



Key Stage 4 Learning Pathways

Year 9 into Year 10

Options:

**Information for students and
their parents/carers
2024 - 2026**

January 2024

Information for families with students in Year 9

Dear Parents/carers

Your child has reached an important stage in their school career. Decisions must be taken as to what courses of study your child will follow 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. Students are far more likely to achieve success in the year 2026 if they have opted for subjects that are right for them 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 that students can opt for to allow a suitable balance.

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 is provided for information only. The actual subject choice form will be emailed to parental email accounts and should be completed by your child, under your supervision, and returned online by **Thursday 8 February 2024**. **Please note that we will not accept any form until the end of options fortnight and therefore the link will be emailed to you on Thursday 1 February 2024**. This is to ensure that students have been provided with all relevant information before they make their decisions.

Any preference for subject choices remains provisional at this stage. Students' options will be confirmed in the summer term when the timetable for the following academic year is finalised. We allow students to change their options up until the October half-term break in Y10, though we would encourage them to make any changes by the end of September.

Y9 Parents and Options Evening will be held on Thursday 1 February 2024 on SchoolCloud via video calls. This gives parents the opportunity to discuss options with classroom teachers. More information on this will be sent in a separate correspondence.

Yours sincerely

Mr M Tucker
Headteacher



Key Dates

FOR STUDENTS/PARENTS/CARERS

17 January to 1 February 2024	OPTIONS FORTNIGHT Students discuss options during form time and SKL with tutors
22 January 2024	OPTIONS VIDEO GOES LIVE ON WEBSITE Text goes out to communicate this with parents/carers. Students are informed via form tutors
1 February 2024	Y9 OPTIONS AND PARENTS' EVENING (VIA PRE-BOOKED VIDEO CALL) Separate letter regarding booking of appointments
1 February 2024	OPTION FORMS Option choice form emailed to parents/carers to be completed by students and their parents/carers and returned by 8 February 2024
8 February 2024	OPTION FORMS <u>ALL OPTION FORMS TO BE RETURNED BY TODAY</u>
SUMMER TERM 2024	CHOICES Option choices confirmed for students and their parents/carers
September 2024	NEW ACADEMIC YEAR Students start Y10 and begin their KS4 curriculum

Option Choices and Embarking on the KS4 curriculum at the John Frost School

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

Students and their parents/carers should read carefully the Course Descriptions on these pages before making choices. Please also ensure you have watched the options video on our website and discussed the choices available.

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.
- 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

Key Information for students and their parents/carers:

The options form that needs to be filled in will be emailed to parental email addresses on **1 February 2024**. It should be filled in online and returned by **8 February 2024**.

Parents/carers: please contact the school if you are unable to fill in the form online and we will do this for you over the phone.

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:

CORE SUBJECTS	PERIODS PER FORTNIGHT
English	8
Mathematics	8
Science	9
Physical Education	2
Religion, Values & Ethics/Equality and Diversity	4
Personal, Social and Health Education (SKL)	1
Welsh	4
Welsh Baccalaureate	4

The programmes of study for RVE and SKL include citizenship, sex education and careers education.

GCSE English Language will focus on literacy skills and GCSE literature on a wide range of texts. 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 rigorous Welsh Baccalaureate will be taught as the overarching framework at 13-19, focussing on literacy, numeracy and other skills essential for learning and employment. It will be graded at all levels.

The Welsh Baccalaureate

The Welsh Baccalaureate 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 Baccalaureate 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

The Way Choices Are Made

All students must study the core curriculum in Key Stage 4. This takes up 40 hours of their fortnightly learning. The final 10 hours are then available for the students to study two subjects they've opted for. It is important students choose subjects they enjoy and/or subjects they think may help them in the future. If they wish to attend sixth form and know that there is a certain A Level they wish to study, it would be helpful for them to opt for this subject at GCSE level also.

Please note that it may not be possible to set up a teaching group for a subject 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. This is why we ask students to record their top four option choices. Where possible, we will try and accommodate students for their top two choices, but it is important they record four subjects they would be happy to take in case for any reason we are unable to provide them with their top two.

Information about Science at GCSE Level

There are currently a number of options for science at GCSE level. Students can opt for triple science as one of their option choices if they are level 6a or above in Science; this means they will receive a separate GCSE in chemistry, biology and physics at the end of Y11. Only the top performing students in science within the year group are able to opt for this subject. It is often over-subscribed, so students may find that if they are not in the top cohort of scientists within the year group then they are not accepted to study triple science.

If students do not opt for triple science or are not accepted to study triple science, then the science teachers at The John Frost School will decide on the best science course for them to undertake depending on their progress in science in **Y7 to Y9**. Double award science means the students study the three sciences, but leave with an overall double GCSE result; it is perfectly acceptable for students to study Double Award science if they wish to study the sciences at A Level. **Students DO NOT need to have studied Triple Science in order to take science at sixth form/A level.** We also have the Double Applied Award, which is a slightly more practical version of the Double Award and enables students to achieve a double GCSE grade at the end of Y11, and the Single Applied Award, which enables students to achieve a single GCSE grade in science at the end of Y11.

Please note again that students do not have to study triple science in order to undertake A levels in chemistry, biology or physics. It is perfectly acceptable for them to study Double Award science and then go on to take A levels in chemistry, biology or physics. If they are thinking of studying one or more of the sciences at A Level, what matters most is achieving a high grade in their science GCSE(s), whatever course they may be taking.

The Options

Students must select **four** subjects which they wish to continue studying (though they will only actually study two of these). In the choice box they should select the four subjects, and then give their first and second choices in the questions below. Please note that we will endeavour to enable students to study their top two subjects, but this may not be possible and they should therefore ensure they provide us with their top four choices; all of which they need to be happy to study. Please note that students **cannot** study both Product Design and Fashion Design and students **cannot** study both Fine Art and Graphic Communication. They can include both in their choices, but they cannot study both in their final two subjects.

The choices available as option subjects this year are below. Students can pick any subjects and are not required to choose one from each area of learning; for example, **it would be perfectly acceptable for students to choose Graphic Communication, Music, Drama and Fine Art as their top four, even though these all fall in the same area of learning.** We have grouped them like this simply as a way of organising them. Students can pick their top four freely from the entire list.

EXPRESSIVE ARTS (1)

- Art: Fine Art*
- Art:Graphic Communication*
- Drama
- Music

***Students may include both subjects in their ranking but will only be able to take one in their chosen final 2 courses. They should state the one they would most like to take as a first or second choice.**

HEALTH & WELLBEING (2)

- Food & Nutrition
- Health & Social Care and Childcare
- PE/Sports Leadership

HUMANITIES (3)

- Business
- Geography
- History
- Media Studies

LANGUAGES (4)

- Spanish

PREPARING FOR WORK (5)

- PSE
- (Agored)
- SWEET

STEM (6)

- Computing
- Digitech
- Fashion
- Design
- Product Design

Triple Science (for those that can apply)

***Students may include both subjects in their ranking but will only be able to take one in their chosen final 2 courses. They should state the one they would most like to take as a first or second choice.**

What Should Students and Parents/Carers Do Now?

- Read the options booklet carefully
- Talk to each other about the choices available
- Ensure you watch the video giving you more information about options subjects on our website
- Parents should book appointments at the parents/options evening with their child's subject teachers
- Students should speak to their form tutors during options fortnight and listen carefully during form tutor periods running in that fortnight
- The options form will be sent out to parents/carers via email on 1 February 2024
- Parents/students should return the form online by 8 February 2024. Please contact the school if there is a problem filling in the form online
- We will contact students if there is a problem with their form or their choices
- We will confirm students' option choices in the summer term

Specification

The new GCSE English Language course is a linear specification. 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."

Assessments

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 internally 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 focus on argumentation, persuasion and instructional texts. It is worth 40% of their overall grade.

Did you know?

'TikTok' is in the dictionary.

Work Involved

- Collaborative and independent researching of topics in preparation for Oracy assessments.
- Developing 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.

Your 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.

Head of Department:
Miss S Evans

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.

Assessments

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.

Did you know?

Roald Dahl tested chocolates for Cadbury's while he was at school.

Work Involved

- Texts studied include 15 poem 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.

Your 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.

Head of Department:
Miss S Evans

Specification

The current course now begins in Year 9 and takes place over three 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:-

1. Number
2. Algebra
3. Geometry and Measure
4. Statistics

Assessments

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.

Did you know?

From 0 to 1000, the only number that has the letter “a” in it is “one thousand”.

Work Involved

The specification will enable students to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare students 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 students to employ and evaluate different mathematical techniques.

Your Prospects

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

Head of Department:
Mr P Thompson

YOU TUBE



Mathematics

Numeracy (GCSE)

Specification

The current course begins in Year 9 and takes place over three 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

Assessments

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.

Did you know?

In a room of 23 people there's a 50% chance that two people have the same birthday

Work Involved

This specification places emphasis on those aspects of mathematics which are of most relevance to students functioning as informed twenty-first century citizens. It will prepare students 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 students to make informed decisions about the use of technology, the management of money and the use of statistics.

Your Prospects

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

Head of Department:
Mr P Thompson

YOU TUBE



Science

Double Award (GCSE)

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.

Assessments

External Examinations - 3 x 1 hour 15 minute examinations (worth 15% each) at the end of Year 10 and 11

Controlled Assessment - Practical assessment carried out in school but externally marked worth 10%

Did you know?

Earthworms have 5 hearts

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.

- Unit 1: Biology 1
- Unit 2: Chemistry 1
- Unit 3: Physics 1
- Unit 4: Biology 2
- Unit 5: Chemistry 2
- Unit 6: Physics 2

Your Prospects

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

Head of Department:
Mrs K Morris



Science

Single Applied (GCSE)



Specification

The WJEC GCSE Applied Science (Single Award) specification utilises a context led approach to science learning and assessment. It provides students with a broad, coherent, practical, satisfying and worthwhile course of study.

Studying the GCSE Applied Science (Single Award) provides insight into, and experience of how science works, whilst stimulating students' curiosity and encouraging them to develop an understanding of science, its applications and its relationship to the individual and society.

Your acceptance onto this course will be based on your KS3 result.

Assessments

External Examinations

2 x 1 hour 30 minute examinations to be sat one at the end of year 10 and one at the end of year 11

Controlled Assessment

Task based assessment to be carried out in Autumn of year 11 worth 20 %
Practical assessment carried out in school but externally marked worth 10%.

Did you know?

Humans have 206 bones

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.

Unit 1: Science in the modern world

Unit 2: Science to support our lifestyles

Unit 3: Task based assessment

Unit 4: Practical assessment

Your Prospects

Single Applied Science GCSE provides a pathway onto further Applied Science qualifications.

Head of Department:
Mrs K Morris



Science

Double Applied (GCSE)



Specification

The WJEC GCSE Applied Science (Double Award) specification utilises a context led approach to science learning and assessment. It provides students with a broad, coherent, practical, satisfying and worthwhile course of study.

Studying the GCSE Applied Science (Double Award) provides insight into, and experience of how science works whilst stimulating students' curiosity and encouraging them to develop an understanding of science, its applications and its relationship to the individual and society. It should also prepare candidates to make informed decisions about further study and training opportunities in applied science. Your acceptance onto this course will be based on your KS3 result.

Assessments

External Examinations

3 x 1 hour 30 minute examinations to be sat at the end of year 10 and 11.

Controlled Assessment

Task based assessment to be carried out in Autumn of year 11 worth 20%.

Practical assessment carried out in school but externally marked worth 10%.

Did you know?

Water freezes faster when it's warm not cold!

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.

Unit 1: Energy, Resources and the Environment

Unit 2: Space, Health and Life

Unit 3: Food, Materials and Processes

Unit 4: Task Based Assessment

Unit 5: Practical Assessment

Your Prospects

Double Applied Science GCSE provides a pathway onto further Level 3 science qualifications.

Head of Department:
Mrs K Morris

PE & Games Core (non-examination)

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.

Did you know?

A baby's body has 300 bones at birth. These eventually fuse to form 206 bones in adults.

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



Head of Department:
Mr L Morgan



Specification

Students have already been studying one of the following courses and will continue to do so in Y10 and Y11. They will study both Christianity and Islam as well as the philosophical and ethical themes outlined below:-

Students will study these Religious 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

Students will study these Religious and Ethical themes:

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

Assessments

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.

Did you know?

Buddhism is the fourth largest religion in the world but most Buddhists don't believe in God.

Work Involved

Students will consider the religious and 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.

Your 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.

**Head of Department:
Mrs S Hawke-Williams**





Equality and Diversity

Level 2 Certificate



Specification

Students are already studying this course and will continue to do so in Ys 10 and 11.

This qualification aims to:

- introduce the concepts of equality and diversity in a variety of environments including society, the community and the workplace highlight how stereotyping and labelling affect individuals
- outline the effects of prejudice and discrimination
- allow the learning to examine rights and responsibilities
- stress the importance of taking individual responsibility and action to help and support others
- provide a basis for further study and/or career development

The objectives of this qualification is to help learners to:

- raise their awareness of the issues surrounding equality and diversity
- apply this awareness through their actions in society, community and the workplace

Assessments

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

Did you know?

Buddhism is the fourth largest religion in the world but most Buddhists don't believe in God.

Work Involved

Students will consider issues of equality and diversity in society, the community and the workplace.

Students will have opportunities to share ideas in discussions and will develop their ability to explain key ideas. They will research their local community and provide relevant examples to support their work.

Your Prospects

An Equality and Diversity qualification has practical use in a wide variety of careers, particularly those dealing with the public such as youth work, community development work, health and social care, customer service/business subjects, as well as early years care and education.

Head of Department:
Mrs S Hawke-Williams



Welsh (Core) (GCSE)



Specification

Students will study three broad themes:-

- Employment
- Wales and the World
- Youth

Did you know?

Mount Everest is named after Welshman,
Sir George Everest

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

Assessments

Students will sit the Unit 1 oral exam in Y10.
Units 2, 3 and 4 exams will assess all skills at the end of Y11.

Your 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.

Head of Department:
Miss K Sexton



Welsh Baccalaureate Skills Challenge Certificate



Specification

The Skills Challenge Certificate provides students with the opportunity to develop the individual and team skills, attributes and behaviours that are desired by employers. The learning and development of these skills will support students in their other subjects and prepare them for their future after school. At Key Stage 4 students complete four challenges; Enterprise and Employability (20%), Community (15%), Global (15%) and the Individual Project (50%) which are judged through a series of controlled assessments, group tasks and individual assignments. All work is submitted through coursework format.

Work Involved

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

- 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.

Assessments

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.

Your 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 students' 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.

Head of Department:
Mrs D Rees

Specification

GCSE Fine Art is a two year course where the students will achieve a GCSE qualification at the end of Year 11. The GCSE 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 course in Year 12 or stand as a recognised subject at the end of Year 11. The Fine Art course delivers all the necessary skills and opportunities for students to enable them to continue in the many different areas of Art in the future. The subject is also for students that may not fully know what they want to do as a career but are interested in the subject and enjoy the practical nature of the Art. 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.

Assessments

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, which includes Identity, Urban Art and the Landscape. They will produce drawings, paintings, ceramics and mixed media work and will study a variety of artists' work. The course work is continuously updated to engage the students and fit in with the evolving nature of Art today and will involve visits to local and National Art Galleries.

Set Task: (40%) This will take place in the third year of the course. Students will choose from a list of titles then complete a body of artwork leading to a final piece. The set task is the examination for the award, which will take place in the classroom. The students will be guided throughout the course and exam by their teacher and will be given personal advice and support in the classroom and within extra lunchtime sessions that are available.

Did you know?

The Mona Lisa has her own mailbox in The Louvre because of all the love letters she receives

Work Involved

- Drawing, painting, printing, sculpture, photography, ceramics and Photoshop.
- The research and study of different artists' and designers work from the past and today and their techniques and processes linking to student's own work.
- Independent work leading to final pieces on canvas, board, mixed media or three dimensionally.

Your Prospects

The GCSE in Fine Art is a sought-after GCSE and the basis for all artistic jobs and college courses. The course gives the opportunity to study the fundamentals and necessary skills to progress into any Art course including architecture, design, ceramics, fine art, animation, illustration as well as the skills to becoming an artist.

- To continue artistic studies on an 'A' Level Course within the Art Department.
- To continue to a Higher- level course in college in any subject area.
- A recommended GCSE by many outside agencies and colleges as it requires independence and skill.

Head of Department:
Ms J Lockwood





Art: Graphic Communication (GCSE)



Specification

The WJEC GCSE Graphic Communication is conceived as a 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

Assessments

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.

Did you know?

There will be an increase in demand for graphic designers over the next few decades due to digital developments in both our education and working lives.

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.

Your 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:





Drama (GCSE)



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 students 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.

Did you know?

Two seats are permanently bolted open at the Palace Theatre for the theatre ghosts to sit in

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.

Assessments

- ♦ **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%

Your 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 desirable for 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 presentation skills required in any chosen career pathway.

Head of Department:
Miss R Humphreys





Music (GCSE)



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.

Assessments

- **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%)**

Your 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.

Did you know?

In 2016, Mozart sold more CDs than Beyoncé

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. Students 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 students 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.

Head of Department:
Miss R Humphreys





Media (GCSE)



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 at which they aimed.

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.

Assessments

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.

Your 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.

Head of Department:
Miss S Evans



Food & Nutrition (GCSE)



Specification

The WJEC GCSE in Food and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students 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.

Assessments

Unit 1: Principles of Food and Nutrition

- Written examination: 1 hour 30 minutes
- 40% of the qualification. (80 marks)

Unit 2: Cooking and Nutrition in Action

- Non-examination assessment: internally assessed, externally moderated.
- 60% of the qualification. (120 marks)
- **Assessment 1:** The Food Investigation Assessment. 20% of total qualification. (10 hours)
- **Assessment 2:** The Food Preparation Assessment. 40% of the total qualification. (15 hours with a 3-hour practical session included)

Did you know?

Sugary drinks are the most fattening product in the modern diet

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.

Your 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 students 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**





Physical Education

Leadership through Sport



Specification

The Leadership through Sport course will cover 3 core modules that cover a wide area of experience in sport.

Unit 1: Planning and Leading Sports Activities

The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

Unit 2: Injury in Sport

The aim of this unit is to develop learner knowledge of common sports injuries and illnesses and their respective treatment. It will also consider risk assessment and its management.

Unit 6: Lifestyle and the Sports Performer

The aim of this unit is for learners to explore aspects of lifestyle and to identify the components of an appropriate lifestyle for an elite athlete.

Your acceptance onto this course will be based on your KS3 result and practical performance.

Assessments

This course is 100% coursework based which will be set and assessed by the class teacher.

Did you know?

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.
- Lead and coach a sport session for your peers.

Theory

- You will be required to write a number of assignments with teacher support. Some of your assignments will be assessed practically and evidence will be collected, this includes role play scenarios.
- You will understand what makes a successful sporting event and/or coached session and be able to plan and deliver this effectively.
- You will be able to identify the major risks in sport and preventative methods.
- You will understand how to treat injuries and how to respond during an emergency within a sporting context.
- You will explore the range of professionals that support elite athletes.
- You will understand how an athlete's professional profile can be maximised through media training and their social media presence.
- You will have the opportunity to conduct a sport-based interview.

Your Prospects

A qualification within Physical Education can be beneficial for a student who has a keen interest in the sport and leisure industry. It can also support the first steps of careers in physiotherapy, teaching and sport science. Studying a qualification in Physical Education demonstrates your ability to work with others, show commitment and dedicate your time to improving your performance.

Head of Department:
Mr L Morgan



Health & Social Care, & Child Care (GCSE)



Specification

The WJEC GCSE in Health and Social Care, and Childcare equips students with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Students have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs. Students will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

Assessments

The GCSE in Health and Social Care, and Childcare (Single Award) will be made up of two mandatory units;

Unit 1: (40% of Single Award qualification)

Human growth, development and well-being | Written examination: 1 hour 30 minutes

An assessment (either taken on-screen or as a written paper), comprising of a range of question types to assess specification content related to human growth, development and well-being. All questions are compulsory.

Unit 2: (60% of Single Award qualification)

Promoting and maintaining health and well-being | Non-exam assessment: approximately 25 hours

• **Task 1: Service Provision (approximately 10 hours)** - 40% of the marks within this unit are allocated to a service provision investigation which will assess the learner's knowledge, understanding and skills in relation to health and social care, and childcare service provision locally and nationally.

• **Task 2: Health Promotion (approximately 15 hours)** - 60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

The qualifications are both externally and internally assessed.

Work Involved

By studying Health and Social Care, and Childcare students will be able to:

- Develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care, and childcare contexts;
- actively engage in the study of health and social care, and childcare to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds;
- appreciate a range of perspectives on the impacts of health and social care, and childcare services on wider society;
- consider how health and social care, and childcare practice should be ethical and support a sustainable health and care system;
- develop and apply skills relevant to health and social care, and childcare including using and interpreting data;
- develop an awareness of career pathways available within the health and social care, and childcare sector.

Your Prospects

Students completing the GCSE in Health and Social Care and Childcare could study other qualifications within the suite at Levels 2 and 3. You may also be interested in progressing to further study and/or training in related areas including: sociology, psychology, medical science and a variety of child care and education based courses/work places.

**Head of Department:
Mrs V Gauregui**





Physical Education (GCSE)



Specification

A mixture of 50% theory, 42% practical and 8% Personal fitness programme.

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.

Did you know?

The human nervous system can relay messages to the brain at speeds of up to 200 miles per hour. Your brain receives 100 million nerve messages each second from your senses.

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

Assessments

A written 2 hour paper (worth 50% of the course) 100 marks

Practical **PART A** (3 activities) 84 marks

Practical **PART B** (Personal Performance Analysis) 16 marks

Your Prospects

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

Head of Department:
Mr L Morgan





PSE (Agored)

(Teamwork and Personal Development for Public Services)



Specification

The Agored Cymru Personal and Social Education qualification has been developed around the public service sector to:

- provide skills to manage and lead fulfilling professional and personal lives
- give full-time students the opportunity to enter employment in the Public Services sector or to progress to vocational qualifications at Level Three and beyond
- give students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Assessments

Students will 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 students in the direction they wish to take in their careers. The qualification will give them the knowledge needed to make an informed choice when they take their next step.

The course allows students 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. Students will be encouraged to take responsibility for their own learning and achievement, taking into account sector standards for behaviour and performance.

Did you know?

The criminal justice system deals with young people differently to adults.

Work Involved

The AGORED extended certificate is designed to equip students 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.

What will I study?

- Fitness testing and training
- Teamwork
- Equality and Diversity
- Fire safety in the home
- Principles and practice of fire safety
- Crime prevention and keeping safe
- Young people and the criminal justice system
- Social and legal aspects of personal safety.

Your Prospects

This qualification has been designed to be suitable for those who are interested in the public services sector.

**For further information
contact: Miss V Wakeham**



Business Studies (GCSE)



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 students, 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.

Assessments

Assessment for GCSE Business Studies is un-tiered, 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	1½ hours	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. Students are expected to apply their understanding of business content to specific contexts.

Did you know?

Apple's iPad Retina display is actually manufactured by Samsung

Work Involved

Students will study six key topic areas:-

- Business activity
- Influence on business
- Business operations
- Finance
- Marketing
- Human Resources

Your Prospects

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

Head of Department:
Mr N Beynon





Geography (GCSE)



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 students to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and students are encouraged to pose geographical questions of their own. The course will focus on geographical skills during Year 9 and then GCSE content will be delivered in Years 10 and 11.

Assessments

Unit 1 - 1.5hr Written Exam - 40%

Unit 2 - 1.5hr Written Exam - 40%

Unit 3 - Controlled Assessment (Fieldwork) - 20%

UNIT 1: Physical Geography

- **Section A:** Landscapes, Glaciers, Waterfalls, Rivers, Mega-Cities, Sustainable Housing, Transport, Economics and Urbanisation.
- **Section B:** Tectonic Landscapes and Hazards (Volcanoes and Earthquakes)

UNIT 2: Human Geography

- **Section A:** Weather, Climate and Ecosystems, Stock Markets, Population, Migration, Climate Change, Development and Resource Issues
- **Section B:** Social Development Issues (Child Labour, Refugee, Educating girls, Inequality, Health and Fair-trade)

UNIT 3: Controlled Assessment

- Coastal Management
- Urban Planning - architecture

Did you know?

Australia is about 32 times bigger than the United Kingdom

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, ICT 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.

Your 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, Biology, Economics, English and Information Technology.

A GCSE in Geography is excellent preparation for a career in planning, Geology, 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.

Head of Department:
Mr H Breese





History (GCSE)



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)

The First World War

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

Did you know?

Germany uncovers 2000 tons of unexploded bombs every year

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.

Your 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.

Assessments

In Depth Studies

Britain : Depression, War and Recovery (1930-1951) - 25%

Germany in Transition (1919-1939) - 25%

Total 50%

Outline Study

Changes in Crime and Punishment c.1500 to Present Day

Total 30%

Controlled Assessment

The First World War

Total 20%

**Head of Department:
Mrs D O'Leary**



Specification

Sweet's Personal Growth and Wellbeing (PGW) is a learning and skills development programme offering a specialist BTEC Level 1 or 2 qualification.

- ♦ Level 2 (GCSE Equivalent)
- ♦ Supports Welsh Baccalaureate

Assessments

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. The assessment approach of the course allows for 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 workplace assessment, role play and oral presentation.

Work Involved

Sweet's Personal Growth and Wellbeing (PGW) units are specifically structured to provide the Welsh Baccalaureate teaching and learning support for schools. The content helps learners to develop the same skills required across the Skills Challenges and prepares them for their controlled assessments.

Students will cover a range of different topics which will include:

- ♦ Personal Identity
- ♦ Global Citizenship
- ♦ Money Matters

Your Prospects

The qualification allows pupils to develop the skills they may need to go on to study a variety of qualifications at Post 16 level, as well as skills that are needed for a variety of roles within the workplace.

**For further information contact:
Mr D Thomas:**



Spanish (GCSE)



Specification

The qualification is made up of four units:

Unit 1 is a spoken assessment

Unit 2 is a listening examination

Unit 3 is a reading examination

Unit 4 is a written examination.

The context for learning the language is organised under three broad themes:

- Identity and culture,
- Wales and the World - areas of interest
- Current and future study and employment.

You will be entered for either the Higher or Foundation Tier following consultation with your teacher.

Assessments

You will be assessed at the end of the 2 year course in all four skills. This will take the form of:

- **Speaking Exam** - where will you be assessed by participating in a role play, talking about a scene using visual prompts and taking part in a general conversation with your teacher to be assessed externally.
- **Listening Exam** - this takes place under exam conditions where you answer questions after listening to recording in Spanish
- **Reading Exam** - under exam conditions, you are asked to respond to questions from a variety of sources in Spanish.
- **Writing Exam** - under exam conditions, you will be asked to translate and write short pieces in Spanish on a variety of topics.

All these Units have an equal weighting of 25% each and will be used to determine your overall grade. There is not any coursework for this subject.

Did you know?

Spanish is the second most widely spoken language in the World with nearly half a billion native speakers

Work Involved

When you choose to study Spanish at GCSE level, you will find yourself in a supportive learning environment where the teacher and fellow pupils will join you in your new language journey. For the first year, we will focus on building up your skills in Spanish.

There will be rapid progression made as we encounter all the new vocabulary and structures necessary for you to succeed. Primarily, we will focus on allowing you to develop your speaking skills and this will allow you to quickly acquire a lot of language through speaking with your fellow pupils in the language in class. Therefore, role plays and presentations will be a constant feature of your learning. By the end of Year 10, you will be ready to develop your reading and writing skills through learning about the Grammar of the Spanish language and developing your skills in expressing opinions and points of view orally. In addition to this, we will learn much about the Spanish speaking world and the history and culture of the Spanish language.

Your Prospects

Employment Opportunities: Language skills are highly prized in professional services such as banking, law and accountancy where many firms operate internationally. A language GCSE is highly prized by all major employers due to the cognitive skills that are developed through study, leading to high levels of pay in later life.

You will become a more rounded citizen of the World if you study another major, international language.

Head of Department:
Mrs K Sexton



Computer Science (GCSE)



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 in innovation, reasoning, resourcefulness, precision, problem solving and clarity. These skills will enable students 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.

Assessments

- **Unit 1:** Understanding Computer Science - external examination (50%)
- **Unit 2:** Computational Thinking and Programming - on-screen examination (30%)
- **Unit 3:** Software Development - on-exam assessment (20%)

Did you know?

Bill Gates' house was designed on a Mac computer. And so far it hasn't collapsed, as far as we know. Do you have anything to say, Mr. Gates?

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 students 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. Students are required to produce a refinement log that evidences the development of the solution.

Your 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. Students 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.

Head of Department:
Mrs A Chesterman



GCSE Digital Technology



Specification

GCSE Digital Technology is a brand new qualification which will ensure students become independent, confident and knowledgeable users of existing, new and emerging digital technology systems in today's connected and globalised society. Students will develop skills in understanding and analysing data, they will understand the value of digital technology by learning about the impact of digital systems on organisations and individuals and they will explore the ways in which digital technologies change and enhance communications. Students will develop an understanding of systems development which will lead to the planning and creation of a digital product.

Assessments

Unit 1: The Digital World - on-screen examination (40%)

Unit 2: Digital Practices - practical project with external assessment (40%)

Unit 3: Communicating in the Digital World - non-examination assessment (20%)

Did you know?

The word robot comes from the Czech word 'robota' which means forced labour

Work Involved

Students studying Digital Technology will develop interdisciplinary skills such as critical thinking, problem solving, innovative thinking and creativity. GCSE Digital Technology requires students to be able to work independently, especially during controlled assessment work. Three units will be studied over the course of two years.

Unit 1: The Digital World - students develop knowledge and understanding in digital technology systems, the value and impact of digital technology and digital technology perspectives and trends.

Unit 2: Digital Practices - Students will develop knowledge, skills and understanding in interrogating spreadsheet data; planning, developing, testing and evaluating a digital product.

Unit 3: Communicating in the Digital World - social media and online marketing communications, creating digital assets and planning digital communications.

Your Prospects

The increasing importance of digital technologies in business and society means there is a growing demand for professionals who are qualified in this area. GCSE Digital Technology is excellent preparation for students who wish to begin their journey towards a career that utilises digital technologies, or to progress onto advanced level programmes of learning involving digital technologies.

Students who have taken a GCSE in digital technology will have an advantage over their colleagues who are picking up the subject at higher levels.

GCSE Digital Technology is a new qualification, in place of the legacy GCSE ICT

Head of Department:
Mrs A Chesterman



Product Design (D&T) (GCSE)



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.

Assessments

Assessment for GCSE **Product Design** allows 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

Did you know?

Design is everything that isn't nature

Work Involved

The course consists of a number of practical tasks to help develop an understanding of materials, manufacturing processes and finishes. 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.

Your 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.

Head of Department:
Mrs V Gauregui





Fashion & Design (D&T) (GCSE)



Did you know?

The T-shirt is one of the most popular items of clothing in the world, and around two billion of them are sold every single year.

Specification

Textile Design is defined here as the creation of designs and products for woven, knitted, stitched, or printed fabrics and involves an understanding of fibres, yarns and fabrics. Students undertaking this title must explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions, and functions of textile design as appropriate to their own work. To provide sufficient opportunities for research into contemporary practice, students can explore practitioners working in occupations such as a textile designer, textile buyer, fashion designer, fashion forecaster, knitwear designer, milliner, fashion journalist, colour consultant, theatrical costume designer, fashion illustrator, pattern-cutter and designer-maker.

Assessments

Unit 1 Portfolio (60% of the GCSE)

This unit consists of a major practical project/theme-based portfolio and outcome/s with integrated critical and contextual analysis. This unit is designed to enable students to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences which build fundamental learning, knowledge, contextualisation skills and critical thinking. The time available for this unit also provides opportunities to focus on the acquisition of valuable skills (which include experimentation, risk-taking, drawing, the application of the formal elements and the ability to analyse and synthesise information and ideas) as well as to develop and refine techniques. The Portfolio is internally assessed and externally moderated.

Unit 2 Externally Set Assignment (40% of the GCSE)

This unit represents the culmination of students' GCSE study and provides both focus and challenge. Students are required to develop a personal response to one of a varied range of stimuli within specified time constraints. Students must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment. Students are assessed on their ability to work independently, within specific time constraints and in relation to all four assessment objectives. Both the preparatory study and sustained focus work are assessed together.

Work Involved

Students should demonstrate the ability to work creatively with processes and techniques appropriate to the chosen areas of study such as: weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, soft sculpture, appliqué, and collage. Textile Design encompasses a very broad range of materials, techniques, and processes, including recyclable materials and a growing number of interdisciplinary approaches.

Your 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.

Head of Department: Mrs V Gauregui





Triple Science (GCSE)



Specification

- Students follow one of the GCSE routes in years 9, 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. However, it is not essential for students to study triple science in order to study science at A level and beyond.
- 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.

Assessments

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%)

Did you know?

Babies have around 100 more bones than adults at birth

Work Involved

The units covered are: -

Biology

- Unit 1: Cells, Organ Systems & Ecosystems
- Unit 2: Variation, homeostasis and microorganisms
- Unit 3: Practical Assessment (completed in class - externally marked)

Chemistry

- Unit 1: Chemical substances, reactions and essential resources
- Unit 2: Chemical bonding, application of chemical reactions and organic chemistry
- Unit 3: Practical Assessment (completed in class - externally marked)

Physics

- Unit 1: Electricity, energy and waves
- Unit 2: Forces, space and radioactivity
- Unit 3: Practical Assessment (completed in class - externally marked)

Your 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.

Head of Department:
Mrs K Morris