



# Key Stage 4 Learning Pathways (including Triple Science)

## Year 9 into Year 10 Option Choices 2026-2028



Information for Students and their  
Parents/Carers



# 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 2028 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. The subject choice form will be emailed to parental email accounts and should be completed by your child, under your supervision, and returned online by **Friday 6 March 2026**. **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 Friday 27 February 2026.** 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. Students are strongly advised not to change their option subjects after September, as this can result in significant missed learning. However, changes will still be permitted up until the October half-term break in Year 10.

Y9 Parents and Options Evening will be held on **Thursday 26 February 2026** 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 faithfully

**Mr M Tucker (Headteacher)**





# KEY DATES

For Students/Parents/Carers

<b>3 February – 25 February 2026</b>	<b>OPTIONS FORTNIGHT (within half term)</b> Students discuss options during form time and SKL with tutors
<b>13 February 2026</b>	<b>OPTIONS VIDEO GOES LIVE ON WEBSITE</b> Text goes to communicate this with parents/carers. Students are informed via form tutors
<b>26 February 2026</b>	<b>Y9 OPTIONS AND PARENTS' EVENING (VIA PRE-BOOKED VIDEO CALL)</b> Separate letter regarding booking of appointments
<b>27 February 2026</b>	<b>OPTION FORMS</b> Option choice form emailed to parents/carers to be completed by students and their parents/carers and returned by <b>6 March 2026</b>
<b>6 March 2026</b>	<b>OPTION FORMS</b> <b><u>ALL OPTION FORMS TO BE RETURNED BY TODAY</u></b>
<b>SUMMER TERM 2026</b>	<b>CHOICES</b> Option choices confirmed for students and their parents/ carers
<b>September 2026</b>	<b>NEW ACADEMIC YEAR</b> Students start <b>Y10</b> and begin their KS4 curriculum

# OPTION CHOICES AND EMBARKING ON THE KS4 CURRICULUM AT THE JOHN FROST SCHOOL



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

Students and their /carers should read carefully the Course Descriptions on these pages before making choices. Please 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 27 February 2026. It should be filled in online and returned by 6 March 2026.

Parents/Carers: please contact the school if you are unable to fill in the form online and we will complete it with 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 programme of study for RVE and SKL include citizenship, sex education and careers education.

GCSE English Language and Literature is a combined qualification that will focus on literacy skills and the consideration of a wide range of different fiction and non-fiction texts. GCSE Mathematics and Numeracy is a double award qualification that combines mathematics skills with financial mathematics and other applications of numeracy.

A rigorous Welsh Baccalaureate will be taught as the overarching framework at 13-19, focusing on literacy, numeracy and other skills essential for learning and employment. It will be graded at all levels.



**Bagloriaeth  
Cymru  
Welsh  
Baccalaureate**



**Bagloriaeth Sgiliau  
Cymru Uwch  
Advanced Skills  
Baccalaureate Wales**

### **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 Welsh Baccalaureate has a clear focus on the following skills:-

1. Literacy
2. Numeracy
3. Digital Competence
4. Critical Thinking and Problem Solving
5. Planning and Organisation
6. Creativity and Innovation
7. Personal Effectiveness

These skills will be developed, applied and assessed through the completion of two 'Challenges' which are as follows and the completion of the Individual Project:-

1. **Global Citizenship Challenge**
2. **Enterprise and Employability Challenge**

The Individual Project allows students to explore a topic of personal interest while developing research, critical thinking, and project management skills. The Individual Project allows students to delve deeply into a subject they care about while showcasing their ability to work independently— an attribute sought after by both further education and employment.

The Individual Project is like a "mini-dissertation" designed to introduce students to independent research and project management. While less demanding than a university dissertation, it serves as excellent preparation for higher education and provides a valuable framework for learning essential academic skills.



**Head of Department  
Miss H Morgan**

## 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 have 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 predicted a grade B 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.** A Single Award Science pathway is offered if the Science Department feel this is the best pathway. This pathway is a more applied style course and will enable students to achieve one Science GCSE at the end of Y11.

**Please note 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 Fine Art, Photography and Graphic Communication together, or Product Design and Fashion Design/Textiles together. They can include all of these in their choices but would only be able to take one from each group.

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.

## THE OPTIONS

(1)	<b>EXPRESSIVE ARTS</b>	<ul style="list-style-type: none"> <li>• Art: Fine Art* (please see note below)</li> <li>• Art: Graphic Communication* (please see note below)</li> <li>• Photography* (please see note below)</li> <li>• Drama</li> <li>• Music</li> </ul>
(2)	<b>HEALTH &amp; WELLBEING</b>	<ul style="list-style-type: none"> <li>• Food &amp; Nutrition</li> <li>• Health &amp; Social Care and Childcare</li> <li>• PE/Sports Leadership</li> </ul>
(3)	<b>HUMANITIES</b>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Geography</li> <li>• History</li> </ul>
(4)	<b>LANGUAGES</b>	<ul style="list-style-type: none"> <li>• Spanish</li> </ul>
(5)	<b>PREPARING FOR WORK</b>	<ul style="list-style-type: none"> <li>• PSLD</li> <li>• SWEET</li> </ul>
(6)	<b>STEM</b>	<ul style="list-style-type: none"> <li>• Computing</li> <li>• Digital Technology</li> <li>• Finance</li> <li>• Product Design** (please see note below)</li> <li>• Fashion Design/Textiles** (please see note below)</li> <li>• Triple Science (for those that can apply)</li> </ul>

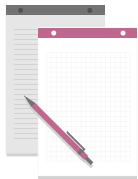
**\*Fine Art, Graphic Communication and Photography**  
(only ONE of these courses can be taken but all could be selected on the application form)

**\*\* Product Design and Fashion Design/Textiles**  
(only ONE of these courses can be taken, but all can be selected on the application form)

## 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 on our website giving you more information about options subjects
- 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 27 February 2026 Parents/students should return the form online by 6 March 2026. 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



# ENGLISH LANGUAGE & LITERATURE (GCSE)



Did you know? 'Tik Tok' is in the dictionary

## SPECIFICATION

The new GCSE English Language and Literature course is unitised.

Most students will complete the Double Award course; there is the option for the Single Award as appropriate.

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 with *"cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed."*

## ASSESSMENTS

### **Double Award:**

All students who complete the Double Award qualification must sit Unit 1, Unit 2, Unit 3, Unit 4b, Unit 5 and Unit 6.

From September 2025, Year 10 students beginning GCSE will be able to sit Unit 1, Unit 2 and Unit 3; these are the only available units for exam entry in summer 2026. Students will complete Unit 4b, Unit 5 and Unit 6 in year 11.

### **Single Award:**

All students who complete the Single Award qualification must sit Unit 1, Unit 2, Unit 3 and 4a.

**Unit 1:** Context and Meaning (*external exam*)

**Unit 2:** Belonging (*non-examination assessment*)

**Unit 3:** Influence and Power (*non-examination assessment*).

**Unit 4a/b:** Motivations (*external exam*)

**Unit 5:** Continuity and Change (*non-examination assessment*)

**Unit 6:** Connections (*external exam*)

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

Skills studied and assessed in English lessons, such as communication skills and written accuracy, have been regarded as one of the most requirements for employers

Head of Department  
Miss S Evans



# MATHEMATICS & NUMERACY (Double Award) (GCSE)

Did you know? From 0 to 1000, the only number that has the letter "a" in it is "one thousand"

## SPECIFICATION

The GCSE course officially begins in Year 10, though Students have been studying most relevant topics since Year 7. Students will follow a unitised specification and need to sit three examinations to certificate in the subject.

### **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 three examinations. The use of an electronic calculator is permitted on two of these papers. There is no coursework component to this specification; certification is based solely on examination results.

**Unit 1** accounts for **30 %** of the overall GCSE grade and focusses on financial mathematics and other applications of numeracy

**Unit 2** accounts for **30 %** of the overall GCSE grade and focusses on non-calculator mathematical skills

**Unit 3** accounts for **40 %** of the overall GCSE grade and focusses on calculator-based mathematical skills

## YOUR PROSPECTS

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

## 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.

Head of Department  
Mr P Thompson



# SCIENCE (Double Award) (GCSE)

Did you know? Earthworms have 5 hearts

## 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 14.3 % each) at the end of Year 10
- 3 x 1 hour 15 minute examinations (worth 15.7 % each) at the end of Year 11

### **Controlled Assessment**

Practical assessments carried out in school in the January half term of year 11 but externally marked worth 10%

## YOUR PROSPECTS

WJEC GCSE The Sciences (Double Award) provides a pathway onto further science qualifications including A levels in Science.

## 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 – Basis of Life
- **Unit 2:** Chemistry – Chemical substances and How They Behave
- **Unit 3:** Physics – Forces, Motion and the Universe
- **Unit 4:** Biology – Continuity of Life
- **Unit 5:** Chemistry – Chemical Bonding, Reactions and Resources
- **Unit 6:** Physics – Waves, electricity and Energy

Head of Department  
Mrs K Morris



# SCIENCE (Single Award) (GCSE)

Did you know? Humans have 206 bones

## SPECIFICATION

The WJEC GCSE Integrated 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 Integrated 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 progress at KS3.

## 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**

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

## YOUR PROSPECTS

WJEC GCSE Integrated science (Single Award) provides a pathway onto further Applied Science qualifications.

## 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: Living on Earth

Unit 2: Science in a Changing World

Unit 3: Scientific Enquiry

Head of Department  
Mrs K Morris



# 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 Integral skills will support students in their other subjects and prepare them for their future after school.

At Key Stage 4 students complete three units; Enterprise and Employability (25%), Global (25%) 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.

## ASSESSMENTS

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

The National/foundation Skills Challenge Certificate is graded A\* - C at level 2 but students could also achieve a level 1 pass.

## YOUR PROSPECTS

- The Skills Challenge Certificate will encourage students to value integral skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of higher education or the workplace.
- The Skills Challenge Certificate was developed in collaboration with various employers and Russell Group universities, which recognise the importance of integral skills in students pursuing higher education.

## WORK INVOLVED

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

Individual Project – 50% (studied in Year 11)

Enterprise and Employability Challenge – 25% (studied in Year 10)

Global Citizenship Challenge – 25% (studied in Year 10)

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

Head of Department  
Miss H Morgan



# PE and GAMES CORE (Non-examination)

Did you know? A baby's body has 300 bones at birth, these eventually fuse to form 206 bones in adults!

## 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.

## 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

Did you know? Buddhism is the fourth largest religion in the world but most Buddhists do not believe in God.

## 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 Year 10. 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.

## 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.

## 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.

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

# EQUALITY and DIVERSITY (Level 2 Certificate)

Did you know? Buddhism is the fourth largest religion in the world but most Buddhists do not believe in God.

## SPECIFICATION

Students are already studying this course and will continue to do so in Years 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.

## 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)

Did you know? Mount Everest is named after Welshman, Sir George Everest

## SPECIFICATION

The new GCSE Core Welsh course is a linear specification, the qualification is not tiered. The course will assess students on the three core skills: Oracy, Reading and Writing. The GCSE Welsh (Core) course by the WJEC is designed to promote a positive and relevant experience of Cymraeg and Welsh cultures.

## ASSESSMENTS

Students will sit 4 exams in Y11.

**Unit 1** is a group oral exam responding to a visual stimulus. This will be sat in the Autumn Term.

**Unit 2** is a group oral exam. This will be sat in the Spring Term.

**Units 3 and 4** exams are written exams which will assess reading and writing skills. These will be sat at the end of Year 11.

## WORK INVOLVED

Students will follow three broad themes of Habitat, Identity & Culture. GCSE Core Cymraeg supports learners to:

- develop an understanding of the language
- communicate clearly, accurately and creatively in Cymraeg
- develop their knowledge and understanding of the vocabulary, grammar and structure of Cymraeg
- express themselves in a range of contexts and for different audiences and purposes
- contribute spontaneously to conversation/discussion

## 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 Core 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

# ART: FINE ART (GCSE)

Did you know? "Art is not just a thing, but a way of seeing?"

## 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.

## 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: PHOTOGRAPHY (GCSE)

Did you know? Henry Cartier- Bresson, a famous photographer once said, "Photography is the story I fail to put into words."

## SPECIFICATION

Are you creative, curious, and excited by the power of visual storytelling? The Art Department are excited to offer the GCSE in Photography. The WJEC GCSE in Photography offers you the chance to explore the world through a lens and express your unique perspective. This is a two-year course where you will achieve a GCSE qualification at the end of Year 11. The 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 or Photography, or stand as a recognised subject at the end of Year 11. Within the course you will study and perform:

- Documentation photography
- Experimental photography
- Studio photography

**Head of Department  
Ms J Lockwood**

## ASSESSMENTS

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

**Coursework: (60%)** In the WJEC GCSE Photography, students will be assessed on their ability to explore and develop creative ideas, experiment with photographic techniques and present a final portfolio of work. There are four assessment objectives AO1: Develop ideas, AO2: refine work, AO3 Record ideas and AO4 Present a response.

**Set Task: (40%)** This will take place in the second year of the course. Students will choose from a list of titles then complete a body of photography before completing a final outcome 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.

## YOUR PROSPECTS

The GCSE in Photography opens the door to exciting career paths and further study. It is a perfect steppingstone to A' Level Photography, Art or Media Studies. You will learn how to use technology creatively, develop a critical eye and communicate visually.

These skills are essential not only in creative industries but also in areas such as marketing, education and even business. GCSE Photography is about more than images - it's about building your future.

## WORK INVOLVED

- Understanding SLR photography and the basics of the camera.
- Mastering composition, lighting and editing techniques.
- Using digital apps to produce experimental photography.
- Research of historical and contemporary photographers.
- Creating and using photography in a variety of ways alongside using other artistic media.



# ART: GRAPHIC COMMUNICATION (GCSE)

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.

## 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 and 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.

## 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)



Did you know? Two seats are permanently bolted open at The Palace Theatre for the theatre ghosts to sit in

## 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.

Students 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.

**Head of Department  
Miss R Humphreys**

## ASSESSMENTS

- Unit 1** – Devising Theatre (Coursework) 40%
- Unit 2** – Performance from a text (exam, assessed by external examiner) 30%
- Unit 3** – Interpreting Theatre (2 hour on screen written exam) 30%

## 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.

## 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** – Performance from a text – Students participate in a performance based on an extract from a text of their own choice. This performance will be assessed by an external examiner.

**Unit 3** – Interpreting Theatre - This is a two hour 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:** Analysis and evaluation of the work of others through the study of unprepared extracts.



# MUSIC (GCSE)

Did you know? In 2016, Mozart sold more CDs than Beyoncé

## SPECIFICATION

GCSE Music is a highly useful, sought 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.

**Head of Department  
Miss R Humphreys**

## ASSESSMENTS

**Unit 1 – Performing (32.5%)** Performances recorded in exam conditions, sent to WJEC for marking

**Unit 2 – Composing (32.5%)** Coursework. Internally assessed, externally moderated by WJEC

**Unit 3 – Appraising/Listening Exam (35%)**

## 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.

## WORK INVOLVED

**Unit 1 – Performing (total duration of performances: 4-6 minutes)**

**Section A:** Performing - A minimum of two pieces. They can be either solo pieces or a combination of solo and ensemble pieces. One of the pieces performed must link to an area of study of the student's choice. This can be performed on a musical instrument, or voice as well as electronic music like DJ-ing for example.

**Unit 2 – Composing (total duration of compositions: 3-6 minutes)**

**Section A:** Composing: 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: An evaluation of the piece composed in response to a brief set by WJEC

**Unit 3 – Appraising (Digital written examination: 1 hour 30)**

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.



# FOOD and NUTRITION (GCSE)

Did you know? Sugary drinks are the most fattening product in the modern diet

## 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)

## 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 students 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 BTEC 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 students 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 student 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 students 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.

## 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.

## 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.

Head of Department  
Mr L Morgan



# HEALTH & SOCIAL CARE & CHILD CARE (GCSE)

## SPECIFICATION

Through studying GCSE Health and Social Care and Childcare you will:

- Learn about health and social care, and childcare services and consider the impact of these services on general health, well-being and children's development
- Consider human rights and diversity, including black, Asian and minority ethnic perspectives, identity, culture and experiences.

## ASSESSMENTS

**Unit 1** – Health and social care, and childcare in Wales in the 21st Century  
**Assessment Type:** written examination 1 hour 30 minutes

40% of qualification: 80 marks  
The assessment will include questions requiring objective responses, short and extended answers, with some based around applied situations.

**Unit 2** – Adult Health and Social Care  
**Assessment Type:** Non-exam assessment 12 hours

30% of qualification: 60 marks  
For this assessment, you will be required to complete an assessment based on a choice of two case studies where you'll apply knowledge and understanding of adult health and social care.

**Unit 3** – Childcare  
**Assessment Type:** Non-exam assessment 12 hours

30% of qualification: 60 marks  
For this assessment, you will be required to complete an assessment based on a case study and an investigation where you'll apply knowledge and understanding of childcare  
The qualifications are both externally and internally assessed.

## WORK INVOLVED

By studying Health and Social Care and Childcare, you 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 learners, 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 an awareness of career pathways available within the health and social care and childcare sector

## YOUR PROSPECTS

The qualification will allow you to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and generally valued for life, learning and work. It will also help you make informed decisions about a wide range of career pathways, including:-

- **Health care sector:** Nurse, GP, healthcare assistant, pharmacist
- **Social care sector:** Care work, social worker, support worker, counsellors and therapists
- **Children and young people's sector:** nursery worker, teaching assistant, child and family support workers
- **Specialised care roles:** Palliative care professional, mental health worker
- **Public health roles:** Community development workers, health educators



# PHYSICAL EDUCATION (GCSE)

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.

## SPECIFICATION

### **Practical (60%)**

Students will select 2 activities from the specification which could 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. Students can also be assessed as a coach in a sport or physical activity.

### **Theory (40%)**

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.

## ASSESSMENTS

- Performance in one activity = 20%
- Performance or Coaching in a second activity = 20%
- Personal Training Plan = 20%
- Practical is therefore 60% in total
- A 90 minute digital exam = 40%

## 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.

## 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

**Head of Department  
Mr L Morgan**

# PSLD – PROTECTIVE SERVICES AND LIFESTYLE CHOICES

Did you know? The criminal justice system deals with young people differently to adults.

## SPECIFICATION

The PSDL 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 3 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.

## 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. The qualification is worth the equivalent of two GCSE's at grade B.

### **What will I study?**

- Rail Safety
- Online Safety
- Fire safety in the home
- Anti-social behaviour
- Risky behaviour
- Crime prevention and keeping safe
- Young people and the criminal justice system
- Social and legal aspects of personal safety.
- The King's Trust qualification is designed to equip students with the skills to enter further education and the world at work.

The qualification is worth the equivalent of two GCSE's at grade B.

## YOUR PROSPECTS

This qualification has been designed to be suitable for those who are interested in the public services sector. The qualification is also perfect for those students who do not like exams as it is 100% coursework.

The qualification is worth the equivalent of four GCSE's at B Grade.

Head of Department  
Miss V Wakeham

# BUSINESS STUDIES (GCSE)



Did you know? Apple's iPad Retina display is actually manufactured by Samsung

## SPECIFICATION

The WJEC GCSE Business qualification will develop your understanding of the activities that make a business successful.

You will:-

- Gain an insight into critical issues facing businesses and ways in which these can be solved
- Undertake research to make reasoned judgements and think critically about businesses in your area
- Reflect on business activity in the context of the environment and sustainability
- Study the impact business has on society
- Explore job market trends and understand different business careers and employment opportunities available to you

## 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.

**Units 1 and 3** are assessed by written examinations containing both short and extended answers, with some based around business situations.

**Unit 2 and 4** are non-examined assessments where you will be given an assignment brief to complete. You will undertake research, analyse the data and provide judgements.

## WORK INVOLVED

**Unit 1 – Introduction to the Business World** - You will study the fundamentals of business, explore the purpose of business activity and the nature of business enterprises, understanding the different types of business ownership and aims.

Additionally, you will learn about markets and business sectors, and the importance of the consumer. You will calculate costs and revenue to make business decisions.

**Unit 2 – Key Business Considerations** - You will undertake research on a chosen business in your locality and to use your research findings to produce a report.

**Unit 3 – Business Strategies for Success** - You will explore the key business functions of finance, marketing, human resources, and production. Additionally, you will study strategies for business growth and understand how businesses are affected by political, legal, and economic external factors.

**Unit 4 – Business Creation** - You will develop enterprise skills, carry out primary and secondary market research to collect information for an entrepreneurial opportunity you have identified. You will produce a report that covers key aspects of your business proposal

## YOUR PROSPECTS

GCSE Business Studies is aligned with the requirements for progression to further study at level 3, GCSE Business will also prepare you for many careers in business and industry. These include in marketing and public relations, law, finance and accounting, human resource management, as well as manufacturing and production.

Head of Department  
Mr N Beynon



# FINANCIAL STUDIES (LEVEL 2)

Did you know? The average credit card balance in the UK, in November 2024 is £2524.  
This would take 27 years to repay if only the legal minimum repayment was made each month.

## SPECIFICATION

The Agored Cymru Level 2 Certificate in Financial Capability and Careers Development (CeFCCD) develops learners knowledge of the practical and legal constraints on the sources and uses of money, the methods of organising money through personal budgeting, the considered use of appropriate bank and building society accounts and the concepts 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 and gives guidance on methods for enhancing employability skills.

## ASSESSMENTS

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 (30 Marks)
- Money Management Solutions (30 Marks)
- Personal Finance Management (20 Marks)
- Careers in Finance (20 Marks)
- Graded at either A\*, A, B, C or U

## WORK INVOLVED

In these units, you will develop learning and an understanding of:-

**Unit 1 - Personal Financial Encounters** - The concept of legal tender, sources of money, income and income tax, managing money through bank accounts. The aim of this unit is to increase your understanding of everyday financial encounters, enabling you to make informed decisions about your finances.

**Unit 2 – Money Management Solutions** - Methods of borrowing and repaying money, personal banking, financial advice and creating budgets. The aim of this unit is to increase your understanding of the banking systems available to you, enabling you to make informed choices about your bank account and spending decisions.

**Unit 3 – Personal Financial Management** - Financial protection and the impact of debt. The aim of this unit is to increase your understanding of personal finance, taking into account affordability, choice and protection.

**Unit 4 – Careers In Finance** - Careers in Banking, Accounting, Investment, Insurance and how to enhance employability opportunities in the financial services sector.

## YOUR PROSPECTS

Financial Studies is aligned with the requirements for progression to further study at Level 3. Financial Studies will also prepare you for many careers in finance-related fields such as Accountancy, Business Studies and occupation-specific qualifications within financial services, business and industry. These include in marketing and public relations, law, finance and accounting, human resource management, as well as manufacturing and production.



# GEOGRAPHY (GCSE)

Did you know? Australia is about 32 times bigger than the United Kingdom

## 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 : Physical and Human World**

Written Examination - 30% of qualification  
Drainage Basins, River Landforms, Changing Coastline, Cause and Effect of Migration, Land use, Urbanisation, Economics, Risk Management and Settlement Change

### **UNIT 2 : Developing Fieldwork**

NEA assessment - 25% of qualification  
Planning, Data Collection, Data Presentation, Analysis, Conclusions and Evaluation

### **UNIT 3 : Dynamic Diverse World**

Written examination - 30% of qualification  
Inequality, Development, Weather and Climate, Wild Weather, Climate Change, Global Challenges, Energy.

### **UNIT 4 : Sustainable Solutions**

Written Examination - 15% of qualification  
Making Sustainable Solutions, Sustainability

## 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 J Aldis-Hobbs**

# HISTORY (GCSE)

Did you know? The Black Death killed about 25 million people across Europe in 5 years

## SPECIFICATION

The course consists of two in depth studies and two breadth studies from medieval to modern history. There are two exam units and two controlled assessment units (NEA).

### **In Depth Studies (30% Unit 1, 20% Unit 2)**

- 1. Wales and the early Tudors 1485-1547** – The accession and governance of Henry VII, Henry VIII's attempts to control Wales, the impact of the Reformation, and the Acts of Union.
- 2. The Black Death 1330-1360** – The spread of the disease, attempts to limit the spread and cure the disease, society's reaction to the disease, and the legacy of the Black Death

### **Breadth Studies (30%)**

- 3. Changes to US society 1880-1980** – The legacy of slavery and issues of race and immigration including the Jim Crow Laws and KKK, economic boom and bust in the 1920s and 1930s, developments of civil rights during and after World War 2, the impact of civil rights activists, the development of second-wave feminism.
- 4. Historical Enquiry** - This non-examination assessment will provide an insight into the different experiences of people within themed events in an extended timeframe of 75-100 years. Themes covered will include culture, ethnicity, peace and conflict, religion, politics, sexuality and gender, and more.

The enquiry will focus on two specific themes.

## ASSESSMENTS

### **Exams**

Wales and the early Tudors 1485-1547 – 30%  
Changes to US society 1880-1980 – 30%  
Total 60%

### **Non-Examination Assessments**

The Black Death 1330-1360 – 20%  
Historical Enquiry – 20%  
Total 40%

## 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. The skills you develop are important for a wide range of jobs and careers.

## 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 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 essential in History at GCSE.

Head of Department  
Miss M Chard

# SWEET PROGRAMME – PERSONAL GROWTH & WELLBEING (PGW) (SUCCEEDING WITH EDUCATION, EMPLOYMENT & TRAINING)

## 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 Baccaalaureate

## 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 Baccaalaureate 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 students 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.

**Head of Department  
Mr D Thomas**

# SPANISH (GCSE)

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

## 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.

## 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 students 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 students 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  
Miss K Sexton

Did you know? Cybercrime is expected to cost businesses £8.4 trillion annually by 2025. Cybersecurity is a specialised area within Computer Science. The first computer, known as ENIAC weighed 30 tons and took up an entire room.

## 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**

1.5 hours external practical examination (50%)  
Questions requiring objective responses, short and extended answers.

### **Unit 2: Software Development**

2 hours on-screen examination (50%)  
Set and marked by WJEC.  
Pre-released brief includes a scenario featuring tasks based on the scenario.

## 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.

## WORK INVOLVED

You will be taught to become proficient in basic programming and coding skills. Of course this involves practice and dedication; 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 two 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. This unit will be assessed through a 1.5 hour written examination.

**Unit 2:** The assessment for this unit involves a pre-released brief which requires students to produce a programmed solution to a problem. The problem will firstly be analysed in order to design a solution and develop a final programmed solution. The assessment requires students to test their solution and give suggestions for further development. Additionally, students are required to produce a refinement log that evidences the development of the solution.

Head of Department  
Mrs A Chesterman

# DIGITAL TECHNOLOGY (GCSE)

Did you know? The word robot comes from the Czech word 'robota' which means forced labour!

## SPECIFICATION

GCSE Digital Technology (DigiTech) is a modern, broad-based qualification which will support students to 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. Students will develop an understanding of the systems development life cycle, which will support development of transferable skills and lead to the planning and creation of digital products.

## ASSESSMENTS

**Unit 1: The Digital World** – theory (40%)  
1.5 hours, digital-only examination.  
Types of data, digital technology systems, digital communication, the digital shift in work, trade and monetisation, securing data and systems and emerging and evolving in digital technologies such as AI and robots.

**Unit 2: Digital Practices** – practical (40%)  
Non-exam assessment, NEA 20 hours.  
Using design and development skills in Adobe Animate and Dreamweaver to plan, create and test an animation and website, based on a project set by WJEC.

**Unit 3: Communicating in the Digital World** – practical (20%)  
Non-exam assessment, NEA 10 hours.  
Using research techniques to explore social media platforms and to use Adobe PremierePro to create and manipulate digital media assets to plan and create a digital marketing campaign video, based on a project set by WJEC.

## 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, and which provides progression to A' Level programmes, leading to college, university, or an apprenticeship 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.

## 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 work independently, especially during controlled assessment work. Three units will be studied:

**Unit 1: The Digital World** – students develop knowledge and understanding in digital technology systems and how digital technology impacts on our world.

**Unit 2: Digital Practices** – students will develop knowledge, skills and understanding in digital practices, including interrogating spreadsheet data and planning, developing, testing and evaluating a digital product, using Adobe professional software.

**Unit 3: Communicating in the Digital World** – students will study social media and online marketing and digital communications. They will plan and create digital assets, using Adobe industry-standard professional software.

Head of Department  
Mrs A Chesterman

# PRODUCT DESIGN (GCSE)

Did you know? Design is everything that isn't nature!

## SPECIFICATION

The GCSE Design and Technology qualification supports learners in understanding the modern technologies, materials and practices used to create products and solutions that meet user needs and wants. It encourages them to analyse and be inspired by existing products that inform the design and production of practical solutions for specific end users and markets. Learners develop an appreciation of the underlying technical principles, skills and knowledge relevant to their chosen design pathway, as well as the importance of creativity, craftsmanship and innovation throughout iterative design practice. They also learn to consider the factors that influence user needs and wants, recognising how iterative processes help produce effective outcomes. In addition, the qualification enables learners to understand how design decisions can have environmental and societal impacts on a local, national and international scale. Ultimately, students use their developing knowledge, skills and understanding to inform their decisions when designing, making and evaluating products or prototypes.

**Head of Department**  
**Mrs V Gauregui**

## ASSESSMENTS

**Unit 1** – On screen exam

Assessment Type: Digital examination

30% of qualification: 80 marks

The on-screen exam will require you to demonstrate and apply your knowledge and understanding of the principles, materials, tools and techniques used in Design and Technology. There will be a mix of short answer, structured and extended writing questions on both core knowledge and content that is specific to your chosen pathway.

**Unit 2** – Design Project: Contextual Challenge

Assessment Type: Non-exam assessment

70% of qualification: 100 marks

This unit is designed to give you the opportunity to solve 'real life' problems by designing and making products or systems that respond to your selected target markets' needs, wants and values.

You will be required to identify design opportunities, produce a clear design brief and specification, create innovative solutions, produce quality final prototypes and evaluate their suitability for their intended users' needs.

## 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.

## 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.

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

Fashion and Textiles is studied as a specialist material area within GCSE Design and Technology.

Students learn how to design and make textile-based products that are functional, aesthetically pleasing and suitable for real users.

The course develops understanding of:

- Fibres, fabrics and textile materials, including their properties and performance
- How materials are selected and used appropriately in different design contexts
- The work of historical and contemporary designers and makers
- How social, cultural, environmental and ethical factors influence design decisions

Students will apply this knowledge through practical design and making activities, alongside developing the ability to analyse, evaluate and justify their choices in line with the WJEC specification.

## ASSESSMENTS

**Unit 1** – On screen exam

Assessment Type: Digital examination

30% of qualification: 80 marks

The on-screen exam will require you to demonstrate and apply your knowledge and understanding of the principles, materials, tools and techniques used in Design and Technology. There will be a mix of short answer, structured and extended writing questions on both core knowledge and content that is specific to your chosen pathway.

**Unit 2** – Design Project: Contextual Challenge

Assessment Type: Non-exam assessment

70% of qualification: 100 marks

This unit is designed to give you the opportunity to solve 'real life' problems by designing and making products or systems that respond to your selected target markets' needs, wants and values.

You will be required to identify design opportunities, produce a clear design brief and specification, create innovative solutions, produce quality final prototypes and evaluate their suitability for their intended users' needs.

## WORK INVOLVED

Students are required to demonstrate both creative design skills and technical knowledge throughout the course. Work will include:

- Designing and making textile products using a range of processes, such as weaving, knitting, surface decoration (printing, embroidery, appliqué) and construction techniques
- Exploring and testing different fibres, fabrics and materials, including modern and sustainable textiles
- Developing ideas through sketching, modelling, sampling and CAD
- Understanding how material properties affect the suitability of products for specific users and purposes
- Considering sustainability, environmental impact and ethical issues in textile design
- Producing and evaluating prototypes against a clear design brief and specification

Students will work independently and collaboratively, building confidence in problem-solving, creativity and practical making skills that reflect real-world textile and fashion design practice

## 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)

***PLEASE READ THIS BEFORE CONSIDERING TRIPLE SCIENCE:*** 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 predicted a grade B 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.

Did you know? Babies have around 100 more bones than adults at birth!

## 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%)

## 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.

## 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)

Head of Department  
Mrs K Morris

IF YOU HAVE ANY QUERIES, PLEASE CONTACT THE SCHOOL



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