



# **Key Stage 4 Learning Pathways**

## **Year 9 into Year 10 Options 2018 / 2020**

**Information for  
Families with students in Year 9**



January 2018

## Information for families with students in Year 9

Dear Parents

Your child has reached an important stage in their school career. Decisions must be taken as to what courses of study are to be followed for the next two years. We look forward to working with you and your child to ensure that decisions taken are well informed, thoughtful and relevant. These are critical decisions which will affect the pattern of your child's life for the next two years. Success in the year 2020 depends on getting things right at this stage.

As well as asking the questions 'What do I like?' and 'What am I good at?' it is important for students to ask the question 'What do I need to prepare me for the future?' A good general education is important whatever you are going to do. For this reason we have some subjects in Key Stage 4 that are compulsory, and others grouped into option blocks to ensure that a proper balance exists.

This booklet contains details of all subjects available for study from the commencement of Key Stage 4 up to the examinations at the end of Year 11. Also included is a subject choice form, which should be completed and returned to the school by **Wednesday 31 January 2018**. **It is important that this form is signed by both student and parent.**

Any preference for subject choices remains provisional at this stage and neither the school nor you should feel bound by them. If you wish to discuss the subject choice process you will have the opportunity to speak with a member of the Leadership Team during the forthcoming parents evening on **Wednesday 17 January 2018**. An options presentation to parents will be delivered by members of the Leadership Team in the LRC at 4pm and then again at 5pm and 6pm. You will also have the opportunity to ask any questions you may have about the options process.

I look forward to seeing you on **Wednesday 17 January 2018**.

Yours sincerely

Mr M Tucker  
Headteacher



# The John Frost School

## Using this Guide

A wide choice of courses is available to you in Year 10 at The John Frost School.

Read carefully the **Introduction** and the **Course Descriptions** on these pages and make a note of the courses which interest you most.

**Included for each subject is the following information:**

- The name of the **Examining Board**
- A description of the syllabus or scheme of work.
- The **type of work** you will be expected to do on the course.
- The **method of assessment** with details of examination, continuous assessment or coursework.

**Future Prospects:**

- An indication of where the course might lead you – whether into a job or further education
- The teacher/s to see if you want any **further information**

At the back of this booklet is a copy of the option form. Please complete at home and ensure it is signed by both the student and parent/guardian and returned to school.

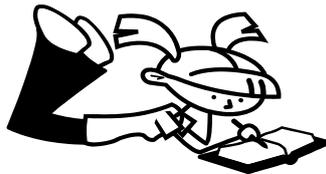
Please note that it may not be possible to set up a teaching group for a subject in a particular column if too few students choose it. Conversely, numbers may have to be restricted for safety or resource reasons if there is a large demand for certain subjects. For this reason we are asking for number 2 and number 3 choices in each option. Where it becomes necessary to restrict student numbers, the criteria that will be used include:

- Attendance at school
- Punctuality
- General attitude during lessons
- Returning the option form on time

**Before you make your choice**

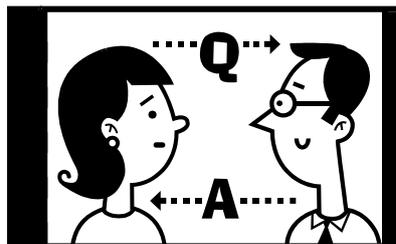


**Study this booklet carefully**



**If in any doubt .....**

**Talk to subject teachers, and ask for advice**





## Introduction

Learning Pathways are about developing an entitlement for learners from age 14 – 19. A Learning Pathway is the learning experience of each individual 14 – 19 year old. It consists of a learning core and the choice of options from which the learner selects, with informed support and guidance. Your son/daughter will select with support and guidance, options which suit their interests, abilities and learning styles, and which will provide opportunities to help them realise their potential. The full impact of this transformation will not be felt this year, but we at The John Frost School are firmly committed to offering your children as wide a choice as possible.

## The Key Stage 4 Curriculum

### The Core

The following subjects, together with the number of periods per fortnight allocated to them, are compulsory in Key Stage 4:

SUBJECT	PERIODS PER FORTNIGHT
English	8
Mathematics	8
Science	9
Physical Education	2
Religious Studies	2
Personal, Social and Health Education (PSE)	1
Welsh	2
Welsh Bacallaureate	3

The programmes of study for RS and PSE include citizenship, sex education and careers education.

GCSE English Language will focus on literacy skills. Two maths GCSEs will be delivered, one focusing on numeracy and the maths needed for everyday life, and the other extending to the maths required for progression to further mathematical, scientific or technical study.

A more rigorous Welsh Bacallaureate will be taught as the overarching framework at 14-19, focussing on literacy, numeracy and other skills essential for learning and employment. It will be graded at all levels.

### The Welsh Bacallaureate

The Welsh Bacallaureate was introduced to provide students with a more rounded educational experience. It enriches and incorporates existing general and vocational qualifications. It is designed to prepare students for higher education and employment.

The core of the revised Welsh Bacallaureate will have a clear focus on the following skills:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving



- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

These skills will be developed, applied and assessed through the completion of four 'Challenges' which are:

- The Individual Project Challenge
- Global Citizenship Challenge
- Enterprise and Employability Challenge
- Community Challenge

All students will follow the Welsh Baccalaureate throughout Key Stage 4.

To achieve the National Welsh Baccalaureate students must achieve the National Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language at grade A\* - C;
- GCSE Mathematics – Numeracy or Maths at grade A\* - C;
- A minimum of three further GCSEs grade A\*- C, of which two may be equivalent qualifications (vocational).

To achieve the Foundation Welsh Baccalaureate students must achieve either the National or Foundation Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language at grade A\* - G;
- GCSE Mathematics – Numeracy or Maths at grade A\* - G;
- A minimum of three further GCSEs grade A\*- G, of which two may be equivalent qualifications (vocational).

### The Options

Students must select **three** subjects which they wish to continue studying. Please note that students may select only **ONE** Design and Technology (D&T) subject.

The choices available as option subjects this year are:-

OPTION 1	
Community & Teamwork	
Finance	
Food & Nutrition (D&T)	
Product Design (D&T)	
Religious Studies	
Triple Science	

OPTION 2	
Computing	
Child Development	
Drama	
Fashion Design & Textiles (D&T)	
Geography	
ICT	
Physical Education	

OPTION 3	
Art	
Business Studies	
Graphic Communication (D&T)	
History	
Music	
Media	
French	



## **The Way Choices are made**

All students must study the core curriculum in Key Stage 4. Students can then choose various learning pathways (different option choices).

## **The Learning Pathways**

To provide a broad and balanced curriculum at Key Stage 4, there are a number of learning pathways (option choices) that students can follow, depending on their interests and aptitudes.

The core curriculum occupies 35 out of 50 periods in the school's fortnightly timetable, leaving 15 periods for students to build their individual learning pathway. Each student will receive clear advice about which pathway she/he is most suited to.

## **Some Advice about Subject Choices and Careers**

Choosing subjects is important, as a future career can be affected by that choice. A student may not intend to start work for some time and may not have definite career ideas, but it is wise to consider the implications of taking or dropping various subjects at Key Stage 4.

Subject choice does not simply mean picking those subjects you enjoy. Although this is important, you may find a subject you do not favour is essential for the career you are considering.

The subjects selected will, to a greater or lesser extent, affect the choices that are available post 16. Since very few people are ready to take a decision at 14 about the career they will follow later, it is important at this stage to choose a broad selection leading to as wide a range of openings as possible. This applies equally whether you hope to stay on in the sixth form, to go on to college or to enter employment after completing your course. Many careers that have formal entry requirements ask for English GCSE at Grades A, B or C. Next in order of importance comes Maths, which is compulsory for a large number of careers. Science is also important so that you do not limit course or career choices in the future. Each of these subjects is part of the core curriculum.

Entry qualifications for university and employment are very complicated and it is important to check with the Careers Officer about requirements for any special career or course.

Students are well advised to choose a wide range of subjects that will allow the greatest choice in the future.

## **The Sixth Form (Post 16)**

It is worthwhile considering the opportunities offered by the Sixth Form even at this stage. Courses cover a broad range of academic and vocational needs and a programme of study can be arranged to meet most requirements. Whatever pathway you follow at Key Stage 4 there will be appropriate pathways in the Sixth Form which will allow you to build on your achievements. Many courses can be taken without previously studying the subject in Key Stage 4.

At this early stage some students may already be considering higher education. Although the entry requirements are constantly changing, as a general rule the minimum requirement is two A Levels, or an equivalent vocational qualification e.g. Level 3 BTEC National Diploma. In order to undertake such a level of study it is wise to start with a foundation of at least 5 GCSEs (or equivalent) at Grade C or above.

The wide range of Level 3 courses means that you will be able to pursue a pathway that allows you to progress and further your skills and understanding. We hope that our Key Stage 4 students will return to the Sixth Form to study and look forward to you taking a full and active part in the school community.



## GCSE English Language

**Examination Board:**

**WJEC**

### Description of Specification

The new GCSE English Language course is a linear specification with the first entry in the 2017. The course will assess students on the three core skills in English: Oracy, Reading and Writing. The GCSE English Language course by the WJEC is “designed to allow students to develop their ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately, effectively and critically for a wide range of personal, functional and social purposes.”

### Type of Work Involved

- Collaborative and independent researching of topics in preparation for Oracy assessments.
- Develop reading strategies in order to read a range of different texts, including continuous and non-continuous texts, in order to answer a variety of question types.
- Practising writing a variety of texts in the classroom and in timed conditions to suit different audiences and purposes.

### Method of Assessment

The GCSE English Language course consists of 3 separate units:

#### Unit 1

This Oracy unit requires students to complete two oral assessments to assess their speaking and listening skills. All students will have to complete one individual presentation in the classroom and one group discussion task. This is assessed by departmental staff and moderated by the WJEC. All tasks must be recorded.

#### Unit 2

This is an external examination which is sat at the end of the course. It is a two hour examination with two sections (reading and writing), which a focus on description, narration and exposition. It is worth 40% of their overall grade.

#### Unit 3

This is an external examination which is sat at the end of the course. It is a two hour examination with two sections (reading and writing), which a focus on argumentation, persuasion and instructional texts. It is worth 40% of their overall grade.

### Future Prospects

The importance of English Language cannot be overstated. The vast majority of post 16 courses and jobs require students to achieve a minimum of a 'C' grade in English Language.

**For further information contact:**

**Miss S Evans**



## GCSE English Literature

**Examination Board:**

**WJEC**

### Description of Specification

The GCSE English Literature course is a unitised specification with the first entry for the new course in the summer of 2017. It is a strengthened course which requires students to read a variety of novels, plays and poems in order to help them to develop their skills with writing analytically, and produce informed personal and critical responses. It is widely recognised that the study of Literature improves students' vocabulary, grammar and reading skills to complement their study of English Language.

### Type of Work Involved

- Texts studied include 15 poems from the 'One Hundred Welsh Poets from Wales' anthology, a literary heritage text and a contemporary drama text.
- Students will examine extracts to construct analysis of writers' use of language, form and structure, and also construct responses that provide a developed and sustained interpretation of texts, whilst considering the impact of socio-historical contextual influences.

### Method of Assessment

The GCSE English Literature course consists of 3 separate units:

#### Unit 1

This is an external examination which consists of two sections: studying prose from a different cultures studying and contemporary poetry. For this examination, students study '*Of Mice and Men*' and compare two unseen poems. The examination is two hours and constitutes 35% of students' overall grade.

#### Unit 2

This external examination consists of two sections: studying a prose text and the analysis of a dram text. Students must answer questions on either '*Heroes*' and '*An Inspector Calls*', or '*Blood Brothers*' and '*A Christmas Carol*'. This examination is two hours and constitutes 40% of students' overall grade.

#### Unit 3

This is a non-examination assessment (NEA) and consists of 25% of students' overall grade. Students must complete the study of a theme in a Shakespeare play, and compare and contrast a theme in two or more poems prescribed by the WJEC. All preparation work is complete in lesson and the assessment is completed in examination conditions.

### Future Prospects

GCSE English Literature is not only one of the oldest subjects studied in education but it is also highly regarded by universities. It demonstrates students' abilities to read, understand, analyse and appreciate texts, whilst also developing their knowledge of literary creativity and different cultures.

**For further information contact:**

**Miss S Evans**



## GCSE Mathematics

**Examination Board:**

**WJEC**

### Description of Specification

The current course now begins in Year 10 and takes place over two years, resulting in a single Mathematics GCSE qualification. Students will follow a linear specification with two examinations at the end of Year 11 though exceptions may be made in certain circumstances.

#### Key Stage 4 Content

The four assessment objectives studied by the students are:-

NUMBER	ALGEBRA
GEOMETRY AND MEASURE	STATISTICS

### Type of Work Involved

The specification will enable learners to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare learners to make informed decisions about further learning opportunities and career choices. It will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically-related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage learners to employ and evaluate different mathematical techniques.

### Method of Assessment

The course will be assessed by two examination papers at the end of the programme of study. The use of an electronic calculator is permitted on one of these papers.

There is no coursework component to this specification; certification is based solely on examination results.

### Future Prospects

All Higher Education providers view a good maths qualification as a valuable asset.

**For further information contact:**

**Mr P Thompson**



## GCSE Mathematics - Numeracy

**Examination Board:**

**WJEC**

### Description of Specification

The current course now begins in Year 10 and takes place over two years, resulting in a single Mathematics – Numeracy GCSE qualification. Students will follow a linear specification with two examinations at the end of Year 11 though exceptions may be made in certain circumstances.

#### Key Stage 4 Content

The four assessment objectives studied by the students are:-

NUMBER	ALGEBRA
GEOMETRY AND MEASURE	STATISTICS

### Type of Work Involved

This specification places emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. It will prepare learners to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problem-solving cycle will feature within the specification as well as the more numerical aspects of mathematics. There will also be opportunities for learners to make informed decisions about the use of technology, the management of money and the use of statistics.

### Method of Assessment

The course will be assessed by two examination papers at the end of the programme of study. The use of an electronic calculator is permitted on one of these papers.

There is no coursework component to this specification; certification is based solely on examination results.

### Future Prospects

All Higher Education providers view a good maths/numeracy qualification as a valuable asset.

**For further information contact:**

**Mr P Thompson**



## Double Award GCSE Science

**Examination Board:**

**WJEC**

### Description of Specification

This course is designed to allow students to investigate the ways in which their scientific knowledge impacts upon society and in which society influences science.

The course provides opportunities for students to undertake their own scientific measurements and investigations, and so enables them to develop their skills and their ability to evaluate scientific information. Entry onto this course will be determined by your level at KS3 science.

### Type of Work Involved

Lessons will contain a mixture of practical, research based and theoretical activities. Students will work in groups, pairs or independently and will use experiments, modelling and ICT to understand, practise and reinforce the scientific concepts that they learn within the course.

<b>Unit 1: Biology 1</b>	<b>Unit 2: Chemistry 1</b>	<b>Unit 3: Physics 1</b>
<b>Unit 4: Biology 2</b>	<b>Unit 5: Chemistry 2</b>	<b>Unit 6: Physics 2</b>

### Method of Assessment

<b>External Examinations</b>	<b>Controlled Assessment</b>
3 x 1 hour 15 minute examinations (worth 15% each) at the end of Year 10 and 11	Practical assessment carried out in school but externally marked worth 10%.

### Future Prospects

Double Award Science GCSE provides a pathway onto further science qualifications including A levels in Science

**For further information contact:**

**Mr S Miles**



## **Core PE and Games (non-examination)**

### **Description of Specification**

Take a well-earned break from the pressure of exam subjects and enjoy a variety of physical activities. All students at Key Stage 4 will have one PE/Games lesson a week.

### **Type of Work Involved**

The aim of Games/PE at Key Stage 4 is to ensure students remain physically active and promote a healthy lifestyle. There will be a variety of activities offered during the Key Stage including:

- Team Games
- Fitness training – aerobics, circuit training
- Gymnastics activities
- Athletics
- Swimming
- Striking Games
- Outdoor and Adventurous Activities, including mountain biking
- Dance

**For further information contact:**

**Mr L Morgan**



## Core GCSE Short Course Religious Studies

**Examination Board:**

**WJEC**

### Description of Specification

Students will study the core beliefs, teachings and practices of Christianity and Islam.

Students will also investigate the religious and philosophical themes of life and death as well as good and evil.

### Type of Work Involved

Students will consider the moral issues involved in the course. A willingness to contribute ideas in discussions and debates is important. In written work they need to support their comments with valid reasons. They will research differing religious beliefs and attitudes to topics such as euthanasia, the environment, and marriage. They will be encouraged to develop the ability to understand and defend points of view they may not agree with in oral and written responses.

### Method of Assessment

External examination at the end of Year 11. There is no coursework in this subject.

### Future Prospects

A Religious Studies qualification can have very practical uses in careers dealing with the public, such as healthcare, police, social work and teaching, where an understanding of the religious lifestyles and customs of communities within our multi-cultural society is extremely valuable. It is of equal academic standing with all other subjects and is recognised by further education establishments and universities.

**For further information contact:**

**Mrs S Hawke-Williams**



## Core GCSE Welsh

**Examination Board:**

**WJEC**

### Description of Specification

Students will study three broad themes:-

- Employment
- Wales and the World
- Youth

### Type of Work Involved

The focus will be on teaching language and grammar that can be applied within these themes. Typical examples of activities include:-

- Presenting information orally and in written form
- Conversing with others
- Listening and responding to others
- Letter writing
- Creative writing
- Form filling exercises
- Reading stories
- Using IT

### Method of Assessment

Students are assessed through external speaking, reading & writing examinations.

### Future Prospects

Welsh is increasingly used as a business language, especially within the public sector, due to the requirement for customer orientated services to be provided bilingually. To be bilingual in any two languages would be a desirable quality in the eyes of future employers but especially considering the current climate in Wales where companies are re-training adults in this area. The advantage of full course Welsh is that students will be able to converse at a basic level in Welsh on a number of topics related to business and so would be looked upon favourably for employment in Wales.

**For further information contact:**

**Miss K Sexton**



## Welsh Baccalaureate Skills Challenge Certificate

**Examination Board:**

**WJEC**

### Description of Specification

At Key Stage 4 all learners develop skills for the Skills Challenge Certificate. Students may undertake the same Individual Project topics and the same Challenge Briefs, with attainment at either National or Foundation level being determined through assessment. When completing the three Challenges, **at least one** must be completed **individually** and **at least one** must be completed in a **team** (consisting of 3-6 members). The four components allow learners to develop and apply all the essential and employability skills.

### Type of Work Involved

The **Skills Challenge Certificate** consists of four components, which are followed by all learners:

- Individual Project – 50%
- Enterprise and Employability Challenge – 20%
- Global Citizenship Challenge – 15%
- Community Challenge – 15%

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level.

### Method of Assessment

The Skills Challenge Certificate components are internally assessed and externally moderated.

The National Skills Challenge Certificate is graded **A\* - C**. For a National award, the learner must achieve all of the components, the Individual Project and the three Challenges, with a minimum of 80% at level 2 and the further 20% at level 1.

The Foundation Skills Challenge Certificate is graded **Foundation Pass or Foundation Pass\***. For a Foundation award, the learner must achieve all of the components, the Individual Project and the three Challenges, with a minimum of all at level 1.

### Future Prospects

The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.

Students will continue their Welsh Baccalaureate studies at Post 16. They can study National or Advanced, which can be worth up to an A grade at A Level standard.

**For further information contact:**

**Mrs D Rees**



# OPTION 1



## BTEC Level 2 in Community and Teamwork (Previously Public Services)

<b>Examination Board:</b>	<b>Edexcel</b>
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### Description of Specification

The BTEC specialist qualification, Teamwork in the community has been developed around the Public Service sector to:

- provide education and training for Public Services employees
- give full-time learners the opportunity to enter employment in the Public Services sector or to progress to vocational qualifications such as the Edexcel Level 3 BTEC Nationals in Public Services
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### Type of Work Involved

The BTEC extended certificate is designed to equip learners with the knowledge, understanding and skills required for success when moving towards a career in the uniformed and non-uniformed services, for example, Police, Emergency Fire Services, Security, Prison Services or the Armed Services. The new BTEC Certificate in Teamwork in the community has been developed as a 30-credit qualification and gives learners an overview of employment and career employment and Public Service skills including teamwork and communication. **What will I study?**

- Unit One** (Mandatory unit) - Teamwork and Communication Skills
- Unit Two** (Mandatory unit) - Employment Skills in the Public Services.
- Unit Three** - Career Planning for Uniformed Services
- Unit Four** - Fitness testing in uniformed organisations
- Unit Ten** - Citizenship, the individual and society

### Method of Assessment

Learners will, through the different specialist units offered, find out about the different Public Services and how they work individually and interact with each other. They will also have the opportunity to discover the levels of fitness required for each of the uniformed services and how to improve their health and fitness for entry in to these services. The range of units will support learners in the direction they wish to take in their careers. Some students may wish progress further in education on to the BTEC Nationals in Public Services; others might want to apply for entry into one of the Public Services. The qualification will give them the knowledge needed to make an informed choice when they take their next step.

The course allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including simulation, role play and oral presentation. Learners will be encouraged to take responsibility for their own learning and achievement, taking into account sector standards for behaviour and performance.

### Future Prospects

This qualification has been designed to build on learning from Key Stage 3 for those who may wish to explore a vocational route into post-16 education. It provides a suitable foundation for further study within the sector such as the Edexcel Level 3 BTEC Nationals in Public Services.

**For further information contact:**

**Miss V Wakeham**



## Level 2 - Certificate in Financial Capability and Careers Development

**Examination Board:**

**London Institute of Banking and Finance**

### Description of Specification

The London Institute of Banking and Finance Level 2 Certificate in Financial Capability and Careers Development is equivalent of that of a GCSE grade A\*–C, so students need to be satisfied of their ability to study, in English, at this level.

#### About the course

The objective is to introduce you to the legal and practical constraints on the sources and uses of money; the methods of organising your money through personal budgeting; the considered use of appropriate bank and building society accounts and the concept and consequences of overspending or payment default.

The qualification also provides a valuable insight into a range of career opportunities within the financial services sector, gives guidance on methods for enhancing your employability skills.

### Type of Work Involved

Students will study four specific topic areas, Personal Finance Encounters, Money Management Solutions, Personal Finance Management and Careers in Finance. Each unit of work is comprised of a number of topic chapters which cover the content of each examination.

### Method of Assessment

Students must pass all relevant units in the registered academic year(s) to receive the qualification.

The course is made up of four units of work and all assessed online using multiple choice questions.

The four units include:

- Personal Finance Encounters
- Money Management Solutions
- Personal Finance Management
- Careers in Finance

### Future Prospects

The London Institute of Banking and Finance Level 2 Certificate in Financial Capability and Careers Development provides students with a strong basis for further study at level 2 or 3 in finance-related fields such as Accountancy, Business Studies and occupation-specific qualifications within financial services. It helps students to engage with finance-specific knowledge and understanding by relating it directly to their own personal financial decision making, whilst providing an insight into a range of career opportunities within the financial services industry and the further training and study that will support these aspirations.

**For further information contact:**

**Mr N Beynon**



## GCSE Design & Technology Food & Nutrition

**Examination Board:**

**WJEC**

### Description of Specification

The WJEC GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition allowing them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### Type of Work Involved

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks;
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food;
- understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes.

### Method of Assessment

**Unit 1:** Principles of Food and Nutrition  
Written examination: 1 hour 30 minutes which is 40% of the qualification.

**Unit 2:** Food and Nutrition in Action  
Non-examination assessment: internally assessed, externally moderated.  
**Assessment 1:** 10 hours  
**Assessment 2:** 15 hours, both of these equate to 60% of qualification

### Future Prospects

This specification provides a suitable foundation for the study of Food and Nutrition at Level 3 for example Level 3 Certificate in Food Science and Nutrition. It also provides a coherent, satisfying and worthwhile course of study for learners who wish to further study and progress in this subject and will help learners make informed decisions about a wide range of career pathways such as Catering College or a job within the Hospitality industry.

**For further information contact:**

**Miss H Morgan**



## GCSE Design & Technology Product Design

**Examination Board:**

**WJEC**

### Description of Specification

The course aims to encourage students to be able to design and make products with creativity and originality, using a range of materials including wood, metal, plastics and/ or textiles. Students will be enthused and challenged by the range of practical activities possible as the course seeks to use a multimedia approach. The GCSE syllabus aims to apply the knowledge and understanding of materials and manufacturing processes when designing and making 3D products. It will also develop creative, practical, presentation and investigation skills. Students will be encouraged to establish an enquiring way of thinking and learning.

### Type of Work Involved

The course consists of a number of practical tasks to help develop an understanding of materials, fabrics, fastenings, fixings, finishes and embellishments. These tasks will also include designing and making products using computer aided design, manufacture and modelling to ensure high quality outcomes. After completing market research students will learn how to design products that will appeal to the intended user. They will gain an awareness of the difference between good and bad design and an understanding of the social, moral and environmental impact that design and manufacture can have. Students will learn new graphic presentation and drawing techniques that will help them to communicate their design work effectively using a variety of media.

### Method of Assessment

Assessment for GCSE **Product Design** allow access to grades A\*-G for the subject award. The scheme of assessment will consist of:

**Unit 1:** Design and Technology in the 21st Century written examination: 2 hours 50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of product design.

**Unit 2:** Design and make task non-exam assessment: approximately 35 hours 50% of qualification

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

### Future Prospects

Design and Technology develops candidates' interdisciplinary skills, all six Key Skills and their capacity for imaginative, innovative thinking, creativity and independence. It is a relevant foundation for many careers and courses that can be pursued in higher education. The course focuses on Product Design and manufacture and can lead to careers in Engineering; Web design and Computer graphics; Product design; Architecture; Graphic design; Fashion design, Interior design; Buying, Advertising and Marketing.

**For further information contact:**

**Miss V Parry**



## GCSE Religious Studies

**Examination Board:**

**WJEC**

### Description of Specification

There are two sections to the course, each taking one year to study:-

In **Y10** students will study Religion and Philosophical themes:

- The world, its origins and global citizenship
- The origin and value of human life
- Medical issues such as abortion and euthanasia
- The Afterlife
- The Death Penalty
- Just War theory and pacifism
- Evil and suffering

In **Y11** students will study Religion and Ethical themes:

- Relationships
- Issues of equality
- Prejudice and discrimination
- Human rights and social justice
- Issues of wealth and poverty

### Type of Work Involved

Students will consider the moral issues involved in the course. A willingness to contribute ideas in discussions and debates is important. In written work they need to support their comments with valid reasons and supporting evidence. They will research differing religious beliefs and attitudes to topics such as abortion, war and suffering. They will be encouraged to develop the ability to understand and defend points of view they may not agree with in oral and written responses.

### Method of Assessment

There may be the opportunity to sit one exam at the end of Y10. At the end of Year 11 candidates sit the second exam to complete a GCSE full course Religious Studies qualification. There is no coursework in this GCSE subject.

### Future Prospects

A Religious Studies qualification can have very practical uses in careers dealing with the public, such as healthcare, police, social work and teaching, where an understanding of the religious lifestyles and customs of communities within our multi-cultural society is extremely valuable. It is of equal academic standing with all other subjects and is recognised by further education establishments and universities.

**For further information contact:**

**Mrs S Hawke – Williams**



## GCSE Triple Science

**Examination Board:**

**WJEC**

### Description of Specification

- Students follow one of the GCSE routes in years 10 and 11. This is determined by previous attainment and aptitude for the course. Those students on the GCSE route can opt to follow the Triple Science option. Students currently working at a level 6 or above should consider this option.
- Triple Science is particularly designed for those students who enjoy learning about the world around them and how it works. It is considered the best platform for students who are considering going on to A-levels in Science and to further study in Science or Engineering disciplines.
- Lessons will contain a mixture of practical, research based and theoretical activities. Students will work in groups, pairs or independently and will use experiments, modelling and ICT to understand, practise and reinforce the scientific concepts that they learn within the course.

The units covered are: -

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Unit 1:</b> Cells, Organ Systems & Ecosystems	<b>Unit 1:</b> Chemical substances, reactions and essential resources	<b>Unit 1:</b> Electricity, energy and waves
<b>Unit 2:</b> Variation, homeostasis and microorganisms	<b>Unit 2:</b> Chemical bonding, application of chemical reactions and organic chemistry	<b>Unit 2:</b> Forces, space and radioactivity
<b>Unit 3:</b> Practical Assessment (completed in class – externally marked)	<b>Unit 3:</b> Practical Assessment (completed in class – externally marked)	<b>Unit 3:</b> Practical Assessment (completed in class – externally marked)

### Method of Assessment

Biology, Chemistry and Physics each consist of:-

- 2 x 1 hour 45 minutes long exam papers (during years 10 and 11) (2 x 45%)
- Practical Assessment (10%)

### Future Prospects

At the end of Year 11, students following this course will attain separate GCSEs in Biology, Chemistry and Physics rather than combined Science. This also means that students may achieve different grades in each subject rather than an overall Science grade.

**For further information contact:**

**Mr S Miles**



# OPTION 2



## GCSE Computer Science

**Examination Board:**

**WJEC**

### Description of Specification

The role of Computer Science is growing rapidly. The GCSE qualification will enable young people to develop skills to support them in a career in Computer Science, if they so choose and will also help them gain valuable skills for life, for example: in innovation, reasoning, resourcefulness, precision, problem solving and clarity. These skills will enable learners to become authors of computational tools rather than simply users. Computer Science demands logical discipline in the design of algorithms and the writing, testing and debugging of programs. A good grounding in Computer Science will teach young people how to deal with change later in life and play an active and effective role in the digital world.

### Type of Work Involved

**Controlled assessments require programming and coding skills, which will be taught to you; therefore, a genuine interest in programming is important. Computer Science students will be at an advantage if they are able to think logically and can demonstrate good mathematical and analytical skills.**

You will study three units over the course of two years:

**Unit 1:** This unit is a theory unit which investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

**Unit 2:** This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

**Unit 3:** This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution and develop a final programmed solution, test the solution and give suggestions for further development of the solution. Learners are required to produce a refinement log that evidences the development of the solution.

### Method of Assessment

**Unit 1:** Understanding Computer Science - external examination (50%)

**Unit 2:** Computational Thinking and Programming – on-screen examination (30%)

**Unit 3:** Software Development – Non-exam assessment (20%)

### Future Prospects

The course provides excellent preparation for higher study and employment in the field of Computer Science in areas that rely on these skills, especially where they are applied to technical problems such as engineering, financial and resource management, science and medicine. There is a growing demand for professionals who are qualified in this area. As adult workers, young people will be applying for jobs that have not yet been invented. Learners who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are picking up the subject at these levels.

**For further information contact:**

**Mrs A Gronow-Brown**



## GCSE Design & Technology Child Development

**Examination Board:**

**WJEC**

### Description of Specification

The course will give you the opportunity to develop an awareness of Child Development from conception to the age of five years within a variety of contexts. If you are considering a future involving work with children and young people or social work this course is for you.

The course will enable you to develop items and resources which are suitable for an individual or family, as well as developing your understanding of a child's holistic development.

### Type of Work Involved

Areas of study include:

- Family and Child
- Food and Health
- Pregnancy
- Physical development
- Intellectual development
- Social and Emotional development

### Method of Assessment

#### Written Paper 1 ¼ hours

One exam paper which will be externally set and marked. All questions are compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the Child Development content.

#### Unit 2: Child Study

One practical task selected from a bank of three WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated. Completed in Year 10.

15 hours in total.

#### Unit 3: Child Focused Task

One practical task selected from a bank of two WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated. Completed in Year 11.

15 hours in total.

### Future Prospects

This GCSE will lead into further study at 16+ offering progression onto academic and a variety of vocational courses including A Level Child Development, A Level Health and Social Care, National Diplomas/Certificates in Health Studies/Care and Child Development as well as CACHE courses. The course can also lead to careers within a childcare establishment.

**For further information contact:**

**Miss V Wakeham**



## GCSE Drama

**Examination Board:**

**WJEC**

### Description of Specification

This WJEC GCSE in Drama will enable students to apply knowledge and understanding when making, performing and responding to drama. Students will explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created. In addition to this, students will develop a range of theatrical skills and apply them to create performances. They will work collaboratively to generate, develop and communicate ideas and develop as creative, effective, independent and reflective learners able to make informed choices in process and performance. Reflecting upon and evaluating their own work and the work of others is essential. By undertaking the course, students will have developed an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

### Type of Work Involved

**Unit 1 – Devising Theatre** - Students participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC. Students complete a written evaluation of the devised performance under formal supervision. They can choose to be assessed on either acting or design. This performance will be marked internally and moderated externally by WJEC.

**Unit 2 – Performing Theatre** - Students participate in a performance based on two 10 minute extracts from a performance text of their own choice. Students can choose to be assessed on either acting or design. This performance will be assessed by an external examiner.

**Unit 3 – Interpreting Theatre** - This is a one hour 30 minute examination split into two sections:-

- Section A: Set Text - A series of questions on one set text explored as an actor, designer and director.
- Section B: Live Theatre Review - One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.

### Method of Assessment

Unit 1 – Devising Theatre (Coursework) 40%

Unit 2 – Performing Theatre (Exam, assessed by external examiner) 20%

Unit 3 – Interpreting Theatre (1 hour 30 minutes written exam) 40%

### Future Prospects

GCSE Drama is an incredibly diverse course, encompassing a variety of practical and academic approaches to the study of theatre. It is a fantastic qualification which has many advantages for college, university and employment. The skills students will develop will make them of high interest to a wide range of employers who want people who can think for themselves, who can work in a team, who can listen to others, who know how to negotiate and who know how to create an outcome. GCSE Drama will prepare students with the essential communication, social interaction and presentational skills required in any chosen career pathway.

**For further information contact:**

**Miss R Humphreys**



## GCSE Design & Technology Fashion and Textiles

**Examination Board:**

**WJEC**

### Description of Specification

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

### Type of Work Involved

Students will learn all aspects of design and technology then will specialise in a material area. On this course you will:

- Learn how to successfully design and make a textile product, from interiors to fashion
- Work to a range of exciting briefs that will develop your practical skills and confidence when making products for different target markets
- Learn how products are made in industry, and will have an understanding of construction

### Method of Assessment

Assessment for GCSE **Product Design** allow access to grades A\*-G for the subject award. The scheme of assessment will consist of:

**Unit 1:** Design and Technology in the 21st Century written examination: 2 hours 50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of product design.

**Unit 2:** Design and make task non-exam assessment: approximately 35 hours 50% of qualification

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

### Future Prospects

Design and Technology develops candidates' interdisciplinary skills, all six Key Skills and their capacity for imaginative, innovative thinking, creativity and independence. It is a relevant foundation for many careers and courses that can be pursued in higher education courses such as an A Level in Textiles then onto a Degree – BA Hons in Textile Design, Fashion Design, Jewellery, Footwear, Costume Design, Decorative Arts, Fashion Management and Surface Pattern. The course can lead to careers such as a fabric designer for fashion or interiors, costume designer for theatre, film or TV, fashion designer, hat designer/milliner, weave or knitwear designer, footwear designer, stylist and many more.

**For further information contact:**

**Miss V Parry**



# GCSE Geography

<b>Examination Board:</b>	<b>WJEC</b>
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## Description of Specification:

WJEC GCSE Geography adopts an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and learners are encouraged to pose geographical questions of their own.

## Type of Work Involved

Lessons will be aimed at further developing Geographical Skills in locating, understanding, investigating, analysing and problem solving. Students will communicate through activities involving research, IT and GIS, data handling, fieldwork, film footage analysis, interactive games, decision-making and cartography. In addition, students will be encouraged to extend their Essential Skills and benefit from independent learning. Fieldwork opportunities are planned for Europe and South Wales throughout the course.

## Method of Assessment

UNIT 1: Physical Geography	UNIT 2: Human Geography	UNIT 3: Controlled Assessment
<b>Section A:</b> Landscapes and Physical Processes; Rural-urban Links	<b>Section A:</b> Weather, Climate and Ecosystems; Development and Resource Issues	Coasts
<b>Section B:</b> Tectonic Landscapes and Hazards	<b>Section B:</b> Social Development Issues	

## Future Prospects

Employers and universities value the broad range of **transferable** skills that Geography delivers. For example, Unit 1 involves concepts taught in Science. Researching Geography involves concepts taught in Mathematics and Information Technology.

A GCSE in Geography is excellent preparation for a career in planning, building design, resource management, surveying, teaching, financial analysis, aerospace, architecture, business management, tourism and recreation, environmental management and sustainable development. Many Geographers also move into management and leadership careers in an array of different employment sectors.

**For further information contact:**

**Mr H Breese**



## GCSE Information & Communication Technology (ICT)

**Examination Board:**

**WJEC**

### Description of Specification

GCSE ICT encourages the investigation and study of Information and Communication Technology in a variety of contexts. Students are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information and communication systems. Students will become independent and discerning users of ICT, able to make informed decisions about its use and show awareness of its implications.

### Type of Work Involved

Information and Communication Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence. Four units will be studied over the course of two years. The quality of written communication will also be assessed:

**Unit 1:** Students will be assessed on their knowledge of the requirements of the GCSE in Information and Communication Technology and the functional elements of ICT in a home and school context.

**Unit 2:** Students will produce a portfolio of work which shows attainment in obtaining and interpreting different types of information; using, developing and communicating information and presenting the results of their work.

**Unit 3:** Students will be assessed on their knowledge of application content of ICT in a business and industry context.

**Unit 4:** Students will produce a portfolio evidencing the development of a piece of work using multimedia software.

### Method of Assessment

Unit 1: Understanding ICT – **written examination paper** (20%).

Unit 2: Solving problems with ICT – **controlled assessment** 22.5 hours (30%).

Unit 3: ICT in Organisations – **written examination paper** (20%).

Unit 4: Developing Multimedia ICT solutions – **controlled assessment** 22.5 hours (30%).

### Future Prospects

GCSE ICT is excellent preparation for learners who want to study or work in areas that rely on these skills, especially where they are applied to using ICT as an end user. The course provides excellent preparation for higher study and employment using Information and Communication Technology. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who have taken a GCSE in ICT will have an advantage over their colleagues who are picking up the subject at higher levels.

**For further information contact:**

**Mrs A Chesterman**



## GCSE Physical Education

**Examination Board:**

**WJEC**

### Description of Specification

A mixture of 50% theory and 50% practical.

#### Practical

Students will select 3 physical activities from at least two different areas of the Physical Education syllabus, which will include: major team games, wall/net games, striking games and individual activities. Assessment of these activities will involve the demonstration of individual skills, as well as team or match play. Students will also be expected to analyse training methods and performance, and to have a thorough knowledge of the etiquette, rules and regulations of their chosen activities. This is a demanding part of the course and will suit students with a reasonable level of practical ability, and an interest and willingness to work at a variety of physical activities.

#### Theory

This part of the course focuses on the human body and its response to exercise. Other topics covered will include fitness testing, diet, sports injuries and their prevention, training methods, reasons for participation, exercise physiology, sports psychology, movement analysis and socio-cultural studies.

### Type of Work Involved

#### Practical

- Development of skills and understanding of various sporting activities
- Knowledge of the rules and regulations of various sports
- An understanding of the factors affecting the quality of performance

In order to offer the widest choices of practical activities students will be expected to work at their chosen activities in their own time.

#### Theory

- Work towards a greater understanding of the theoretical elements of the subject
- Relating knowledge of the human body to its response to exercise and training; exercise physiology
- Learn and understand the basics of skill acquisition
- Study training methods and learn how to apply them to their chosen practical options
- Socio-cultural studies
- Sports Psychology
- Movement Analysis

### Method of Assessment

A written 2 hour paper	50% (100 marks)
Practical <b>PART A</b> (3 activities)	40%
Practical <b>PART B</b> (Personal Performance Analysis)	10%

### Future Prospects

A GCSE in Physical Education would be beneficial for a student wishing to continue further study in the area of sport and leisure.

**For further information contact:**

**Mr Lee Morgan**



# OPTION 3



## GCSE Art

**Examination Board:**

**WJEC**

### Description of Specification

There is now an exciting opportunity for Year 10 students to complete a GCSE in Fine Art. This is a two year course where the students will achieve a GCSE at the end of Year 11. The GCSE Fine Art course is ideal for students who wish to undertake a structured, enjoyable course and one that could lead perfectly into the 'A' Level Art and Design within the school in Year 12, or stand as a recognised subject in itself at the end of Year 11.

This GCSE is highly recognised and sought after by many colleges and employers as it demonstrates the candidate's ability to work skilfully and independently.

### Type of Work Involved

- Drawing, painting, printing, sculpture and Photoshop
- The research and study of different artists' work and their techniques and processes
- Independent work leading to final pieces on canvas or board

### Method of Assessment

The course is split into coursework, which is 60% of the overall mark, and a set task, which is 40%.

**Coursework:** (60%) Students will work in a variety of media on a given theme. They will produce drawings, paintings, ceramics and mixed media work and will study a variety of artists' work.

**Set Task:** (40%) will take place in the second year of the course. Students will choose from a list of titles then complete a body of art work leading to a final piece. There is an examination for the award, which will take place in the classroom.

### Future Prospects

- To continue artistic studies on an 'A' Level Course within the Art Department.
- A sought after GCSE by many outside agencies and colleges as it requires independence and skill.

**For further information contact:**

**Ms J Lockwood**



## GCSE Business Studies

**Examination Board:**

**WJEC**

### Description of Specification

This specification is designed to deepen candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice and reflects the integrated nature of organisations and their decision-making processes.

This specification will enable students to:

- actively engage in the study of business to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply business knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate a range of perspectives on the impacts of business on wider society
- consider the extent to which business activity can be ethical and support sustainable development
- develop and apply quantitative skills relevant to business including using and interpreting data
- apply and relate knowledge and understanding to real enterprise and business opportunities, decision making and scenarios.

### Type of Work Involved

Students will study **six** areas, 'The Business Framework', 'Businesses and their Customers', 'Producing Goods and Services', 'Human Resource Planning', 'The External Environment' and 'Business Finance and Control'.

### Method of Assessment

Assessment for GCSE Business Studies is untiered, i.e. all components cater for the full range of ability and allow access to grades A\*-G.

There will be two written examination papers as set out below;

Unit	Exam Length	Total Marks	Weighting
The Business World	2 hours	100	62.5%
Business Perceptions	1 hour 30 mins	60	37.5%

Unit 1 is a mixture of short and structured questions that cover a broad sample of the content. This examination paper is very similar to the exam paper used in the legacy qualification. Unit 2 is a data response paper. Learners are expected to apply their understanding of business content to specific contexts.

### Future Prospects

GCSE Business Studies is aligned with the requirements for progression to further study at level 3, into an apprenticeship or into the workplace.

**For further information contact:**

**Mr N Beynon**



## GCSE Art and Design Graphic Communication

**Examination Board:**

**WJEC**

### Description of Specification

The WJEC GCSE **Graphic Communication** is conceived as a two year linear qualification. It consists of two units: Unit 1, the Portfolio (60% of qualification, internally assessed, externally moderated) and Unit 2, the Externally Set Assignment (40% of qualification, internally assessed, externally moderated). Students undertaking the graphic communication title are required to demonstrate the knowledge, skills and understanding set out in the introduction to Section 2 through areas of study relevant to their chosen title. Areas of study include:

- Advertising
- Communication graphics
- Design for print
- Illustration
- Interactive design (including web, app and game)
- Multi-media
- Package design
- Signage
- Typography

### Type of Work Involved

This option encompasses a wide and developing area of study, incorporating a variety of related disciplines and utilising traditional skills, such as calligraphy and hand-formed lettering, alongside cutting-edge digital technologies. Students will learn the process of creating primarily visual material to convey information, ideas and emotions through the use of graphic elements such as symbols, diagrams, drawings, photographs, maps and typography. Students undertaking this title must explore practical and relevant critical and contextual sources, such as the work of historical and contemporary graphic designers and the different purposes, intentions and functions of graphic communication as appropriate to their own work.

The following indicate what might be covered within this title: computer aided design; web design, apps and games; letterforms; typography; drawing; technical and book illustration; design for print; film title sequences, photography and package design.

### Method of Assessment

Assessment for GCSE **Graphic Communication** allow access to grades A\*-G for the subject award. The scheme of assessment will consist of:

**Unit 1: Portfolio 60% of the qualification** is internally assessed and externally moderated. It will be marked out of 120: each of the four assessment objectives will be marked out of 30.

**Unit 2: Externally Set Assignment 40% of the qualification** is internally assessed and externally moderated. It will be marked out of 80: each of the four assessment objectives will be marked out of 20.

### Future Prospects

Students who study this course can follow a career path towards areas such as general illustration, typography, corporate identity and branding consultancy, information graphics, computer-generated imagery, 2D animation, 3D modelling, design for learning, print technology, web design, television, video and computer games.

**For further information contact:**

**Mr L Allen**



# GCSE History

<b>Examination Board:</b>	<b>WJEC</b>
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## Description of Specification

The course consists of **two** in depth studies and **one** outline study from modern world history and **two** coursework assignments from modern British history.

### In Depth Studies (25% each)

1. Depression, War and Recovery 1930-1951 – The impact of the depression years on Britain, the effect of War on the British home front, and the political, social and economic developments of the post-war period, including the creation of the National Health Service.
2. Germany in Transition 1919-1939 – Hitler’s Rise to Power and Life in Nazi Germany.

### Outline Study (30%)

#### **Changes in Crime and Punishment c.1500 to Present Day**

In Year 11 students will study the nature and causes of crime as well as the punishments used to deal with offenders including execution and corporal punishment. The unit will span 500 years and students will be expected to identify examples of change and continuity. They will need to effectively analyse and evaluate evidence as well as deploy their own knowledge to answer exam questions.

### Controlled Assessment (20% in total)

#### **Changing Attitudes to Race in USA**

The Controlled Assessment will be completed and internally assessed in the Autumn of Year 11.

## Type of Work Involved

Students will undertake a variety of tasks in History. Problem solving, working with others and independent learning are key skills that are developed through the study of History at GCSE. Students will need to listen well and be able to record information accurately and in the required detail. They will be asked to analyse information and to recall it. They will also develop source evaluation skills which are central to the course. A critical eye is a must in History at GCSE.

## Method of Assessment

<b>In Depth Studies</b> <ul style="list-style-type: none"> <li>• Britain : Depression, War and Recovery (1930-1951) – 25%</li> <li>• Germany in Transition 1919-1939 – 25%</li> </ul> <b>Total 50%</b>	<b>Outline Study</b> The Development of the USA 1930-2000  <b>Total 30%</b>	<b>Controlled Assessment</b> Changing Attitudes to Race in USA  <b>Total 20%</b>
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## Future Prospects

History is one of the most highly regarded subjects by employers. Many successful people studied History at A level or for their university degree. History is a beneficial qualification for many careers, such as law, politics, media, publishing, social services and public services.

**For further information contact:**

**Mr D Perkins**



## GCSE Music

**Examination Board:**

**WJEC**

### Description of Specification

GCSE Music is a highly useful, sort after qualification that engages students actively in the process of music study. The qualification enables students to develop performing skills individually and in groups and to communicate musically with fluency and control of the resources used. Furthermore, students develop composing skills to organise musical ideas and make use of appropriate resources and the qualification is designed to broaden musical experience and interests, develop imagination and foster creativity. It is essential that students develop the ability to recognise contrasting genres, styles and traditions of music, develop awareness of musical chronology and that they have the ability to reflect upon and evaluate their own and others' music.

### Type of Work Involved

- **Unit 1 – Performing** (Total duration of performances: 4-6 minutes)  
Section A: Performing - A minimum of two pieces, one of which must be a group performance. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.  
Section B: Programme Note - A programme note for one of the pieces chosen for performance, linked to an area of study.
- **Unit 2 – Composing** (Total duration of compositions: 3-6 minutes)  
Section A: Composing (30%) Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.  
Section B: Evaluating (5%) An evaluation of the piece composed in response to a brief set by WJEC
- **Unit 3 – Appraising** (Written examination: 1 hour)  
This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study:  
Area of Study 1: Musical Forms and Devices  
Area of Study 2: Music for Ensemble  
Area of Study 3: Film Music  
Area of Study 4: Popular Music  
Two of the eight questions are based on prepared extracts set by WJEC.

### Method of Assessment

Unit 1 – Performing (35%) (Performances recorded in exam conditions, sent to WJEC for marking.)  
Unit 2 – Composing (35%) (Coursework. Internally assessed, externally moderated by WJEC)  
Unit 3 – Appraising/Listening Exam (30%)

### Future Prospects

GCSE Music is an incredibly diverse course, encompassing a variety of practical and academic approaches to the study of music. Whilst Music may not have such a clearly-defined career pathway as some other subjects, the varied nature of the course enables students to develop highly-desirable skills in areas such as self-management, teamwork, problem-solving, and communication; all of which makes them an attractive prospective for potential employers. Rather than limiting your career prospects, a music degree opens doors to a wide range of careers both within and outside the arts.

**For further information contact:**

**Miss R Humphreys**



## GCSE Media

**Examination Board:**

**WJEC**

### Description of Specification

The GCSE Media Studies course offers students the opportunity to study various media texts in detail to develop their reading and analysis skills. The course requires students to explore various aspects of the media and will study how they are constructed, considering the audiences that they are aimed at.

### Type of Work Involved

Students will study, analyse and compare a range of media texts constructed for different audiences. Some of these texts will be audio-visual; others will be print-based. Students will learn how to discuss these precisely, using media language, and how to write down their ideas in a coherent, persuasive way. The production assessment asks students to imagine they are working in the media and to produce a media product, for example, a magazine. Students will research, plan and evaluate to show their media knowledge.

### Method of Assessment

In Media Studies, 40% of students' marks are based on the outcome of one coursework piece; the remaining 60% of their grade is based upon their performance in two final exams in year 11.

#### Coursework

This piece of work will involve constructing a magazine. This will require independent research into existing magazines with detailed analysis of how these have been constructed. Students will then need to plan, create and evaluate their own magazine, as informed by their research.

#### Written Paper

The two exam papers are each 1½ hours long. Students are required to show an understanding of both theory and production in the exams, using media language throughout. The topics for the exams will be: representation in advertising, video games and newspapers, music, Wales on television, and contemporary film.

### Future Prospects

Those who study media-related courses at University move into creative and technical roles in film, advertising, newspapers or magazines, and television. As online usage continues to grow, more careers are also opening up for online designers, journalists and marketers.

The Media course develops English language skills and gives students an insight into current affairs and business.

**For further information contact:**

**Miss H Cochrane**



## GCSE French

**Examination Board:**

**WJEC**

### Description of Specification

Good news! Having already studied French at Key Stage 3, you are well prepared to progress to a GCSE course in this language. In fact, you already know a lot of the vocabulary and grammar you will need. You know how to talk about yourself, your family and friends, your home, your free time, television, films, your school subjects and future plans. **The topics you will study during the GCSE course are:**

IDENTITY AND CULTURE	WALES AND THE WORLD – AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p><b>Youth culture</b></p> <ul style="list-style-type: none"> <li>• Self and relationships</li> <li>• Technology and social media</li> </ul> <p><b>Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Entertainment and Leisure</li> </ul> <p><b>Customs and Traditions</b></p> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Festivals and celebrations</li> </ul>	<p><b>Home and Locality</b></p> <ul style="list-style-type: none"> <li>• Local areas of interest</li> <li>• Transport</li> </ul> <p><b>France and French-speaking countries</b></p> <ul style="list-style-type: none"> <li>• Local and regional features and characteristics</li> <li>• Holidays and tourism</li> </ul> <p><b>Global Sustainability</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Social issues</li> </ul>	<p><b>Current Study</b></p> <ul style="list-style-type: none"> <li>• School/college life</li> <li>• School/college studies</li> </ul> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>• Work experience and part-time jobs</li> <li>• Skills and personal qualities</li> </ul> <p><b>Jobs and Future Plans</b></p> <ul style="list-style-type: none"> <li>• Applying for work/study</li> <li>• Career plans</li> </ul>

### Type of Work Involved

Lessons will contain a mixture of listening, speaking, reading and writing activities. You will work in groups, pairs or independently and will use computers to practise and reinforce the vocabulary and grammar that you learn and also to find out information.

### Method of Assessment

<b>Unit 1: Speaking -</b>	25% (60 marks)	<b>Unit 2: Listening -</b>	25% (60 marks)
<b>Unit 3: Reading -</b>	25% (60 marks)	<b>Unit 4: Writing -</b>	25% (60 marks)

### Future Prospects

Many employers, colleges and universities regard a GCSE in French as **highly desirable**. Languages open doors and if you are able to communicate successfully in a foreign language, the opportunities offered to you will be greater than you think – employers look increasingly favourably on candidates who offer GCSE Modern Languages, even if they are not going to use them in their jobs, because it shows that they have a very important key skill of communication. Examples of employment where language skills are particularly valued include journalism and media law, engineering, business and marketing, IT, sport and leisure, travel and tourism, customer service, civil service and teaching.

**For further information contact:**

**Miss K Sexton**



# The John Frost School

## Y9 into 10 Option Choices

### 2018 – 2020

Place '1' by your first choice, '2' by your second choice and '3' by your third choice  
In EACH option block

OPTION 1	
Community & Teamwork	
Finance	
Food & Nutrition (D&T)	
Product Design (D&T)	
Religious Studies	
Triple Science	

OPTION 2	
Computing	
Child Development	
Drama	
Fashion Design & Textiles (D&T)	
Geography	
ICT	
Physical Education	

OPTION 3	
Art	
Business Studies	
Graphic Communication (D&T)	
History	
Music	
Media	
French	

#### Recommendations

- Students are advised not to over specialise at this early stage.
- You may select **only one** Design and Technology (D&T) subject

Name of Student: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

I wish to follow the above courses for my Key Stage 4 Education: \_\_\_\_\_ (Student)

I agree to these courses of study and will support my child in these studies: \_\_\_\_\_ (Parent)

All courses have a maximum number of students allowed; where there is over subscription, attendance rates during Y9 and general attitude in lessons will be considered. The school reserves the right to withdraw courses and change course options.

Please return this form to Student Reception by **WEDNESDAY 31 JANUARY 2018**