, design, development, testing and evaluation.

### How will I be assessed?

There are 3 components in the GCSE (9-1) in Computer Science. 2 externally examined components (01 and 02) weighted at 50% each and a non-exam assessment that is assessed

by the centre and externally moderated by OCR. Each examined component consists of an exam paper with a duration of 1 hour, 30 minutes. The non-exam assessment has a duration totalling 20 hours.

**Useful websites and helpful reading:**

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016>

**Particular issues for this subject:**

Due to the demands of writing code, the following personal skills would be a benefit to anyone who wanted to do this course:

Ability to solve problems, good communication skills, self-discipline and attention to detail.

**Resources:**

GCSE OCR Computer Science (for 9-1) Revision Guide and Workbook

New GCSE Computer Science OCR Revision Guide - For the Grade 9-1 Course

**For further information contact:** Mrs Matthews, e-mail [matthewsn@hilbre.wirral.sch.uk](mailto:matthewsn@hilbre.wirral.sch.uk)

## **GCSE Religious Studies:**

**Examination Board: OCR**

### **What is Religious Studies?**

Religious Studies is the study of World Religions, Philosophy and Ethics. Through your Religious Studies lessons you will learn about the beliefs and practices of both Judaism and Christianity, and how these beliefs affect their attitudes and actions in the modern world in relation to philosophical ideas and ethical issues.

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

You will learn how to research and present information from a variety of different points of view, and structure a balanced written argument which compares and contrasts different opinions on a range of issues.

### **What will I do in Religious Studies?**

GCSE Religious Studies comprises 3 different units:-

1. Christian Beliefs and Practices (25%) - The Nature of God and the Trinity, the Problem of Evil and Suffering, the Life and Ministry of Jesus, Salvation, Prayer, Worship and Sacraments, Rites of Passage, Festivals and Celebrations, the role of the Church in the Community and the wider world.
2. Jewish Beliefs and Practices (25%) - The Nature of God, The Covenant at Sinai, Beliefs about the Messiah, the Promised Land, Key Moral Principles, the Sanctity of Life, Ethical and Moral Commandments, Worship, Rituals, Festivals, Dietary Laws, Shabbat.
3. Philosophy and Ethics (50%) - Relationships and Families, Men and Women, Equality, The Nature of God, Violence and Conflict, Peace and Pacifism, Forgiveness and Reconciliation, Challenges for Religion in the Modern World, Inter-faith Dialogue.

### **How will I be assessed?**

1. Christian Beliefs and Practices - 1 hour exam (25%)
2. Jewish Beliefs and Practices - 1 hour exam (25%)
3. Philosophy and Ethics - 2 hour exam (50%)



Useful websites and helpful reading:

[www.ocr.org](http://www.ocr.org). Keep up to date with what is happening in the news via [www.bbc.co.uk](http://www.bbc.co.uk) or through newspapers and magazines.

**Particular issues for this subject:**

There are no tiers for this GCSE. Questions are structured so as they can be answered by all abilities. Religious Studies requires students to develop the length, depth and quality of their extended writing. Answers need to be detailed in order to achieve a good grade.

**Resources:**

Students will use course text books in school. Hodder revision guides are available.

**For further information contact:** Miss Fleming, e-mail [flemings@hilbre.wirral.sch.uk](mailto:flemings@hilbre.wirral.sch.uk)

## GCSE Drama:

Examination Board: OCR

### What is Drama?

The study of live performance through the devising and performing of original material, performing texts, analysing live theatre, exploring acting and design elements and studying scripts. You must have an enthusiasm and passion for Drama in approaching this course.

### What skills will I learn?

You will learn how to devise a complete original performance using a stimulus as a starting point, tracking your journey through a written portfolio. You will learn how to analyse scripts and develop creative ideas from the viewpoint of a director, actor and designer and learn how to articulate your ideas in written form. You will learn how to analyse live performance and write a theatre review. You will learn how to interpret scripts through acting or designing in a live performance.

### What will I do in Drama?

**Written exam - 40%** studying the play 'Blood Brothers' by Willy Russell and explore the text to develop ideas for the direction, acting and designing of the play. Although we will explore the play through practical tasks, the main emphasis is on learning to record ideas in written form, in preparation for a final written exam in Year 11. We will visit the theatre and you will gain the skills to analyse a live production for your final exam. You will work in a group to devise an original play using the given stimulus to inspire your ideas. You may either act or design for this performance. This project is supported by the completion of a written portfolio **worth 20% of the GCSE**. You will also work either on your own, in a pair or in a group to perform or design 2 script extracts from the same play for an examined performance.

### How will I be assessed?

You will be assessed using the GCSE grade criteria and assessment objectives. These will be explained as you undertake different elements of the course so that you will know what every question in the exams and practical tasks will demand of you. You will be assessed in a final written exam, a final script performance, a devised performance and written portfolio.

### **Useful websites and helpful reading:**

BBC Bitesize Drama, BBC Bitesize Blood Brothers in the English and 'Blood Brothers' by Willy Russell.

### **Particular issues for this subject:**

There is a substantial written element of the course - Drama is not just performing. When we are rehearsing, practical work, lunch and after-school sessions are required to work with your group. Students may select design options for the practical assessments such as lighting, costume, sound and set design, however, all students will have to explore acting during points of the course.

**For further information contact:** Mrs Madden, e-mail [maddenj@hilbre.wirral.sch.uk](mailto:maddenj@hilbre.wirral.sch.uk)

## GCSE Art, Craft and Design:

Examination Board: AQA

### What is GCSE Art, Craft and Design?

GCSE Art, Craft and Design entails at least 2 elements from Fine Art, Graphic Communication, Art Textiles, Photography or 3D work.

### What skills will I learn?

How to investigate the work of an artist/designer/craftsperson/culture and develop that into a personal response through experimentation and manipulation of materials and techniques, compositional layouts, study of typography and variation of scale and timed response.

### What will I do in Art, Craft and Design?

Unit 1 will comprise of at least 2 completed, extended projects based on a starting point. These projects will start with an in depth investigation of a theme or artist/designer. Students will then gather their own primary resources using cameras or other evidence gathering media. Students will go on to experiment with materials ranging from dry (eg. pencils, pens) to wet (eg. ink, watercolour, acrylic) or digital (eg. photography, photoshop) as well as varying scale, timed response and compositional layout. Students will then be ready to formulate their own final response based on their findings. There will also be some written work in the form of annotation of ideas and experiments.

### How will I be assessed?

60% of your mark will be given for Unit 1 (coursework) and 40% will be given for Unit 2 (externally set task). Teachers will mark work throughout Unit 1 so students can gauge their progress. No formal marking can be given for the external task (Unit 2). At the end of the course, an external moderator will assess the marks given by your teachers and give a definitive final grade. You will be marked on the new 1-9 scale.

### Useful websites and helpful reading:

[www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200](http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200),  
[www.studentartguide.com](http://www.studentartguide.com), [www.thisiscoolossal.com](http://www.thisiscoolossal.com), [www.nationalgallery.org.uk](http://www.nationalgallery.org.uk),  
[www.tate.org.uk](http://www.tate.org.uk), [www.liverpoolmuseums.org.uk/walker](http://www.liverpoolmuseums.org.uk/walker)

**Particular issues for this subject:**

Ability to work to deadlines, good time management, the ability to draw and manipulate colour, unsupervised study (taking work home) and the ability to design and expand pictorially and creatively on a theme. Commitment to doing extra sessions outside of school hours.

**Resources:**

Students are expected to have their own basic art kit, including; a range of pencils, brushes, black fine liner pens, rubbers, sharpener, glue stick. Students will also need to buy their own A2 folder (we can provide GCSE starter packs which include the above).

**For further information contact:** Mr Maycox, e-mail [maycoxt@hilbre.wirral.sch.uk](mailto:maycoxt@hilbre.wirral.sch.uk)

## GCSE Design & Technology:

Examination Board: AQA

### What is Design & Technology?

GCSE Design & Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. Our GCSE allows students to study core, technical and designing and making principles; including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Key activities will include:

- Design and Make activities (DMAs)
- Focused Practical Tasks (FPTs)
- Product Analysis
- Technical Knowledge

Students will also gain awareness and learn from wider influences on Design & Technology, including historical, social, cultural, environmental and economic factors.

### What skills will I learn?

These subjects develop key **life skills** and equip you with the knowledge and confidence to **problem solve, experiment and analyse**. Students will also develop the following skills:

- Problem solving and creativity
- Working from design briefs and designing for consumers
- Designing and sketching skills (including CAD)
- Modelling and prototyping in 3D (including CAD/CAM)
- Organisation and resourcefulness

These are **transferable skills** that you will use every day, even if you decide not to pursue a design-based activity as a career choice.

### What will I do in Design & Technology?

You will use the design process (research, design, make and evaluate) to create and develop solutions to design briefs. You must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. You will combine practical skills with an understanding of aesthetics, social and environmental

issues, function and industrial practices. As you do so, you will reflect on and evaluate present and past designs, their uses and effects, through which you can become discriminating and informed users and innovators of products. You will use a range of materials from woods, plastics, card, and metals and in some projects, textiles and electronics and focus on many different manufacturing techniques, including one off and batch production to produce high quality design work and products.

### **How will I be assessed?**

**Written exam - 2 hours (50% of total mark):**

This is a 2-hour paper worth 100 marks, which is split into 3 sections:

#### **Section A - Core technical principles (20 marks):**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

#### **Section B - Specialist technical principles (30 marks):**

Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

#### **Section C - Designing and making principles (50 marks):**

A mixture of short answer and extended response questions.

#### **Non-exam assessment (NEA) - 35 hours (50% of total mark):**

This is a substantial design and make task worth 100 marks, where students produce a prototype and an e-portfolio of evidence. Contextual challenges to be released annually by AQA on 1<sup>st</sup> June in the year prior to the submission of the NEA.

#### **Assessment criteria:**

The portfolio must demonstrate the iterative design process by:

- Identifying and investigating design possibilities (10 marks)
- Producing a design brief and specification (10 marks)
- Generating design ideas (20 marks)
- Developing design ideas (20 marks)
- Realising design ideas (20 marks)
- Analysing and evaluating (20 marks)

## Useful websites and helpful reading:

AQA - <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

Seneca Learning - <https://senecalearning.com/en-GB/blog/free-aqa-dt-gcse-revision/>

Technology Student - <https://technologystudent.com>

## Particular issues for this subject:

- The majority of marks for your final assessment comes from theoretical knowledge, as well as your design portfolio; NOT your making skills. The number of practical lessons that you will have will reflect this.
- 50% of this qualification is NEA, which starts in June in Year 10 and finishes in February in Year 11. You must be organised and ensure that you meet all deadlines.
- 15% of the examination will be based on mathematics.

## Resources:

Hodder Education AQA Design and Technology textbook, sketching equipment (pens, pencils, colouring pencils, fine liners, rulers, protractors, etc.) and a calculator.

For further information contact: Mrs Stewart [stewartc@hilbre.wirral.sch.uk](mailto:stewartc@hilbre.wirral.sch.uk)



## GCSE Dance:

Examination Board: AQA

### What is Dance?

GCSE Dance is a fresh and vibrant specification which includes popular performance and choreography, alongside a new collection of shorter, more diverse and accessible professional works. To engage and inspire students, AQA have taken a creative new approach to the written paper.

### What skills will I learn?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This new specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

### What will I do in Dance?

#### Performance (30%):

Set phrases through a solo performance (approximately 1 minute in duration). Duet/trio performance (3 minutes in a dance which is a maximum of 5 minutes in duration).

#### Choreography (30%):

Solo or group choreography - a solo (2-2½ minutes) or a group dance for 2 to 5 dancers (3-3½ minutes)

#### Dance Appreciation (40%):

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and

choreography and demonstrate their knowledge and understanding of professional practice in the 6 set works in the GCSE Dance Anthology.

Dance appreciation is assessed through a written exam of 1½ hours duration.

**How will I be assessed?**

## **Component 1: Performance and Choreography**

### **Assessment task 1: Performance**

The performance task is marked out of 40 marks. Each student must complete both parts of the task:

Solo performance (12 marks);

Duet/trio performance (24 marks);

A single overall mark out of 4 (in total) is also available for demonstration of each student's mental skills and attributes shown during the performances.

The mark for mental skills and attributes can only be awarded to each student if they provide credible evidence for both solo and duet/trio performances. A mark for mental skills cannot be awarded to a student if they produce evidence worthy of credit for only 1 performance.

### **Assessment task 2: Choreography**

The choreography task is marked out of 40 marks. Students must demonstrate their creative response to a choice of 1 stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, including movement material and a selected aural setting, either as:

- A solo dance of a minimum of 2 minutes and a maximum of 2½ minutes, or
- A group dance of a minimum of 3 minutes and a maximum of 3½ minutes for 2 to 5 dancers.

## **Component 2: Dance appreciation**

Written exam - this component is the written exam paper of 1½ hours, set in the summer of the year of certification. The question paper has 3 sections. The exam will be marked out of 80.

**Useful websites and helpful reading:**

<http://www.aqa.org.uk/subjects/dance/gcse/dance8236>

**Particular issues for this subject:**

Students carrying long term injuries may struggle with the physical demands of the course. Please discuss any concerns regarding this. Students will be required and expected to commit additional time at lunch and after school for rehearsals, particularly in the run up to assessments.

**Resources:**

<http://filestore.aqa.org.uk/resources/dance/AQA-8236-SSV.PDF>

**For further information contact:** Mrs Ledson, e-mail [ledsonf@hilbre.wirral.sch.uk](mailto:ledsonf@hilbre.wirral.sch.uk)

## GCSE Business:

**Examination Board:** Edexcel

### What is Business?

GCSE Business is an exciting course that will allow you to explore how businesses work, what makes them successful and how they grow. By investigating real life businesses, you can understand the drive and motivations behind some of the most well-known entrepreneurs and the successful businesses they have built up.

### What skills will I learn?

During the GCSE Business course you will learn how to communicate and explain your ideas; you will also think creatively and make decisions. You will learn how to work with numbers to solve business problems and, most importantly, you will learn about the world of business through real and relevant local and international brands.

### What will I do in GCSE Business?

#### **Theme 1: Investigating Small Business:**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea in to practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

#### **Theme 2: Building a Business:**

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making product decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making Human Resource decisions

### How will I be assessed?

There are 2 examinations for this course. Both Paper 1 and Paper 2 are a 1 hour, 45 minute written exam, each worth 50% of the GCSE. Both examinations have a multiple choice element involving calculations and short-answer and extended-writing questions.

**Useful websites and helpful reading:**

[www.pearson.com](http://www.pearson.com)

[www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)

**Particular issues for this subject:**

There is a heavy element of Maths in the course content. Students must keep up to date with business news which will require additional reading outside of the classroom.

**Resources:**

CGP Revision Guides, which we offer in school at a cheaper price than you will find elsewhere.

**For further information contact:** Mrs Lewis, e-mail [lewisg@hilbre.wirral.sch.uk](mailto:lewisg@hilbre.wirral.sch.uk)

## GCSE Food Preparation and Nutrition:

Examination Board: AQA

### What is Food Preparation and Nutrition?

A healthy diet is one of the basic requirements of life. The course focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

### What skills will I learn?

This course is designed to develop knowledge and understanding in nutrition and food preparation and focuses on:-

1. Practical food skills and techniques
2. Meal and menu planning
3. Cooking methods and recipes
4. Commercial practise
5. Food hygiene and safety

### What will I do in Food Preparation and Nutrition?

Course content will include:-

#### **FOOD, NUTRITION AND HEALTH:**

Macronutrients, Micronutrients and Nutritional needs and health

#### **FOOD SCIENCE:**

Cooking of food and heat transfer, functional and chemical properties of food

#### **FOOD SAFETY:**

Food spoilage and contamination, principles of food safety

#### **FOOD CHOICE:**

Factors affecting food choice, British and international cuisines and sensory evaluation

#### **FOOD PROVENANCE:**

Environmental impact and sustainability of food, food processing and production

The list of practical skills will include:-

- Skill 1: General practical skill
- Skill 2: Knife skills
- Skill 3: Preparing fruit and vegetables
- Skill 4: Use of the cooker
- Skill 5: Use of equipment
- Skill 6: Cooking methods
- Skill 7: Prepare, combine and shape
- Skill 8: Sauce making
- Skill 9: Tenderise and marinate
- Skill 10: Dough
- Skill 11: Raising agents
- Skill 12: Setting mixtures

**How will I be assessed?**

**EXAM PAPER** - summer of Year 11

50% of GCSE grade

Section A - Multiple Choice

Section B - Short/longer answers

**NEA TASK 1** - October/November of Year 11

15% of GCSE grade

Practical investigation into the working properties of food, eg. - the flavour and texture of pastry is important. Investigate the functional and chemical properties of ingredients used to make shortcrust pastry.

10 hours/1,500 - 2,000 words

**NEA TASK 2** - December - March of Year 11

35% of GCSE grade

Prepare, cook and present a menu of 3 dishes in a single 3-hour period

**Useful websites and helpful reading:**

[www.aqa.org.uk/subjects/food/technical-award](http://www.aqa.org.uk/subjects/food/technical-award) for more details of the course

**Particular issues for this subject:**

Practical - a large focus of the course will be practically based and students will be required to provide ingredients for one practical lesson per week. They should also try to take part in as much practical food activity as possible at home as this will help to develop food skills.

Safety - to avoid accidents it is crucial that all safety instructions are followed carefully.

**Resources:**

We recommend purchase of revision guides and a range of recipe books that use metric measurements rather than cups.

**For further information contact:** Mrs Long, e-mail [longc@hilbre.wirral.sch.uk](mailto:longc@hilbre.wirral.sch.uk)



## GCSE Art & Textile Design:

Examination Board: AQA

### What is Art & Textile Design?

Students will have the opportunity to study a variety of artists' work to inspire and develop their responses, usually from a given theme. Using a variety of textile techniques and materials, students will learn how to develop ideas into an individual outcome. This GCSE is a 2-year course with work completed in Year 10 submitted for further consideration in the final grade.

### What skills will I learn?

This course will give learners the opportunity to develop an understanding of:

- Artist studies and research
- Materials and techniques used in fashion and decorative textiles
- How to record ideas through drawing and photography
- Developing a personal style of design and interpret their ideas into finished pieces of textile work
- Some of the skills learnt will be applique, embroidery, surface design (printing, heat transfer and colouring), fabric manipulation (pleats, gathers, heat manipulation) and some basic garment construction

### What will I do in Art & Textile Design?

The course is made up of 2 components:-

#### Component 1: Portfolio

The portfolio will build up over 2 years of the course and will usually be made up of 2 projects which are recorded in sketchbooks and conclude in a final piece. Students will be taught how to study artists' work, developing ideas and textiles samples using appropriate media and materials. Through the experimentation of techniques learnt, students will be encouraged to develop a personal response. Some examples of previous final pieces are skirts, bags, wall art, cushions, decorative items and dresses.

#### Component 2: Exam Unit

The exam is an opportunity to showcase skills and concepts learnt through the coursework, but with greater independence. The exam is sat at the end of Year 11 and will require a sketchbook showcasing the design process and a final piece made within the 10-hour exam.

### How will I be assessed?

#### Component 1:

Portfolio - 60% of the overall qualification, learners will complete at least 2 projects which will be marked against the 4 Assessment Objective (each worth 24 marks)

## Component 2:

Externally set assignment - 40% of the overall qualification preparation period followed by 10-hours of supervised time. The exam board will set a theme for the learner to focus their research on, a full design process through sketchbook and a final piece produced.

### Useful websites and helpful reading:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

### Particular issues for this subject:

Practical - a large focus of the course will be practically based and, although some of the materials will be provided, students will be expected to provide their own fabrics and components for both Component 1 and 2.

Safety - to avoid accidents, it is crucial that all safety instructions are followed carefully.

Resources - basic art equipment is essential, eg. watercolours, pencil crayons, fine liners, scissors and glue. Each project will require a sketchbook which can be purchased through the school. As mentioned above, students may wish to provide their own fabrics and components for each of their projects.

**For further information contact:** Mr Maycox, e-mail [maycoxt@hilbre.wirral.sch.uk](mailto:maycoxt@hilbre.wirral.sch.uk)

## Level 1/2 BTEC Technical Award in Health & Social Care:

**Examination Board:** Edexcel

### What is Health & Social Care?

Health & Social Care covers a wide range of areas such as health provision, early-years care and education and social care. The course provides a good foundation for those considering careers in nursing, midwifery, primary school teaching and psychology.

### What skills will I learn?

This course is designed to develop knowledge and understanding in Health & Social Care and focuses on:-

1. Providing opportunities to acquire skills and knowledge in Health & Social Care practice and provision
2. Developing the knowledge, understanding and skills of learners to meet the needs of the Health & Social Care sectors
3. The role of the Health or Social Care worker, their relationship with patients and their responsibilities towards patients
4. Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life

### What will I do in Health & Social Care?

The course consists of 3 units:

#### Component 1: Human Lifespan Development

During Component 1, you will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time
- Investigate how various factors, events and choices impact individuals' growth and development
- Discover how people adapt to life events and cope with making changes.

#### Component 2: Health & Social Care Services and Values

During Component 2, you will:

- Learn which Health and Social Care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values the sector has, to make sure people get the care and protection they need

### **Component 3: Health and Wellbeing**

In this component you will:

- Learn what 'being healthy' means to different people
- Explore the different factors that might influence health and wellbeing
- Identify key health indicators and how to interpret them
- Assess an individual's health
- Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- Reflect on the potential challenges the person may face when putting the plan into action

### **How will I be assessed?**

Component 1 and 2 are both worth 30% of the final grade and are internally assessed. The assessment will be completed in exam conditions in the classroom and will take approximately 6-10 hours.

Component 3 is worth 40% of the final grade and is an externally assessed unit - consisting of a written exam in Year 11.

### **Useful websites and helpful reading:**

[www.edexcel.org.uk](http://www.edexcel.org.uk) for more details of the course

### **Resources:**

Revision guide for Component 3 is available

**For further information contact:** Mrs Long, e-mail [longc@hilbre.wirral.sch.uk](mailto:longc@hilbre.wirral.sch.uk)

## OCR Cambridge National L1/L2 Certificate in Sports Studies:

**Examination Board:** OCR

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

Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation for the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

### **What will I do in Sports Studies?**

3 Units:

Contemporary issues in Sport - External exam at end of Year 11

Performance and Leadership in Sports Activities - Coursework/Practical

Increasing awareness of Outdoor and Adventurous activities - Coursework/Practical

### **How will I be assessed?**

Contemporary issues in Sport - 1 hour, 15 minute exam sat at the end of Year 11

The rest are coursework tasks, set by the exam board

### **Useful websites and helpful reading:**

OCR Cambridge National Sport Studies website

### **Particular issues for this subject:**

Participation in practical lessons - you will be assessed in individual and team sports, attendance at extra curricular clubs and ability to meet coursework deadlines.

**For further information contact:** Mrs Ledson, e-mail [ledsonf@hilbre.wirral.sch.uk](mailto:ledsonf@hilbre.wirral.sch.uk)

## Cambridge Nationals Enterprise and Marketing L1/L2 Certificate:

Examination Board: OCR

### What is Cambridge Nationals?

Our Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

### What skills will I learn?

Learners will develop a range of skills such as enterprise and marketing concepts, how to design and deliver a business proposal and finally marketing and pitching a business idea.

Learners will develop their communication and entrepreneurship skills through practical tasks and an external examination to build finance and promotion skills.

### What will I do in Enterprise and Marketing?

The first topic underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic, learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification.

In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience.

Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered. The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business

## How will I be assessed?

The Enterprise and Marketing course consists of three components. Two components are course work, and these consist of 'Designing a business proposal' and 'Market and pitch a business proposal'. The third component is an external exam that is worth 40% of the overall grade and consists of 'Enterprise and marketing concepts.'

## Useful websites and helpful reading:

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)

[www.tutor2u.net](http://www.tutor2u.net)

Revision Guide

## Particular issues for this subject:

There are a lot of deadlines to be met in this course and learners will need to have excellent digital literacy to allow them to work independently on the coursework elements of the qualification.

## Resources:

Revision bundles which can be purchased from school with a range of activities, mind maps and practice questions.

For further information contact: Mrs Lewis, e-mail [lewisg@hilbre.wirral.sch.uk](mailto:lewisg@hilbre.wirral.sch.uk)

## L1/L2 Vocational Award in ICT (Technical Award):

**Examination Board:** Eduqas

### **What is the Vocational Award in ICT?**

The Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills.

It covers:

- ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software
- ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images

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

*Unit 1:* allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology

*Unit 2:* introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

### **What will I do in Vocational Award in ICT? (Main Content)**

The 2 units you will study will consist of the following:

#### *Unit 1: ICT in Society*

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. You will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

#### *Unit 2: ICT in Context*

This unit enables learners to gain a broad working knowledge of databases, spreadsheets, automated documents and images and to apply their knowledge and understanding to solve problems in vocational settings.



Learners will need to draw on knowledge of how IT can be used to fulfil the needs of organisations and individuals, how data and information is used and transferred (particularly why data must be fit for purpose, and how input data is checked for errors).

### **How will I be assessed?**

#### *Unit 1: ICT in Society*

- On-screen examination: 1 hour, 20 minutes
- 40% of qualification
- 80 marks

#### *Unit 2: ICT in Context*

- Controlled assessment: 40 hours
- 60% of qualification
- 120 marks

### **Useful websites and helpful reading:**

[https://www.eduqas.co.uk/qualifications/level-1-2vocational-award-in-ict/#tab\\_overview](https://www.eduqas.co.uk/qualifications/level-1-2vocational-award-in-ict/#tab_overview)

### **Particular issues for this subject:**

Due to the volume of coursework, the following personal skills would be a benefit to anyone who wanted to do this course: ability to solve problems, good communication skills, self-discipline and attention to detail.

### **Resources:**

Revision resources are provided by school.

**For further information contact:** Mrs Matthews, e-mail [matthewsn@hilbre.wirral.sch.uk](mailto:matthewsn@hilbre.wirral.sch.uk)

## Cambridge National Certificate (L2) in Engineering Design:

Examination Board: OCR

### What is Engineering Design?

Engineering Design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. Students will learn how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas. Students will apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. Through reflection, learners evaluate the prototype, making a comparable outcome against specification points, and assess possible, practical solutions and improvements to their prototype design.

### What skills will I learn?

We provide this course to make sure that the next generation of young engineers is equipped with the skills demanded by employers in the engineering community. The Cambridge Nationals in Engineering provide sufficient breadth to maintain the skills central to engineering while also allowing specialist skills to be developed. Students will learn to solve real and relevant problems, considering their own and other's needs, wants and values. Students will use their creativity and imagination to design and make prototypes and final outcomes, experimenting with modern technology and a wide range of materials and processes. The key topics are:

- Identifying and investigating design possibilities, producing a design brief and specification
- Generating and developing design ideas
- Realising design ideas by producing 2D drawings, 3D modelling and prototypes
- Analysing and evaluating your outcome against the criteria

### What will I do in Engineering?

The course is divided into four units of work:-

- **R105: Design briefs, design specifications and user requirements.** You will be expected to complete a 60-minute examination, which is worth 60 marks focussed on design briefs, design specifications and user requirements.
- **R106: Product analysis and research.** You will research existing products and the types of users and other design possibilities.

- **R107: Developing and presenting engineering designs.** You will develop different techniques to present your ideas professionally, such as 2D/3D presentation techniques including Computer Aided Design (CAD) which is reflected in industry.
- **R108: 3D design realisation.** You will make a final product and you will need to document your making stages evidencing.

### How will I be assessed?

- 25% is assessed through an external examination (R105)
- 75% of this course (R106, R107 and R108) is completed through non-exam assessment

### Useful websites and helpful reading:

Exam board specification - <https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/>

Technology Student - <https://technologystudent.com>

### Particular issues for this subject:

The majority of marks for your final assessment comes from theoretical and designing skills; NOT making skills. The number of practical lessons that you will have will reflect this. 75% of this qualification is NEA, which starts immediately in Year 10. You must be organised and ensure that you meet all deadlines.

### Resources:

Hodder Education OCR Cambridge National in Engineering Design textbook, sketching equipment (pens, pencils, colouring pencils, fine liners, rulers, protractors, etc.) and a calculator.

**For further information contact:** Mrs Stewart, email [stewartc@hilbre.wirral.sch.uk](mailto:stewartc@hilbre.wirral.sch.uk)

## Level 1/2 BTEC Technical Award in Music Practice:

### Examination Board: Edexcel

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice is for learners who enjoy performing and creating music. It is a flexible qualification that allows learners to work in ways that best suit them and it is designed to enable students to develop their practical, compositional and analytical skills. The qualification also enables learners to develop personal skills such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.

### What skills will I learn?

We seek to give students the opportunities and skills to become well rounded musicians. Students will gain an indepth understanding of music allowing them to perform, compose and analyse music in a variety of styles. The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

### What will I do in Music?

#### Component 1:

A study of various genres leading to a short written piece of coursework; one short performance on your chosen instrument/voice, one composition and one DAW production using loops which explore the different genres studied.

#### Component 2:

A written and practical piece of coursework that explores your strengths and areas for improvement on your instrument/voice and enables you to set targets in order to meet the aims you have as a performer. You will develop strategies, implement them and record your progress towards your individually set targets. You will also work on developing your use of software for music production during this component in much the same way; setting targets and working towards them. This component is all about improving your skills and is highly personalised - you set your goals and you find your way to meet them through rigorous strategies.

#### Component 3:

A controlled assessment where you will use all the skills you have developed over the course to produce your own version of a set work. You will be asked to select one piece from the

brief and put it into a different style/genre in any way you like. This allows you to be flexible and play to your strengths.

### **How will I be assessed?**

#### **Components 1 and 2 - internal assessment:**

Components 1 and 2 are assessed through non-exam internal assessment. The internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

#### **Component 3 - external assessment:**

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario.

#### **Useful websites and helpful reading:**

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2022/specification-and-sample-assessments/btec-tech-award-music-practice-2022-spec.pdf>

#### **Particular issues for this subject:**

To consider taking BTEC Music, students should ideally already be learning an instrument or singing. Students should be at least grade 2 standard to allow sufficient time to improve and achieve a high grade. Students must have instrumental tuition whilst taking the course, which can be arranged in school or privately. The school subsidise tuition for students taking BTEC Music.

#### **Resources:**

Students will be issued with comprehensive notes

**For further information contact:** Mrs Gunatilleke, email  
[gunatillekee@hilbre.wirral.sch.uk](mailto:gunatillekee@hilbre.wirral.sch.uk)