

# MONMOUTH

**COMPREHENSIVE SCHOOL**  
**YSGOL GYFUN TREFYNWY**

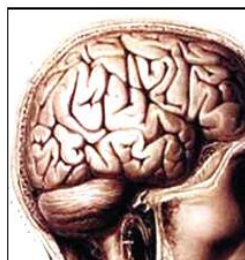
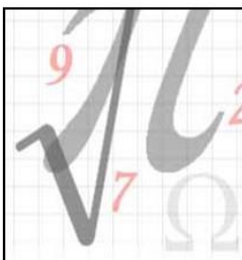
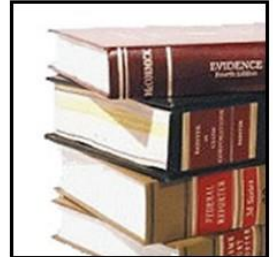
**2024**

**Key Stage 4**

**Options Booklet**

**Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_





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## How will my curriculum be different in Year 10?

In Years 7-9, every student follows much the same course, designed to introduce them to all the main areas of the curriculum and provide a solid foundation for further studies.

In Years 10 and 11, everyone must continue with the core subjects. During the most recent review of secondary education it was determined that the core in Wales would be comprised of English Language, Mathematics and Mathematics- Numeracy, Double Science, Welsh and PE.

The newly developed Welsh Bacallaureate Skills Challenge Certificate sits at the heart of the Welsh qualifications system. It seeks to inspire and challenge 14-16 learners to fulfil their potential. This rigorously assessed and graded qualification underpins learner's choices in Key Stage 4 and is achieved by nearly all students across Wales.

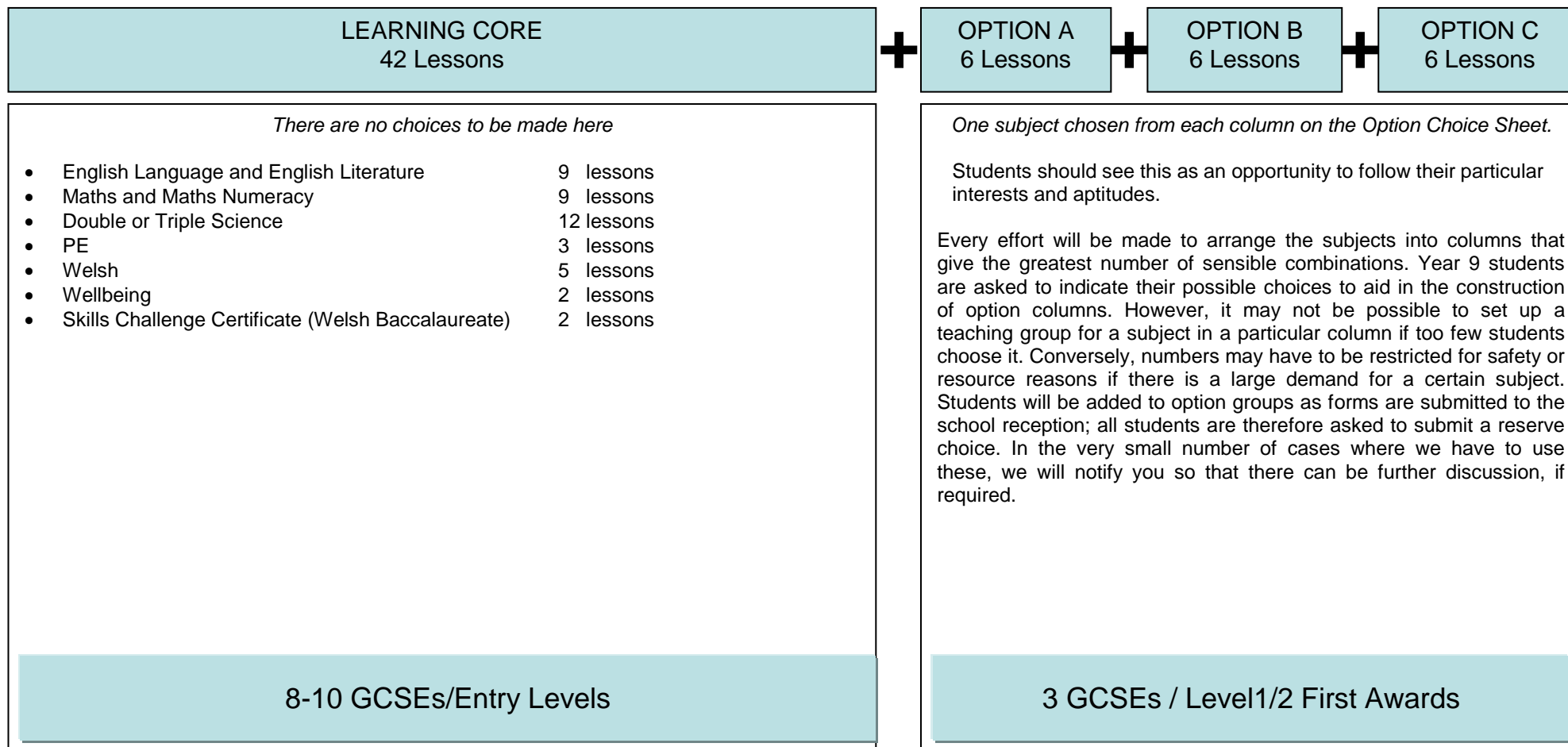
## What qualifications can be achieved?

GCSE	Level 1 / 2 Awards	Entry and Introductory Level	The Welsh Bacallaureate
<p>Many of the two year courses in Years 10 and 11 lead to the General Certificate of Secondary Education (GCSE). This is graded from A* to G for each subject.</p> <p>Last year, over 80% of Year 11 students achieved at least a C grade in English, Maths and Science. This percentage is well above the national average and we aim for continuous improvement. The minimum level for going on to A-level, Advanced Vocational Courses or direct entry to many careers, is six of these 'higher grades'.</p> <p>Achievement at lower grades than this can represent a considerable achievement for some students and equip them to study vocational courses at Colleges of Further Education, or entry into employment.</p>	<p>These are genuinely vocational courses; several have been running successfully for many years. They are highly valued by employers and institutes of higher and further education.</p> <p>The Level 2 Award is equivalent to 1 GCSE at grades A*-C.</p> <p>The Level 1 Award is equivalent to 1 GCSE at grades D-G, the Level 1 Certificate 2 GCSEs at grades D-G, and the Level 1 Diploma 4 GCSEs at grades D-G.</p> <p>There is an element of external assessment (17% or 25%); the remaining assessment is based on assignments that simulate real employment and investigate actual places of work. They are a chance for all students to learn and demonstrate skills in a different way from GCSE.</p>	<p>For students who find GCSE too academic, or Level 2 Awards too demanding, we have an outstanding record of success in Entry Level courses and the BTEC Introductory Diploma. Students who achieve these will be well equipped to go on to Further Education, training or employment.</p>	<p>To fulfil the requirements of the National Welsh Bacallaureate, students will be graded in four challenges as part of the Skills Challenge Certificate component of the qualification. These four challenges are:</p> <ul style="list-style-type: none"> <li>• <b>Individual Project:</b> This is an independent, research-based assignment on an individually selected subject. Learners demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research.</li> <li>• <b>Enterprise and Employability Challenge:</b> To develop enterprising skills and attributes and enhance employability.</li> <li>• <b>Global Citizenship Challenge:</b> To understand and respond appropriately to a global issue.</li> <li>• <b>Community Challenge:</b> For learners to identify, develop and participate in opportunities that will benefit the community.</li> </ul> <p>The Skills Challenge Certificate is graded A*-C and has the equivalence of one GCSE.</p> <p>All students will also need to have the following to achieve the qualification:</p> <ul style="list-style-type: none"> <li>• <b>GCSEs:</b> GCSE English Language and GCSE Mathematics – Numeracy.</li> <li>• <b>Supporting qualifications:</b> For example, other GCSEs and/or vocational qualifications</li> </ul>

## How is the curriculum organised?

At Monmouth Comprehensive, we believe in offering a wide range of options. Details of all the subjects are given further on in this booklet. Students have some choice of **how** they study as well as **what** they study) – some subjects are more “applied” or more practical than others, and are assessed in a different way from more traditional exams.

The curriculum is organised into a timetable of 60 lessons, of 50 minutes each, in a fortnight.



**So what choices must I make?**

**You Must Choose:**

**ONE subject in EACH of columns A - C**



## The Welsh Baccalaureate

The Welsh Baccalaureate is a rigorous qualification that allows students to develop and apply the skills they need for college, university, employment and life. Grading has been introduced to strengthen the qualification and properly reward students who achieve high standards. All students will follow the National Welsh Baccalaureate (Level 2) in Key Stage 4.

### What will students need to do?

Students will need to complete the following challenges as part of the Skills Challenge Certificate (graded A\*-C at Level 2):

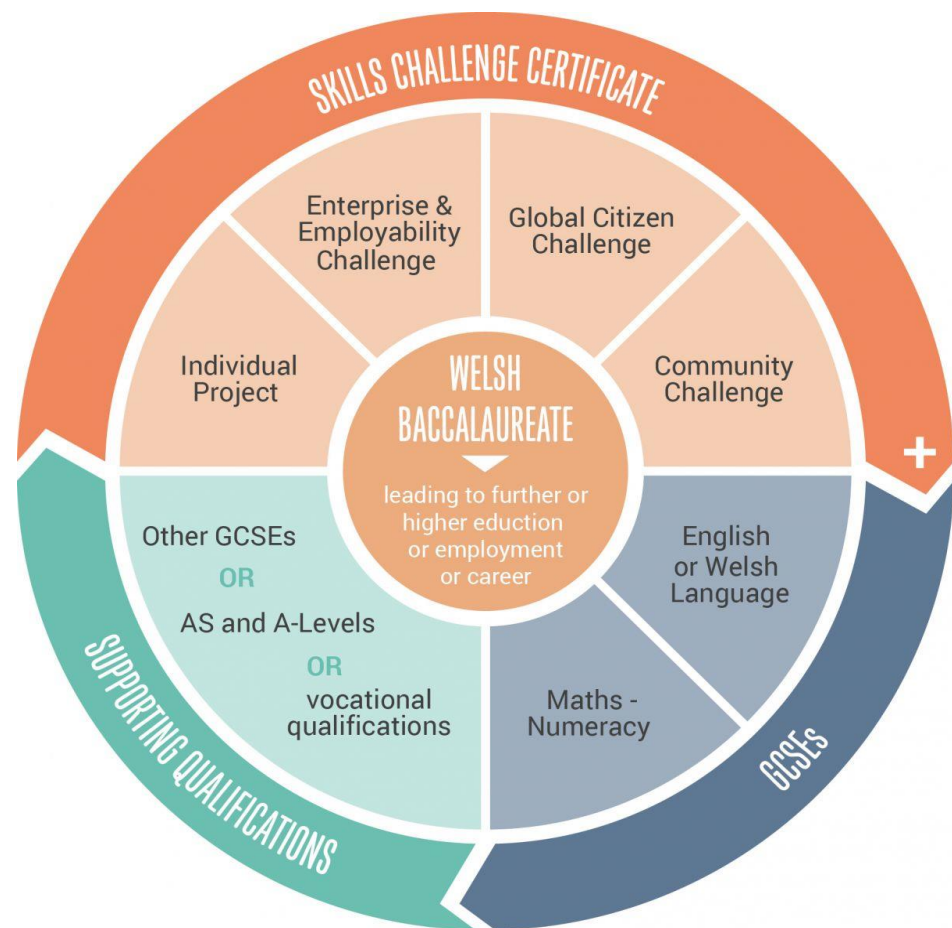
- **Individual Project:** This is an independent, research-based assignment on an individually selected subject. Students demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research.
- **Enterprise and Employability Challenge:** To develop enterprising skills and attributes and enhance employability.
- **Global Citizenship Challenge:** To understand and respond appropriately to a global issue.
- **Community Challenge:** For students to identify, develop and participate in opportunities that will benefit the community.

All students will also need to have:

- **GCSEs:** GCSE English Language and GCSE Mathematics – Numeracy.
- **Supporting qualifications:** For example, three other GCSEs and/or vocational qualifications

**The 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



## The Duke of Edinburgh Award

There is more to the next two years than just working towards your formal qualifications. You also have the opportunity to develop your wider Essential Skills of Improving Own Learning and Performance, Problem Solving & Working with Others through the DofE (Duke of Edinburgh Award Scheme). These genuine life skills will help you both inside and outside the school; they are also highly valued by universities & employers. The DofE is a balanced programme of activities which develops the mind body and soul in a non-competitive environment of social interaction and team working. DofE is also great fun!

There are 4 elements in the programme:

### 1 Physical:

Improving in an area of sport, dance or fitness activities by regular participation (minimum of 1 hour per week) over 3 months.

### 2 Skill:

Developing practical & social skills & personal interests by regular participation (minimum 1 hour per week) over 3 months.

### 3 Volunteering:

Undertaking service to individuals or the community by regular participation (minimum 1 hour per week) over 3 months

You must follow two of these 3 elements for 3 months and one for 6 months. All activities must be done in your own

time. For many this means getting a certificate for activities which you already do; it does not mean taking on a lot of extra work. It does, however, require commitment.

### 4 Expedition

You must have completed 2 elements of the award and have them signed off in your logbook before expedition training starts after Easter. This will involve a series of training sessions after school, a local one day weekend practice expedition & the 2 day (one night) assessed expedition in the Black Mountains.



For further information visit <http://www.dofe.org> .



## Key things to consider

### Modern Foreign Languages

Are you considering studying a language? (see pages 24-27)

### The Welsh Bacallaureate

This provides the “core” and “balance” to a student’s “personalised curriculum”.

### Vocational Courses

#### Level 1 & 2 Vocational Awards/Certificates/Diplomas

Vocational qualifications will have the equivalence of 1 or 2 GCSEs in most cases. A Diploma has the equivalence of 4 GCSEs. Please see course guides for specific information.

On vocational learning programmes students are assessed in a simulated working environment on a range of courses. Students may be supported through their programme by a school based Vocational Mentor. The various courses allow students to experience and develop a broad range of skills; students’ progress termly through the areas of learning in their chosen route. An enthusiastic attitude to learning, good attendance and positive interactions with others are the requirements to be accepted onto, and remain following, these programmes. Your Director of Learning will discuss your application for these courses with you (see pages 28-33).

### The “Personalised Curriculum”

This is an opportunity for students to develop particular interests and aptitudes. Students tend to work with greatest commitment in subjects they enjoy and succeed in.

### “Keeping Your Options Open”

If you are totally unsure which direction to take, at this stage, try to include a variety of different types of subject. Experience has shown that many young people change their minds between the ages of 14 and 16. Whilst expertise and enthusiasm in one area is valuable, versatility and adaptability will be important in a fast-changing world. Students may find a subject hard or unappealing at 14, but grow to see its value as they later develop their ability and interest in it.

“I take great pride that Wales is having this national debate on secondary education, taking a long hard look at how to raise standards, in the best interests of Welsh learners and our country.”

Professor Sir Leszek Borysiewicz, Vice Chancellor, University of Cambridge

“The focus of these new qualifications means that students’ core learning is strengthened, but there is also a greater attractiveness for future employers.”

Gary Griffiths, Head of the Early Careers programme at Airbus UK

**IMPORTANT DATES****Wellbeing Lessons – December 2023**

All students were engaged in a series of presentations, activities and taster sessions which helped pupils think about their future options.

This included referring to the Careers Wales Website ([www.careerswales.com/year9](http://www.careerswales.com/year9)) which has descriptions of subjects and courses available.

**Wednesday 6th December 2023**

Options Booklet and Free Choice Form issued.

**Thursday 21<sup>st</sup> December 2023**

Free Choice Form returned.

**Thursday 11<sup>th</sup> January 2024**

Year 9 Parents' Evening – during these meetings options will be explored with parents/guardians.

**Week commencing 29<sup>th</sup> January 2024**

Option Form issued and Options presentation available at school and online.

**Thursday 22nd February 2024**

Year 9 Tutor Contact. To discuss and finalise student options.

**Friday 1<sup>st</sup> March 2024**

Closing Date for handing in options forms to tutors.

**PLEASE DO NOT HESITATE TO CONTACT THE SCHOOL IF YOU NEED ADVICE OR CLARIFICATION****IMPORTANT NOTE**

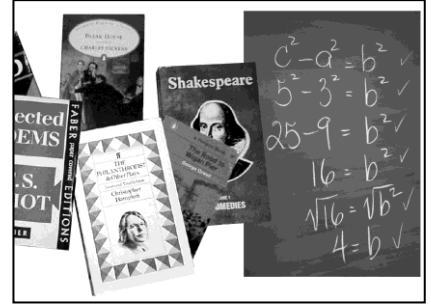
Every effort will be made to arrange the subjects into columns that give the greatest number of sensible combinations. Year 9 students are asked to indicate their possible choices to aid in the construction of these columns. **However, it may not be possible to set up a teaching group for a subject in a particular column if too few students choose it. Conversely, numbers may have to be restricted for safety or resource reasons if there is a large demand for a certain subject. Students will be added to option groups as forms are submitted to the school reception; all students are therefore asked to submit a reserve choice.** In the very small number of cases where we have to use these, we will notify you so that there can be further discussion, if required.

**REMEMBER**

- **DO** talk to parents, subject teachers, careers staff - they are all there to help.
- **DO** read the subject details in this booklet carefully, and ask if you need to know more.
- **DO** choose subjects that you like or feel you are good at - you are most likely to work enthusiastically at these and succeed with them.
- **DO** remember that we also need to work hard at some things we do not feel particularly suited to if they are essential for our future development.
- **DO** be realistic about how many qualifications you should aim for.
- **DO** consider Vocational Courses, including Level 1 / Level 2 First Awards. What style of learning and assessment suits you?
- **DON'T** choose a subject because you like a particular teacher. You may well have a different one next year.
- **DON'T** choose a subject because your friends are choosing it. You are deciding about your future and they probably wouldn't be in the same group as you anyway.
- **DON'T** think of any subject as being "only for boys" or "only for girls". Such ideas are totally false and unhelpful.

# Section 1

## The Learning Core



## ENGLISH

The English Faculty offers two separate GCSE subjects at Key Stage 4. All students will study **English Language**, focussing upon the broad development of language skills, addressing writing, reading, and speaking and listening.

**English Literature** has a more specific emphasis upon reading and our literary heritage, whilst supporting and developing students as sophisticated language users.

There are two top sets studying English Language and English Literature at Key Stage 4, entry to which is determined by high achievement at Key Stage 3, with the rest of the year being taught in mixed ability classes. All students will be able, if it is deemed appropriate, to sit the higher tier examinations, enabling them to achieve the very highest of GCSE grades.

There are opportunities in English beyond GCSE. English Language and English Literature are available at A Level and access to both of these subjects can be secured with a B grade in GCSE English Language and a B grade in GCSE English Literature.

**Course Name****1.1 English****Why would I want to study this course?**

You want to study English because good and effective English is central to so many aspects of our daily lives. To function we need to be able to read, write, speak and listen and the more skilled we are, the more successful we are going to be, whether it is in school, college, work or even in our home and social lives and that is why so many employers require a G.C.S.E. grade of at least a C in English.

**What qualification does the course lead to?**

A G.C.S.E. in English Language.

**What will I study?**

You will study how English is used in the everyday world and how to use that knowledge to improve and maximise the effectiveness of your communication skills. You will learn how effective language users possess a perceptive understanding of their audience and the purpose of their communication and how they can use that awareness to make effective language choices. You will focus particularly upon non-fiction texts, reading and understanding the techniques that have been used so that you are able to deploy them in your own writing with high levels of technical accuracy. You will also learn how to become an even more effective speaker and listener, how to interact with and respond to other speakers, creating and sustaining a variety of speaking roles.

**How will I learn?**

You will mainly learn by doing; the best way to improve your reading, writing, speaking and listening is to read, write, speak and listen in a supportive environment. Your teacher will, at all times, give you a very clear sense of your learning objectives and provide clear objective feedback which will allow you to learn from the experience. You will be given the tools to reflect upon your own performance and thereby set your own targets.

**How will I be assessed?**

Controlled assessment constitutes 20% of the final grade, with the remaining 80% being assessed by means of a formal examination.

Course Name

1.2 English Literature

**Why would I want to study this course?**

Anybody who enjoys stories will enjoy this course, being concerned as it is with plays, novels and poetry from so many of the great writers of English Literature. Literature is at its best a reflection of life and can stimulate enthusiastic debate which focuses upon your skills of analysis, argument and persuasion. By reading the writing of gifted authors you are giving your own written and spoken language a welcome injection of sophisticated vocabulary and grammatical structures which will impact upon your performance not only in English Literature and English but in all other academic subjects.

**What qualification does the course lead to?**

A G.C.S.E. in English Literature

**What will I study?**

You will study a variety of literary texts from all genres and from right across the historical and geographical spectrum. You will study Shakespeare, whose plays have had such a dramatic impact upon the development not only of our literary tradition but also our language itself; you will also read novels of our own age which speak of the lives that we live here and now in addition to those from writers outside of Great Britain, extending our own cultural understanding of other peoples. You will learn how to analyse poetry that you have never read before, honing your skill as a reader, decoding unfamiliar texts, identifying both literal and sub textual meanings.

**How will I learn?**

The core of this course is learning how to become a successful reader and the best way to do this is to read in a variety of contexts; as a class, in small groups, in pairs but also on your own. Your teacher will teach you how to read more effectively; teach you what to do when you are confused by something and what questions to ask of yourself to exploit your reading to the full. You will learn by talking about what you have read; discussion with your teacher and your fellow students will allow you to develop your appreciation of the texts that you are studying and you will learn by writing, which will force you to focus upon what you have read in forensic detail.

**How will I be assessed?**

75% of the assessment is by formal examination with the remaining 25% being assessed by controlled assessment.

## MATHEMATICS AND NUMERACY

Mathematics is a vital, core subject for all students up until the end of Key Stage 4. Not only is it viewed as a necessary subject by most employers, studying mathematics has many tangible benefits.

Students have the opportunity to gain 2 GCSEs in this area:

- GCSE Mathematics will build on and progress from the learning at KS3 and extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.
- GCSE Mathematics – Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas.

Mathematics promotes logical reasoning, clear presentation and argument. It encourages learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. Whilst studying the content for these GCSEs learners will develop their confidence in, and gain a positive attitude towards, Mathematics; recognising the importance and relevance of topics studied to their everyday lives and to society.

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

Pupils are taught Mathematics in sets according to the tier of entry they will sit in their GCSE (Higher, Intermediate or Foundation) and work is set at a pace and a level appropriate to their developing abilities. A variety of pathways are used to enable students to work to their full capacity while increasing in mathematical confidence and skills. In matching an appropriate pathway to a student, our aim is simply to provide the right qualifications for each student that takes into account his/her aptitude, interest and future ambition in Mathematics.

## Course Name

## 1.3 Mathematics and Numeracy

## Why would I want to study this course?

Mathematics and Numeracy are an important part of everyday life and students need the skills and confidence to apply, combine and adapt their mathematical skills to new situations in their life and work. By studying this course you will have the opportunity to gain two GCSE's: GCSE Mathematics and GCSE Mathematics-Numeracy. Many careers require a formal qualification in Mathematics especially Engineering, Construction, Banking, Economics and Teaching. The course will encourage you to demonstrate and improve your problem solving skills and extend your technical understanding of Mathematics as well as applying Mathematics to the real world and other subjects.

## What qualification does the course lead to?

**GCSE Mathematics**

Higher Tier – Grades A\* to C

Intermediate – Grades B to E

Foundation Tier – Grades D to G

**GCSE Mathematics-Numeracy**

Higher Tier – Grades A\* to C

Intermediate – Grades B to E

Foundation Tier – Grades D to G

## What will I study?

GCSE Mathematics-Numeracy will focus on Number, Measure and Statistics and some aspects of Algebra, Geometry and Probability. These topics will be easily related to real life contexts.

GCSE Mathematics involves all the content of GCSE Mathematics-Numeracy plus Additional Algebra, Probability and Geometry topics which practise the technical aspects of Mathematics.

Both GCSE's will allow you to develop your knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts by:

- selecting and applying appropriate mathematics and statistics in situations and contexts in the real world
- using mathematics to represent, analyse and interpret information
- acquiring and using strategies for problem solving
- interpreting mathematical results and justifying conclusions that are relevant to the problem

## How will I learn?

Students continue to study Mathematics and Numeracy following on from their Year 9 work at an appropriate level. Knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:

- Practising and consolidating skills in class and at home
- Working in pairs and groups to share ideas and compare strategies when solving problems
- Investigating problems and creating opportunities to discover new areas of Mathematics

## How will I be assessed?

Both courses are Linear and are examined in the same way:

2 examinations in one series for each GCSE; one non –calculator paper and one calculator paper.

There is no coursework element for GCSE Mathematics or GCSE Mathematics-Numeracy.



Course Name

**1.4 Science - Double Science (12 Lessons)****Why would I want to study this course?**

Students will complete a Double GCSE Science qualification during their Key Stage Four studies which makes up 10 hours per fortnight of their curriculum time.

In this pathway students will follow the **WJEC GCSE Science (Double Award)** Qualification.

This course allows for students to progress to Advanced Level courses in science (if they wish to) as well as providing students with a thorough and balanced education across all three science fields of Biology, Chemistry & Physics.

**What qualification does the course lead to?****GCSE Science (Double Award)**

Graded on a 17-point scale as follows:

A\*A\*, A\*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EF, FF, FG, GG, GU, U.

**What will I study?****GCSE Science**

This covers the traditional technical and engaging content that is required at GCSE across the three subject areas of Biology, Chemistry & Physics, and provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Learners will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences.

**How will I learn?**

Science engages students in a wide range of activities and learning styles, for example: through practical work developing laboratory skill; through small group and class discussions; by modelling and understanding key scientific concepts; discussing and making scientific and/or ethical judgements; data handling and analysis through graphs; practising examination style questions.

Those following the **GCSE Science** course will have three science teachers, one each for Biology, Chemistry & Physics. This models the examination structure that students will meet.

**How will I be assessed?**

**GCSE Science** is assessed through six theory examinations, each worth 15%, and one practical assessment, worth 10%.

The first three theory examinations would be taken at the end of Yr10. The final three examinations occur at the end of Yr11.

## Course Name

## 1.5 Science - Triple Science (12 Lessons)

## Why would I want to study this course?

We acknowledge that many of our students have a high ability in and great enthusiasm for science. To reflect this, we also offer another route: Triple Science. Students will still have 10 hours per fortnight teaching time, but will study for three separate qualifications: **GCSE Biology**; **GCSE Chemistry** & **GCSE Physics**.

The contents of these GCSEs are not any more difficult than the other GCSEs on offer; however, they are completed in the same time as usually allocated to two GCSEs. As such it has a higher workload and greater pace. **This course is not an option.** Students will be invited to study Triple Science based on their academic performance in Year 9 and their passion for the subject. The minimum requirements for accessing Triple Science will be a B grade in the end of Year 9 exam.

This course provides good preparation for those wishing to study science at Advanced level.

**Students completing Triple Science are able to:**

- pursue one of the many careers involving advanced or technical science, such as teacher, architect, engineer, dentist, vet, doctor, nurse, electrician, midwife, physiotherapist;
- go on to study science at Advanced level, and be well prepared for such courses;
- possess a wider knowledge of the subject areas

## What qualification does the course lead to?

**GCSE Biology** and **GCSE Chemistry** and **GCSE Physics**

## What will I study?

**GCSE Biology** explores how living things function, adapt and relate to their natural environment. It covers the topics of Cells, Organ Systems & Ecosystems in Yr10 and Variation, Homeostasis & Micro-organisms in Yr11.

**GCSE Chemistry** explores the composition of substances, their properties and reactions. It covers the topics of Chemical Substances, Reactions & Essential Resources in Yr10 and Chemical Bonding, Applications of Chemistry & Organic Chemistry in Yr11.

**GCSE Physics** explores the mechanics of our Universe, looking at matter, energy and movement. It covers the topics of Electricity, Energy & Waves in Yr10 and Forces, Space & Radioactivity in Yr11.

## How will I learn?

*It is important to remember that the workload and pace of delivery will be greater in Triple Science.*

Science engages students in a wide range of activities and learning styles, for example: through practical work developing laboratory skill; through small group and class discussions; by modelling and understanding key scientific concepts; discussing and making scientific and/or ethical judgements; data handling and analysis through graphs; practising examination style questions.

- Students in Triple Science will have three science teachers, one for each of Biology, Chemistry and Physics.

## How will I be assessed?

The structure of your assessment for *each* GCSE (Biology, Chemistry & Physics) is as follows:

There are two theory examinations, each worth 45% and a practical assessment worth 10%.

The first theory examination would be taken at the end of Yr10 & the second at the end of Yr11.

Course Name	<b>1.6 Skills Challenge Certificate</b>
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### Why would I want to study this course?

The Skills Challenge Certificate (SCC) which is a skills-based approach to learning with a clear focus on the development and application of essential and employability skills through learning challenges. These lessons provide you with the opportunity to explore, debate, and develop your understanding of the world in which you live via learning opportunities that are authentic and relevant. The different themes and challenges form part of the SCC which is an integral component of the National Welsh Baccalaureate which is an important component of every student's learning programme.

### What qualification does the course lead to?

Students receive two Skills Challenge Certificate (SCC) lessons per fortnight.

The Skills Challenge Certificate is a rigorous qualification that allows students to develop and apply the skills they need for college, university, employment and life. The grading system is in line with all GCSE/Level 2 (graded A\*-C at Level 2) course and has strengthened the qualification to properly reward students who achieve high standards.

### What will I study?

Students will need to complete the following challenges through the Skills Challenge Certificate (SCC):

- **Individual Project:** This is an independent, research-based assignment on an individually selected subject. Students demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research.
- **Enterprise and Employability Challenge:** To develop enterprising skills and attributes and enhance employability.
- **Global Citizenship Challenge:** To understand and respond appropriately to a global issue.
- **Community Challenge:** For students to identify, develop and participate in opportunities that will benefit the community.

These challenges will be completed as part of the Skills Challenge Certificate component of the qualification (graded A\*-C at Level 2):

The course has a clear focus on the following skills:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

### How will I learn?

You will have two lessons a fortnight and will be taught using a variety of methods and resources, both in and out of the classroom. The method of learning has been designed to encourage you to take responsibility in your own learning and at times work independently to meet challenges and deadlines.

There will be opportunities to develop and apply skills in the local community, both independently and via working with others.

### How will I be assessed?

You will be assessed through the four challenges of the Skills Challenge Certificate as part of the Welsh Baccalaureate Qualification. Particular focus will be made on how specific skills are developed and applied in a range of contexts and situations. Each challenge will be individually graded and all evidence will come from the work completed as part of the Welsh Baccalaureate.

## Course Name

## 1.7 Cymraeg (Welsh)

**Why would I want to study this course?**

Welsh GCSE is a very important qualification as it is directly relevant to many careers such as Journalism, Teaching, Translating, Local Government and working for the tourism industry or the media. In Wales, all pupils study Welsh up to the age of 16, as they would study Maths, English and Science, therefore a young person would be at a disadvantage if applying for a job in Wales without a GCSE in Welsh.

Whilst studying for GCSE Welsh, pupils have the opportunity to attend a residential visit to Cardiff or to North Wales and may also have the chance to accompany Year 7 and 8 pupils on a trip to Llangrannog in West Wales.

**What qualification does the course lead to?**

All students will work towards the same Full GCSE in Welsh Second Language. This is the same as all other schools across Wales and so students will leave school with the same qualification in Welsh.

**What will I study?**

You will prepare for 4 different examinations, each with different content and assessment requirements. Whilst studying for Welsh GCSE, you will have the opportunity to learn both the Welsh language and about Wales and its culture.

You will study the 3 broad topics of 'Youth', 'Wales and the World' and 'Employment' which will be assessed in the various examinations.

You will have the opportunity to develop your reading, writing and speaking skills.

**How will I learn?**

- The course will enable you to develop real life language skills, taught through lively, fun and varied activities.
- You will learn how to speak Welsh naturally and to read and write Welsh confidently.

**How will I be assessed?**

Unit 1- Speaking and Listening Exam to be completed in the Easter of Year 10 (25%)

Unit 2- Speaking and Listening Exam to be completed in the Easter of Year 11 (25%)

Unit 3- Reading and Writing Exam to be completed in the Summer of Year 11 (25%)

Unit 4- Reading and Writing Exam to be completed in the Summer of Year 11 (25%)

Everyone will complete all 4 Units in order to achieve the qualification.

## Course Name

## 1.8 Physical Education

**Why would I want to study this course?**

Physical Education is a core subject at Key Stage 4. Physical Education aims to educate all students about the importance of leading an active and healthy lifestyle. Students will receive 3 hours of Physical Education a fortnight where students will have the opportunity to achieve a range of qualifications.

**What qualification does the course lead to?**

The following pathways are available for our learners:

- National Curriculum Physical Education.

\* GCSE Physical Education and WJEC Sport and Coaching Principles are available in option blocks.

**What will I study?****National Curriculum Physical Education:**

- Practical activities are explored with the emphasis on lifelong participation. This pathway will not lead to a qualification but will aim to educate students about how to lead a healthy and active lifestyle.
- For students who opt for GCSE Physical Education these lessons will support their practical profile in the range of activities studied. All students will be assessed against the GCSE PE criteria and a mark awarded by their practical teacher. This is a vital part of their GCSE PE course.

**How will I learn?****National Curriculum Physical Education:**

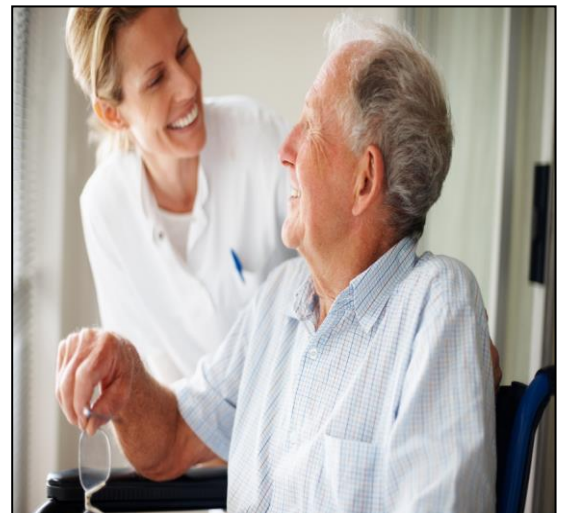
Students will learn through practical participation. Students will also have the opportunity to explore theoretical concepts that will build their knowledge and understanding on how to lead an active and healthy lifestyle.

**How will I be assessed?****National Curriculum Physical Education:**

There is no assessment for this pathway.

# Section 2

## Social Sciences



## Course Name

## 2.1 Psychology

## Why would I want to study this course?

Psychology involves the study of the human mind and behaviour. Apart from being interesting, the course will be of use to anyone pursuing a people-oriented career. Its value is recognised within a range of fields from business and education to health and sport.

Students develop an understanding of how psychologists investigate behaviour to help explain the world around us. This involves looking at research into both humans and animals. The skills developed include evaluation, an appreciation of ethical considerations, along with improved analytical and extended writing skills.

Psychology follows the principles of Science so an enthusiasm and understanding of Science is highly beneficial. Confidence in Maths and English will also be helpful as examinations include mathematical calculations as well as extended written responses.

## What qualification does the course lead to?

1 GCSE in Psychology that is offered across England and Wales and will be graded 9 (A\* equivalent) to 1 (G grade equivalent)

## What will I study?

There are two units that you will be taught:

**Unit 1**

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you? *(Note: this topic includes in-depth review of both depression and anxiety)*
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

**Unit 2**

*(Note: This unit gives the faculty a choice of options. We currently deliver Topic 6 and Topic 10, with Topic 11 being compulsory)*

- Topic 6: Criminal psychology – Why do people become criminals? □
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- **Topic 11: Research methods – How do you carry out psychological research? *Students should be aware that this compulsory topic requires them to be confident with numeracy and the collation and interpretation of data. This includes, for example, the ability to calculate fractions, percentages, correlation co-efficient, measures of central tendency and dispersion and create graphical representations of data.***

## How will I learn?

Students are involved in frequent discussion, sharing of experiences and feedback from exercises. We also engage with audio-visual material to demonstrate key research. Each topic will be assessed to guide students in the other components of the course and their revision

## How will I be assessed?

Unit 1: Written examination: 1 hour and 45 minutes: 55% of the qualification  
Unit 2: Written examination: 1 hour and 20 minutes: 45% of the qualification

**Both exams can only be taken at the end of Year 11**

## Course Name

## 2.2 Health and Social Care &amp; Childcare

**Why would I want to study this course?**

GCSE Health and Social Care and Childcare (Single Award – 1 GCSE) will equip you with knowledge, understanding and skills related to the development and care of individuals through life from conception and infancy to later adulthood.

This GCSE will support you in continuing study in related Level 3 courses and entering career choices related to Health and Social Care.

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 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.

**What qualification does the course lead to?**

1 GCSE in Health and Social Care and Childcare (Single Award)

**What will I study?****Unit 1: Human growth, development and well-being**

*Written examination: 1 hour 30*

*minutes 40% of single award*

*qualification*

You will investigate:

- Human development across the life cycle and the ways in which this may be affected
- Physical, social, emotional and intellectual health
- The importance of active participation on development and well-being - how individuals can take control of their care and health and well-being
- Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

**Unit 2: Promoting and maintaining health and well-being**

*Non-exam assessment: approximately 25 hours*

*60% of single award qualification*

You will investigate:

- Health and social care, and childcare provision in Wales to promote and support health and well-being
- Public health and health promotion across the life cycle
- Factors affecting health and well-being across the life cycle

**How will I learn?**

You will have opportunities to investigate care issues and topics of your own choice in the coursework. Lessons will be delivered in a variety of styles to suit the topic. There will be the opportunity for significant independent work and therefore students that opt for this pathway must be focussed and motivated to achieve.

**How will I be assessed?****Unit 1: Human growth, development and well-being**

*Written examination: 1 hour 30 minutes*

*40% of single award qualification*

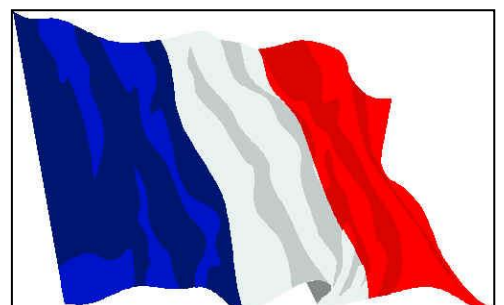
**Unit 2: Promoting and maintaining health and well-being**

*Non-exam assessment: approximately 25 hours*

*60% of single award qualification*



# Section 3 Languages



## Course Name

## 3.1 French

## Why would I want to study this course?

While any language will be useful for some jobs or for some regions, French is the only foreign language that can be useful throughout the world as well as in the United States. French as a foreign language is the second most frequently taught language in the world after English. 28 countries have French as an official language.

Why study French then, here are some of hundreds of good reasons to:

- Skills used through the language learning process.
- Business and careers: speaking more than one language is a skill which will increase your marketability whichever career you chose. Schools and employers prefer candidates who speak one or more foreign languages.
- Travelling and cultural knowledge: Speaking a new language helps you to get to know another people and culture. Learning another language opens one's mind to new ideas and new ways of looking at the world.

## What qualification does the course lead to?

The course will directly lead to a GCSE in French ( A\* - G). However, it enables students to carry on studying French at A Level and then at university.

## What will I study?

Through a variety of topics and contexts, you will develop linguistic skills and an awareness of French culture. Ultimately, you will be able to communicate effectively in the language.

Identity and culture	Wales and the World	Current and future study and employment
<p><b>Youth Culture</b></p> <ul style="list-style-type: none"> <li>• Self and relationships</li> <li>• Technology and social media</li> </ul> <p><b>Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Entertainment and leisure</li> </ul> <p><b>Customs and Traditions</b></p> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Festivals and celebrations</li> </ul>	<p><b>Home and Locality</b></p> <ul style="list-style-type: none"> <li>• Local areas of interest</li> <li>• Transport</li> </ul> <p><b>France and French speaking countries</b></p> <ul style="list-style-type: none"> <li>• Local and regional features and characteristics</li> <li>• Holidays and tourism</li> </ul> <p><b>Global Sustainability</b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Social issues</li> </ul>	<p><b>Current Study</b></p> <ul style="list-style-type: none"> <li>• School/college life</li> <li>• School/college studies</li> </ul> <p><b>World of Work</b></p> <ul style="list-style-type: none"> <li>• Work experience and part-time jobs</li> <li>• Skills and personal qualities</li> </ul> <p><b>Jobs and Future Plans</b></p> <ul style="list-style-type: none"> <li>• Applying for work/study</li> <li>• Career plans</li> </ul>

## How will I learn?

French is taught in an enjoyable way in a variety of methods to sustain interest and develop different skill areas.

In addition to learning grammatical structures and vocabulary, students learn how to adapt and use practical language in real life situations. Often pupils will be immersed with familiarising themselves with language used in listening or reading texts and understanding gist. Building on new vocabulary and models, pupils will then be given practical opportunities to adapt and practise their own language through writing or speaking. Pupils are given opportunities to work with each other especially when speaking and to support each other in their language learning.

French is fun and helps give students confidence in communicating ideas and opinions.

## How will I be assessed?

GCSE French is assessed in 4 skill areas of Speaking, Listening, Reading and Writing. Each skill is worth 25% of the final GCSE. The 3 skills of Listening, Reading and Writing are assessed in 3 separate exams in June of Year 11. The speaking component is conducted by the teacher under controlled conditions and assessed by an external examiner.

**Unit 1: Speaking Oral test:** 25% of qualification (60 marks)

7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) Three tasks: Role play / Photo card discussion/ Conversation – Part 1 and Part 2

**Unit 2: Listening** 25% of qualification 60 marks

Written examination: 35 minutes (Foundation tier) 45 minutes (Higher tier) Listening comprehension tasks with non-verbal and written responses

**Unit 3: Reading** 25% of qualification 60 marks

Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) Reading tasks with non-verbal and written responses, including one translation task from French into English/Welsh.

**Unit 4: Writing** 25% of qualification 60 marks

Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier). Writing tasks including one translation task from English/Welsh into French.

Students are not permitted to use dictionaries in any part of the assessment

There is a Foundation and Higher Tier for each component. Although we would expect candidates to be assessed within the same tier, it may be appropriate to enter some candidates for a combination of higher and foundation tier units.

<b>Course Name</b>	<b>3.2 German</b>
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### Why would I want to study this course?

More people speak German as their native language than any other language in Europe. It's no wonder, since Germany's 83 million inhabitants make it the most populous European nation. But it is not only the residents of Germany who speak German. It is also an official language of Austria, Switzerland, Luxembourg, and Liechtenstein. German is the second most commonly used scientific language and the third most common language used in business after English and Japanese. It is an excellent subject to study in combination with business or science, however can be used in most combinations of subjects.

Studying German will enable pupils to build confidence in communication and may be also beneficial to many areas of employment. You may also discover it may lead to many exciting opportunities for travel becoming more available.

### What qualification does the course lead to?

The course will directly lead to a GCSE in German (A\* - G). However, it enables students to carry on studying German at A Level and then at university.

### What will I study?

You will develop a confidence in understanding and communicating in German. It will also ensure you develop a knowledge of cultural life in Germany and German speaking countries.

Identity and culture	Wales and the World	Current and future study and employment
<b>Youth Culture</b> <ul style="list-style-type: none"> <li>• Self and relationships</li> <li>• Technology and social media</li> </ul> <b>Lifestyle</b> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Entertainment and leisure</li> </ul> <b>Customs and Traditions</b> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Festivals and celebrations</li> </ul>	<b>Home and Locality</b> <ul style="list-style-type: none"> <li>• Local areas of interest</li> <li>• Transport</li> </ul> <b>Germany and German speaking countries</b> <ul style="list-style-type: none"> <li>• Local and regional features and characteristics</li> <li>• Holidays and tourism</li> </ul> <b>Global Sustainability</b> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Social issues</li> </ul>	<b>Current Study</b> <ul style="list-style-type: none"> <li>• School/college life</li> <li>• School/college studies</li> </ul> <b>World of Work</b> <ul style="list-style-type: none"> <li>• Work experience and part-time jobs</li> </ul> <b>Skills and personal qualities</b> <b>Jobs and Future Plans</b> <ul style="list-style-type: none"> <li>• Applying for work/study</li> <li>• Career plans</li> </ul>

### How will I learn?

German is taught in an enjoyable way in a variety of methods to sustain interest and develop different skill areas.

In addition to learning grammatical structures and vocabulary, students learn how to adapt and use practical language in real life situations. Often pupils will be immersed with familiarising themselves with language used in listening or reading texts and understanding gist. Building on new vocabulary and models, pupils will then be given practical opportunities to adapt and practice their own language through writing or speaking. Pupils are given opportunities to work with each other especially when speaking and to support each other in their language learning.

There are opportunities to attend Study Days and to visit Germany. E-mail links with German students are also encouraged.

German is fun and helps give students confidence in communicating ideas and opinions.

### How will I be assessed?

GCSE German is assessed in 4 skill areas of Speaking, Listening, Reading and Writing. Each skill is worth 25% of the final GCSE. The 3 skills of Listening, Reading and Writing are assessed in 3 separate exams in June of Year 11. The speaking component is conducted by the teacher under controlled conditions and assessed by an external examiner.

**Unit 1: Speaking Oral test:** 25% of qualification (60 marks)

7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) Three tasks: Role play / Photo card discussion/ Conversation – Part 1 and Part 2

**Unit 2: Listening** 25% of qualification 60 marks

Written examination: 35 minutes (Foundation tier) 45 minutes (Higher tier) Listening comprehension tasks with non-verbal and written responses

**Unit 3: Reading** 25% of qualification 60 marks

Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) Reading tasks with non-verbal and written responses, including one translation task from German into English/Welsh.

**Unit 4: Writing** 25% of qualification 60 marks

Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) Writing tasks including one translation task from English/Welsh into German.

Students are not permitted to use dictionaries in any part of the assessment

There is a Foundation and Higher Tier for each component. Although students we would expect candidates to be assessed within the same tier, it may be appropriate to enter some candidates for a combination of higher and foundation tier units.

Course Name

3.3 Spanish

**Why would I want to study this course?**

Spanish is the third most widely spoken language in the world after Mandarin and English. There are over 350 million native speakers world-wide and Spanish is the second language of the USA. Central and South America are important developing new markets for the European Union and the UK has a shortage of Spanish speakers! Spanish is an ideal language to study in conjunction with a vast array of other subjects including business, the sciences and humanities.

If you have a good understanding of how languages work and enjoy working intensively and rising to a challenge then Spanish is for you! It is worth remembering that 75% of the world's population do not speak English!

**What qualification does the course lead to?**

The course will directly lead to a GCSE in Spanish. ( A\*-G).

**What will I study?**

You will develop a confidence in understanding and communicating in Spanish. It will also ensure you develop a knowledge of cultural life in Spain and Spanish speaking countries.

Identity and culture	Wales and the World	Current and future study and employment
<b>Youth Culture</b> <ul style="list-style-type: none"> <li>• Self and relationships</li> <li>• Technology and social media</li> </ul> <b>Lifestyle</b> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Entertainment and leisure</li> </ul> <b>Customs and Traditions</b> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Festivals and celebrations</li> </ul>	<b>Home and Locality</b> <ul style="list-style-type: none"> <li>• Local areas of interest</li> <li>• Transport</li> </ul> <b>Spain and Spanish speaking countries</b> <ul style="list-style-type: none"> <li>• Local and regional features and characteristics</li> <li>• Holidays and tourism</li> </ul> <b>Global Sustainability</b> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Social issues</li> </ul>	<b>Current Study</b> <ul style="list-style-type: none"> <li>• School/college life</li> <li>• School/college studies</li> </ul> <b>World of Work</b> <ul style="list-style-type: none"> <li>• Work experience and part-time jobs</li> <li>• Skills and personal qualities</li> </ul> <b>Jobs and Future Plans</b> <ul style="list-style-type: none"> <li>• Applying for work/study</li> <li>• Career plans</li> </ul>

**How will I learn?**

Spanish is taught in a lively and enjoyable way using a variety of teaching methods such as music and video to sustain interest and develop skill areas. Alongside learning grammatical structures and vocabulary, students are encouraged to adapt and expand on the language they learn, enabling them to push the boundaries of their linguistic experience, learning how to use Spanish in real life situations.

Students should expect to be immersed in new language, through listening and reading texts and to develop understanding through gist. Using and developing new language models and expanding vocabulary, students will be presented with opportunities to work together especially when speaking, and to support each other in their language learning.

There are opportunities to attend Study Days and to visit Spain. Any form of link with the Spanish-speaking world is encouraged. Spanish is enjoyable and fun and enables students to develop confidence in communicating ideas and opinions.

**How will I be assessed?**

The GCSE Spanish is assessed in 4 skill areas of Speaking, Listening, Reading and Writing. Each skill is worth 25% of the final GCSE. The 3 skills of Listening, Reading and Writing are assessed in 3 separate exams in June of Year 11. The speaking component is conducted by the teacher under controlled conditions and assessed by an external examiner.

**Unit 1: Speaking Oral test:** 25% of qualification (60 marks)

7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) Three tasks: Role play / Photo card discussion/ Conversation – Part 1 and Part 2

**Unit 2: Listening** 25% of qualification 60 marks

Written examination: 35 minutes (Foundation tier) 45 minutes (Higher tier) Listening comprehension tasks with non-verbal and written responses

**Unit 3: Reading** 25% of qualification 60 marks

Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) Reading tasks with non-verbal and written responses, including one translation task from Spanish into English/Welsh.

**Unit 4: Writing** 25% of qualification 60 marks

Written examination: 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) Writing tasks including one translation task from English/Welsh into Spanish.

Students are not permitted to use dictionaries in any part of the assessment.

There is a Foundation and Higher Tier for each component. Although students we would expect candidates to be assessed within the same tier, it may be appropriate to enter some candidates for a combination of higher and foundation tier units.

# Section 4

## Level 1 / Level 2

### Vocational Awards



## Course Name

## 4.1 WJEC Level 1 / Level 2 Award in Sport &amp; Coaching Principles

## Why would I want to study this course?

The aims of this qualification are to:

- inspire and enthuse learners to consider a career in one of the many sporting industries, such as coaching, personal training, sport development, performance analysis or teaching;
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the sports industry across each discipline;
- support progression to a more specialised level 3 vocational post-16 Education or academic sport course or an apprenticeship;
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the Sport sector. Junior job roles include: Leisure Centre Assistant, Coaching Assistant or part time referee;
- provide the first step in shaping a pathway towards further and higher education at sixth form, college or university.

## What qualification does the course lead to?

WJEC Level 1/2 Vocational Award in Sport & Coaching Principles (1 GCSE).

## What will I study?

Unit Number	Unit Title		Assessment	% of Award
1	Fitness for Sport	Mandatory	External	40
2	Improving Sporting Performance	Mandatory	Internal	25
3	Coaching Principles	Mandatory	Internal	35

The award course centres around the 3 above units which cover a wealth of information relating to developing performance, fitness, how we train, why we train, our bodies adaptations to exercise, sports development and provision and much more.

The majority of the course will be assessed internally and will involve completing coursework which will centre around a variety of different tasks. Some will be practically based and some will be presentations, reports or other formats.

Unit 2 is externally assessed which will test students' knowledge and understanding of all aspects affecting an individual's ability to take part in sporting activities.

## How will I learn?

During the course pupils will be expected to take part in paired or group work, carry out action and Internet research, write and give presentations and write reports.

Practical activities, such as coaching, performing, officiating, analysing performances, organising and running tournaments will build upon previous knowledge.

Independent research into sport will be an essential part of the course. This research will be used to support the assessment projects.

## How will I be assessed?

Assessment is predominantly through the completion of assignment projects. The assignments will take the form of presentations, practical performances, recording video evidence or research and written reports.

**Two internal** assessments and **one external** assessment.

<b>Course Name</b>	<b>4.2 BTEC Level 1 / Level 2 First Award in Engineering</b>
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### Why would I want to study this course?

This course provides an introduction for young people who may wish to explore a vocational route in engineering through Key Stage 4. It provides a foundation of knowledge, understanding and practical skills in engineering related topics that reflect the needs of employers and further education courses. It delivers knowledge, skills and understanding in a work-related context, to allow learners to comprehend theory and application.

The BTEC Level1/Level 2 Engineering is studied at KS4. The course content is scientifically and technically based, showing you how to apply the theory. The course consists of three units, the details of which follow below.

Please note that students are permitted to study a combination of Technology subjects however they will first need to gain approval from the subject leader, Mrs Ryan.

### What qualification does the course lead to?

When achieved at Level 2, the BTEC Award is broadly equivalent to 1 GCSE. This will enable you to progress to AS and A Levels, BTEC 'Nationals' or apprenticeships.

### What will I study?

The First Award in Engineering comprises of a number of units, one of which is externally assessed by means of an online examination. This unit entitled 'The Engineered World' focuses on essential knowledge relating to all aspects of engineering and technological developments

The other unit covered, 'Investigating an Engineered Product', is internally assessed and focuses on the analysis of an engineered product.

The last unit 'Machining Techniques' looks at the more practical aspects of engineering where pupils will investigate and use various engineering tools and processes to produce a number of practical outcomes.

### How will I learn?

- BTEC Awards courses generally focus on the skills and knowledge needed in the workplace both practical and theoretical. You will learn new things and learn how to apply your knowledge.
- As a BTEC Award student in Engineering, you are expected to be keen on a career in this area, to take responsibility for your own learning and to be well-organised. You should enjoy having more freedom in carrying out assignment work whilst knowing you can still ask for help or support if you need it.
- Tasks will be arranged into assignments that have relevance to the engineering sector and will involve exploring how and why engineered products are made.
- One core mandatory unit 'The Engineered World' is externally assessed online and accounts for 25% of the qualification.

### How will I be assessed?

- Many BTEC Award courses are completed in one year, but as you are taking this course alongside your GCSEs as well, you will be doing it over two years – Years 10 and 11.
- You will be assessed by completing assignments for 75% of the qualification. These assignments are based on learning aims set by the examination board. Each assignment task will be designed to provide evidence at a Pass, Merit or Distinction grade according to the unit assessment criteria. As the student progresses, the evidence is compiled to achieve the qualification. One core unit amounting to 25% of the qualification is externally assessed online.
- Each assignment will have a deadline that you have to meet, but there will be opportunities to receive formative feedback on your progress prior to the final submission date.

## Course Name

### 4.3 WJEC Level 1 / Level 2 Award in Hospitality & Catering

#### Why would I want to study this course?

A course in Catering and Hospitality offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills in a vocational context.

It will provide opportunities to develop candidates' interdisciplinary skills, a range of Key Skills and their capacity for imaginative, innovative thinking, creativity and independence.

This new vocational award offers rigorous challenge, and is equivalent to a GCSE. This course will suit those with a passion for food, and especially benefit students who thrive in a practical learning environment.

This course concentrates on the **food preparation and service** of the Catering industry as well as the hospitality aspects and in particular the skills related to the **preparation and carrying out of practical tasks and functions**.

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

- This course offers a unique opportunity for you to develop your knowledge and extend skills in a vocational context.
- Only **ONE** piece of coursework needs to be submitted.
- **ONE** practical based task.
- **ONE** written paper at the end of Yr11.

#### What qualification does the course lead to?

Level 2 qualification (equivalent to GCSE)

#### What will I study?

The course focuses largely on the practical and theoretical aspects of food preparation in a professional context, as well as a range of general topics linked to the hospitality and catering industry. Areas of study include: food preparation, cooking and presentation, health, safety and hygiene, costing and menu planning, job roles and employment opportunities.

#### How will I learn?

The course focuses largely on the practical and theoretical aspects of food preparation and will suit those with a passion for food, especially benefitting students who thrive in a practical learning environment.

The specification encourages the investigation and study of Hospitality and catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources. The course concentrates on the main areas of food production and food service.

#### How will I be assessed?

**Written Exam (Unit 1)** One written paper which will be externally set and marked. 40% of overall grade.

In this unit, students will learn about:

- the different types of providers within the hospitality and catering industry
- the legislation that needs to be adhered to
- the personal safety of all of those involved in the business
- the operation of hospitality and catering establishments and the factors affecting their success.

Assessment is a written exam, featuring short and long answer questions. Students will need to demonstrate their knowledge of the hospitality and catering industry, how an establishment operates successfully, food safety and customer requirements. They will also need to review and propose ideas for a brief relating to a hospitality and catering establishment.

#### NEA Assessment - Coursework and Practical exam (Unit 2)

In this unit, students will gain knowledge of the needs of a range of customers in order to plan nutritional dishes to go on a menu. This culminates in a 9 hour assessed piece of work where students plan and prepare dishes according to a set brief. Students research the task, and propose dishes using their knowledge of menu planning, customers' needs, and nutrition and food safety. After producing a detailed time plan, students undertake a 3 hour practical, showcasing their skills. The coursework task is worth 60% of the overall grade.



## Course Name

**4.5 BTEC Level 1/Level 2 First Award in Public Services****Why would I want to study this course?**

A quarter of all people working the UK work in the Public Services sector. There's a good chance that you will also, whatever line of work you go into. Public Service sectors and the services they provide include:

- emergency services (blue light services): the main services are police, fire and rescue and ambulance;
- armed services: includes the British Army, Royal Navy, Royal Air Force;
- local authorities: includes city councils, town councils, county councils, unitary authorities;
- central government: includes responsibility for transport, education, the environment, health, business and skills, and relations with other countries;
- voluntary/third sector services: services provided by the Royal National Lifeboat Institution (RNLI), Mountain Rescue, the Royal Voluntary Service, the Red Cross, St John Ambulance; supporting social services (the National Society for the Prevention of Cruelty to Children (NSPCC), Shelter); supporting health (the British Heart Foundation, Cancer Research); animal care.

The rationale for the BTEC First in Public Services includes:

- to inspire and enthuse learners to consider a career in the public service sector;
- give learners the opportunity to gain knowledge and understanding of, and develop skills in, the public service sector;
- support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship;
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the public service sector, for example entry level jobs within the armed services or non-uniformed services;
- provide opportunities for the development of transferable skills that provide a platform for success both within the public services and other careers.

**What qualification does the course lead to?**

The course leads to a Level 2 BTEC Award which is equivalent to one GCSE. The grades awarded range from Level 1 Pass (equivalent to D grade at GCSE) to Level 2 Distinction\* (equivalent to A\* grade at GCSE).

**What will I study?**

This qualification is taught over 120 guided learning hours (GLH). It has core and optional specialist units. These units will include:

- two core units (totalling 60 Guided Learning Hours - GLH)
- two optional specialist units (totalling 60 GLH).

Pearson BTEC Level 1/Level 2 First Award in Public Services			
Unit	Core Units	Assessment Method	GLH
1	The Role and Work of the Public Services	External	30
2	Working Skills in the Public Service Sector	Internal	30
Optional Units			
3	Employment in the Public Services	Internal	30
4	Public Services and Community Protection	Internal	30
5	Health, Fitness and Lifestyle for the Public Services	Internal	30

**How will I learn?**

You will have six lessons a fortnight lasting 50 minutes each. These will be a combination of theoretical and practical learning and assessment opportunities. There will also be opportunity to work alongside local and national organisations in both formal and non-formal experiences.

**How will I be assessed?**

This BTEC First Award has units that the school assesses (internal) and a paper based exam that the board (Pearson) sets and marks (external). Internal assessments will take the form of assignments in both a theoretical and practical context.

# Section 5 Technical / Applied Courses



**Course Name****5.1 Computer Science****Why would I want to study this course?**

Students who opt for this course will gain an understanding of how computers work and how to create and troubleshoot computer programs for real-life purposes. Computer Science develops valuable programming and computational thinking skills which are increasingly relevant to a wide variety of jobs. Students will explore how computers work and communicate in a variety of contexts.

**What qualification does the course lead to?**

GCSE Computer Science (grades A\*-G)

**What will I study?**

The specification covers:

- How computers work (Computer Systems, Data Representation, Computer Software)
- Networks
- Internet and Communication
- Algorithms
- Programming
- Security and Data Management
- Ethical, Social and Legal Aspects

**How will I learn?**

A lot of the work for the course is practical and students will work one per computer. Students will learn the necessary skills for completion of the controlled assessment and problem solving units. This includes developing their knowledge of computer programming by carrying out practical tasks that will help develop skills such as creativity, problem-solving, design and evaluation.

Examination topics will be learnt using a variety of methods including research, group work, presentations and practical activities. Additional resources will be provided to support students when preparing for examinations.

**How will I be assessed?**

This is a linear specification: Units 1 & 2 are examinations and will be taken at the end of the course. Unit 3 is controlled coursework and will be carried out in the spring / early summer of Year 10.

Unit 1: Understanding Computer Science – a 1 hour 45 minute written examination worth 50%.

Unit 2: Solving Problems Using Computers – a 2 hour practical on-screen examination worth 30%. Tasks will be set and marked by the examination board. These will assess the practical applications of programming knowledge.

Unit 3: Developing Computing Solutions – a 20 hour controlled assessment worth 20%. Candidates will be required to develop a piece of work using programming software following a task set by the examination board.

Course Name	<b>5.2 Digital Technology</b>
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### Why would I want to study this course?

This course is designed 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. This course will allow students to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will allow students to become independent, confident users of existing and emerging technologies and how these systems can be used productively, creatively and safely.

### What qualification does the course lead to?

GCSE Digital Technology (grades A\*-G)

### What will I study?

The topics and skills developed during the practical coursework units include;  
Interrogating spreadsheet data; Animation or GameMaker. Planning digital communications; creating digital assets/apps

Examples of examination topics include;

Data; Digital technology systems; Digital communications; The impact of digital learning systems on organisations and individuals; Securing data and systems; Changing digital technologies

### How will I learn?

A lot of the work completed during this course is practical and students will work one per computer where applicable. Students will learn the skills required for completion of the NEA tasks using a range of activities and practise tasks.

Examination topics will be learnt using a variety of methods including research, group work, teacher-led presentations and practical activities. Additional resources will be provided to support students with exam preparation.

### How will I be assessed?

Assessment of the course is broken down as follows;

**On Screen Examination – 40% of qualification**

**Unit 1: The Digital World** – This comprises a range of questions to assess the specification content related to digital technology systems, the value of digital technology and perspectives on digital technology.

**Non-exam Assessments**

**Unit 2: Digital Practices - 40% of qualification**

Comprised of two sections. In Section A students will interrogate a data set in order to inform Section B where they will create a website incorporating either an animation or a game.

**Unit 3: Communicating in the Digital World – 20% of qualification**

This unit focuses on marketing digital assets using social media. Students will create digital assets related to a set context and then formulate an online digital communications campaign around them.

Course Name	<b>5.3 Design &amp; Technology: Fashion and Textiles</b>
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### Why would I want to study this course?

If you are interested in Fashion and Textiles through designing and making products this is the course for you. Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasing Textile Industry. You will become aware of, and learn from, wider influences on Fashion and Textiles, including modern, historical, social/cultural, environmental and economic factors.

GCSE Fashion and Textiles can lead to further study at A-level or Vocational courses and Higher Education or Apprenticeships all of which can lead onto careers in; Fashion and Textile design and make, interior design, fashion promotion, costume/theatre design and make, retail/buyer/management, garment technologist, personal stylist and so on.

Please note that students are permitted to study a combination of Technology subjects however they will first need to gain approval from the subject leader, Mrs Ryan.

### What qualification does the course lead to?

WJEC GCSE in Design and Technology: Textiles

### What will I study?

In Product Design learners study **four** main areas through a variety of Practical and Theoretical approaches, these areas include:

1. Core knowledge and understanding of Design and Technology (the impact & evaluation of new & emerging technologies, energy, modern & smart materials, ecological & social footprint, investigating & analysing the work of others)
2. In-depth knowledge and understanding for Fashion and Textiles (properties of materials/components, pattern cutting, industrial manufacturing processes and practices, fashion in textile products including interior and theatrical design, the role of the media; street styles; fashion; traditions of other cultures and the work and influence of global brands/designers).
3. Core skills (the design process, product analysis, problem solving, decision making, communicating ideas, developing a prototype).
4. In-depth skills for Fashion and Textiles (selecting & working with materials/components, Development of textiles, construction skills, and surface decoration & quality of design: shape, size, aesthetics and function).

### How will I learn?

You'll learn by undertaking a variety of practical and theoretical tasks including:

- Taking part in group discussions/activities.
- Forecasting and fashion predictions.
- Several design and make projects
- Complete a range of practical samples by testing of materials and manufacturing methods
- Using a range of equipment, tools and machinery when designing and making a product.
- Concept sketches and contract designs; final collection ideas.
- Outside speakers and relevant visits.

### How will I be assessed?

#### **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 Fashion and Textiles

#### **Unit 2: Design and make task**

##### **Non-exam assessment: approximately 35 hours (50% of qualification)**

An extended 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 .

Course Name

**5.4 Design & Technology: Product Design****Why would I want to study this course?**

If you are interested in identifying and solving real problems by designing and making products or systems, this is the course for you. Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

GCSE Design and Technology can lead to further study at A-level or Vocational courses and Higher Education or Apprenticeships all of which can lead onto careers in; skilled trades, engineering, manufacturing furniture/product design, jewellery making, cabinet making/carpentry, architecture and so on.

Please note that students are permitted to study a combination of Technology subjects however they will first need to gain approval from the subject leader, Mrs Ryan.

**What qualification does the course lead to?**

WJEC GCSE in Design & Technology: Product Design

**What will I study?**

In Product Design learners study **four** main areas through a variety of Practical and Theoretical approaches, these areas include:

1. Core knowledge and understanding of Design and Technology ( the impact & evaluation of new & emerging technologies, energy, modern & smart materials, ecological & social footprint, investigating & analysing the work of others)
2. In-depth knowledge and understanding for product design (properties of materials/components, marking out, specialist techniques & processes for manufacturing, properties and application of surface treatment & finishes)
3. Core skills (the design process, product analysis, problem solving, decision making, communicating ideas, developing a prototype)
4. In-depth skills for product design (selecting & working with materials/components, marking out, using specialist techniques & processes, using surface treatment & finishes)

**How will I learn?**

You'll learn by undertaking a variety of practical and theoretical tasks including:

- Taking part in group discussions/activities.
- Using graphic and ICT techniques, including CAD in the design and making of a product.
- Follow a design brief to complete a product.
- Testing of materials, manufacturing methods and the products made
- Cutting, shaping and joining different materials including papers & boards, timbers, metals, plastics, modern & smart materials.
- Using a range of equipment, tools and machinery when designing and making a product.
- Accurately recording and revising manufacturing process and material properties

**How will I be assessed?****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)**

An extended 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

Course Name

**5.5 GCSE Physical Education****Why would I want to study this course?**

GCSE Physical Education will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Learners will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

**What qualification does the course lead to?**

A full GCSE qualification in Physical Education.

**What will I study?**

By studying GCSE Physical Education students will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- understand how the physiological and psychological state affects performance in physical activity and sport.
- understand the contribution which physical activity and sport make to health, fitness and well-being.
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport in Wales and the wider world.
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- develop their ability to analyse and evaluate to improve performance in physical activity and sport.

**How will I learn?**

The course will be delivered through both theory and practical lessons, with an emphasis on students building their theoretical understanding through practical application. Students will also have dedicated practical lessons where they will build their practical profile in a range of activities.

**How will I be assessed?****Unit 1: Introduction to Physical Education**

**Written examination: 2 hours**

**50% of qualification 100 marks**

Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.

**Unit 2: The active participant in Physical Education**

**Non-exam assessment**

**50% of qualification 100 marks**

Learners will be assessed in **three** different activities in the role of performer in at least **one** individual sport, **one** team sport and **one** other.

One activity will be a major activity which will have a personal fitness programme linked to the activity.

## Course Name

## 5.6 WJEC GCSE in Built Environment

**Why would I want to study this course?**

The WJEC GCSE qualification in Built Environment introduces learners to, and develops their understanding of the built environment, including the trades and roles within it, the tools, technologies and materials used in its construction and maintenance, and the processes involved in its design.

The qualification allows learners to develop the practical skills involved in different stages of a buildings life cycle and encourages them to investigate their own built environment and understand the impact it has on the economy, society, culture and the natural environment. The qualification may be taken by learners who wish to begin their journey towards a career in the construction and built environment sector, whether in trade-based, professional or managerial roles, or by learners who want to increase their understanding of the built environment more generally.

**What qualification does the course lead to?**

GCSE in Built Environment

**What will I study?**

This WJEC GCSE specification in Built Environment will enable learners to develop:

- knowledge and understanding of theories, ideas and concepts related to the built environment
- knowledge and understanding of the different stages within the life cycle of the built environment
- knowledge and understanding of how different trades and services relate to each other within the built environment
- an appreciation of the built environment, including its design, creation, use and maintenance, and its role in their daily lives
- enquiry skills by exploring the built environment in the community and world in which they live
- skills in planning projects relating to the built environment, using the appropriate equipment to do so
- practical skills in designing or constructing elements of the built environment
- skills in using evidence to evaluate the use, performance and impact of the built environment, both in relation to their own work and that of others
- knowledge and understanding of the tools, materials and processes used in designing, constructing, valuing and using the built environment, including how they change over time.

**How will I learn?**

You will learn through researching, recording and developing skills in a variety of written and practical tasks, including developing your understanding of trades and roles within construction, tools, technologies and materials in construction and maintenance/design processes.

You will develop construction practical skills in relation to different stages of a buildings life cycle and understand the cultural, environmental and socio-economic impact construction can have.

**How will I be assessed?**

The WJEC GCSE in Built Environment is assessed through a combination of internal and external assessment, both theory and practical.

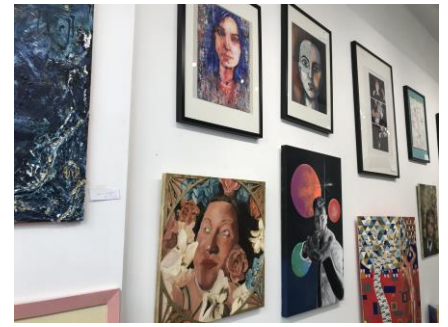
Unit 1: Introduction to the Built Environment – This is an on-screen examination 1 hour 30 minutes long which is 35% of the qualification.

Unit 2: Creating the Built Environment – This is a non-exam assessment (NEA) which is approximately 25 hours and 40% of the qualification and will include written work, drawings and practical work.

Unit 3: Exploring the Built Environment - This is a non-exam assessment (NEA) which is approximately 15 hours and 25% of the qualification. This will include case studies of buildings in the local environment.



# Section 6 Creative/Expressive Arts



**Course Name****6.1 Art and Design****Why would I want to study this course?**

You would choose to study this course if you had a real interest in the visual arts. You will have a flair for drawing and designing and be creative in your thought processes. You would wish to learn about the way art and design is used to communicate messages and meanings in a variety of ways through a whole world language of visual communication.

In order to find success within the subject of Art, prospective students need to show an aptitude for creative thinking, independent learning and working with others, as well as the specific skills required by the subject.

**What qualification does the course lead to?**

A GCSE in Art & Design from this course could lead to further study at A Level. From there you could go on to an Art Foundation course and/or an art-based degree. This could lead to work in a wide variety of careers including architecture, photographic journalism, fashion, animation, advertising design and graphic design. Opportunities could also exist in web and games design, film and television, gallery curation and interior design, to name a few!

**What will I study?**

You would be introduced to art and design through drawing, painting, sculpture and other fine art practices. Design work could include inspiration from graphics, fashion, textiles, jewellery and ceramics. You will learn about following a concept from investigation through to realisation as well as working to a design brief through a variety of themes or topics. As part of the course you will study and work from a range of art, craft and design, from the past and from recent times, through gallery visits and workshops. These critical activities are an important part of the course and will develop your knowledge of past and contemporary art and design practice

**How will I learn?**

The GCSE is divided into two distinct units.

Unit 1: Portfolio of Work.

This is a sustained unit of coursework produced across Year 10 and Term 1 in Year 11. The course will be divided up into skills based, workshop activities and 'mini- projects' that will be presented for assessment. Work undertaken during this time will begin with teacher selected project work before students develop their own themes to be inspired by. This coursework portfolio will also include a 'Mock Exam' unit.

Unit 2: Externally-Set Task.

This is the assessment unit set by the exam board. Students will be asked to respond to one of the set starting points and will be given a period of time to prepare for the exam. A 10 hour period will be made available for the completion of the examination piece within the department.

**How will I be assessed?**

Assessment will be ongoing throughout the course. Unit 1 constitutes 60% of the overall grade, Unit 2 40%.

You will be assessed in four main areas: Critical understanding, Creative making, Reflective Recording and Personal Presentation.

Assessment takes the form of Assessment Tasks and an end of course Exam Project.

**Course Name****6.2 Drama****Why would I want to study this course?**

Drama is a subject that is chosen for a multitude of reasons. It could be for those students who wish to follow a career in the arts. It could also be for students who wish to develop their communication skills.

Drama at GCSE will allow you to choose a wide range of A levels.

Jobs could range from the teaching of Drama, to Drama Therapy, acting, other work in the Media or a variety of non-related jobs that demand strong communication skills, for example, Law.

It is important to note that Drama is not a soft option and students will have to give up their own time for extra rehearsals, performances and assessments. In order to find success within the subject of Drama, prospective students need to show an aptitude for creative thinking, independent learning and working with others, as well as the specific skills required by the subject.

Theatre visits are an essential part of the course.

**What qualification does the course lead to?**

GCSE Drama.

**What will I study?**

The GCSE course comprises of 3 Units.

Unit 1 is worth 40% of the qualification and will require you to devise your own piece of theatre using a specific practitioner or acting genre in response to a stimulus set by WJEC. You will be in groups of 2-5 and will complete a portfolio of supporting evidence as well as an evaluation of your performance. This will be completed in year 10.

Unit 2 is worth 20% of the qualification and will require you perform an extract from a published play. You will rehearse this extract in groups of 2-5 and it will be assessed by an external examiner in year 11.

Unit 3 is worth 40% of the qualification and will require you to sit a written examination on a text set by WJEC as well as a review of a play you have seen with your class. We will study the set text in lesson through the eyes of a director, designer and actor. This will complete in May 2019.

**How will I learn?**

Drama is a subject that demands plenty of enthusiasm, and a willingness to explore different means of communication. As the practical assessments need to be performed in groups it is essential that students are team players and are willing to co-operate at all levels.

Acting and directing skills are explored and developed through the performance of scripted and non-scripted work.

Writing and devising skills are utilised in group project work. The course includes a thematic project and a set text, both explored through practical and theoretical work.

Students need to be very aware that Drama is hard work and requires enthusiasm and commitment in equal measure. The higher grades can only be accessed by total commitment and dedication.

**How will I be assessed?**

Unit 1. 40% of the total GCSE marks. Internally assessed and externally moderated by post.

Unit 2. 20% of the total GCSE marks. Externally assessed.

Unit 3. 40% of the total GCSE marks. Written examination.

<b>Course Name</b>	<b>6.3 Music</b>
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### Why would I want to study this course?

If you have enjoyed Music at Key Stage 3 and want to continue your musical studies then this course will allow you to gain further experience in the three main musical activities of Listening, Performing and Composing. Through active involvement in these areas, you will be encouraged to appreciate and enjoy various styles of music. The course is intended to provide you with a range of skills and give you a lasting love of music, which you may then use in preparation for further study or in pursuit of leisure and cultural activities. In order to find success within the subject of Music, prospective students need to show an aptitude for creative thinking, independent learning and working with others, as well as the specific skills required by the subject.

### What qualification does the course lead to?

GCSE Music (WJEC)

The course can lead onto A level Music and/or Music Technology in the sixth form or vocational performing arts industry courses in further education. The course also supports many other subjects through the skills you will acquire.

### What will I study?

**LISTENING** - a wide range of music will be covered in the course, giving you the skills to enable you to respond to the structural and expressive elements of music, to perceive the relationship between sound and symbol, and to show an awareness of musical styles of the past and present.

**PERFORMING** - you will sing or play individually and as a member of an ensemble.

**COMPOSING** - you will develop your composing skills through study of various styles of music in preparation for the completion of two compositions.

### How will I learn?

Most lessons will involve the study of music through listening and performing. You will learn to comment in detail on how the musical elements relate to the music you listen to and perform. Alongside the study of various styles you will have the opportunity to develop your own musical interests and skills including the opportunity to make music individually and as part of a group to help you solidify compositional techniques of various styles. You will also learn to compose individually in various styles to produce full length compositions.

You will need to continue to work on your performing skills and should have regular tuition on your instrument or voice. Please see Mrs Ritter if you wish to start school tuition. Taking part in relevant extra-curricular activities will greatly enhance your success in GCSE Music and is a fantastic opportunity for you to develop your ensemble skills for the performance element of the course.

### How will I be assessed?

**Performing Music – controlled assessment 35%**

One performance on your voice or instrument as part of an ensemble and one performance as a soloist or ensemble member.

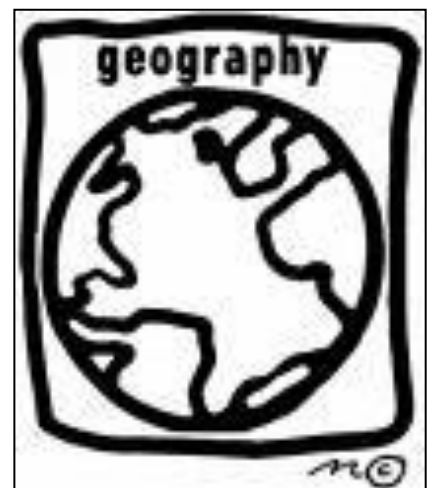
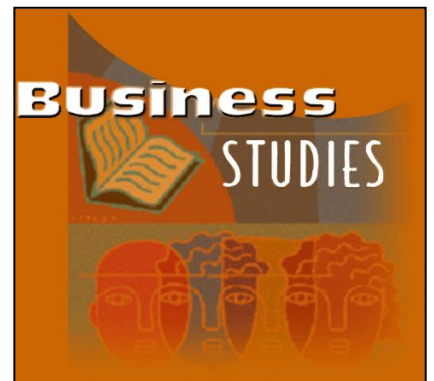
**Composing Music – controlled assessment 35%**

Two contrasting compositions.

**Appraising Music – listening paper/exam 30%**

Questions based on areas of study/relevant listening completed throughout the course.

# Section 7 Humanities



Course Name	<b>7.1 Business or Retail Business</b>
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### Why would I want to study this course?

#### **GCSE Business Studies**

The GCSE in Business is dynamic, challenging and increasingly relevant during these turbulent economic times. The specification introduces students to the business world, empowering them to develop as commercially minded and enterprising individuals. Students will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

#### **Level 2 Vocational Award in Retail Business**

There is a real need for qualifications in retail business and for educational providers to provide education and training for young people to enter this mammoth UK sector. The employment opportunities presented by the retail business sector are diverse and expansive; as the largest private sector employer with a current employment rate of almost 3 million, young people can aspire to many employment opportunities from the shop floor to the showroom, and from head office functions to the warehouse.

### What qualification does the course lead to?

WJEC GCSE Business or WJEC Level 2 Vocational Award in Retail Business

### What will I study?

The GCSE Business course is presented in six clear and distinct topic areas:

1. Business activity
2. Influences on business
3. Business operations
4. Finance
5. Marketing
6. Human resources

The Retail Business course is presented in three clear and distinct topics areas:

1. The Business of Retail
2. Customer Service for Business Retail
3. Merchandising and Marketing Retail Products

### How will I learn?

Students will learn through a range of diverse activities including case studies, project work, group work and presentations. The units are structured to provide the opportunity to explore key business theories and concepts in the context of the business and economic world.

Current and topical television programmes and newspaper articles are regularly used to ensure that students are aware of today's business world and the economy. Students will have the opportunity to take part in a series of trips and visits to local and national businesses including Cadbury World and Alton Towers.

The qualification has been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning.

This approach to learning mirrors many work related activities in retail business and retail operations and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning.

### How will I be assessed?

#### **GCSE Business**

The course is assessed solely through **external examination**.

#### **Unit 1: Business World**

Written examination: 2 hours (62.5% of qualification)

#### **Unit 2: Business Perceptions**

Written examination: 1 hour 30 minutes (37.5% of qualification)

#### **Level 2 Vocational Award in Retail Business**

You will be assessed through a mixture of an external examination and internally assessed project work.

#### **Unit 1: The Business of Retail**

**Written examination:** 1hr 30 minutes (40% of qualification)

#### **Unit 2: Customer Service For Retail Business**

**Controlled assessment:** This is worth 30% of your qualification, and will take 6 hours to complete.

#### **Unit 3: Merchandising and marketing of retail products**

**Controlled assessment:** This is worth 30% of your qualification, and will take 8 hours to complete.

Course Name

7.2 Geography

**Why would I want to study this course?**

Geography at GCSE is an exciting and engaging subject that allows learners to deal with topics relevant to our lives today. Pupils are able to take charge of their learning and investigation skills as well as honing their decision-making abilities in terms of approaches to managing risk, danger and conflicting opinions. Such approaches really allow learners to develop their own leadership and management skills.

Geography provides students with an insight into many aspects of life in our rapidly changing world. Geography prides itself on its unique position as a bridge between the written world of the Arts and the investigation of the Sciences, combining elements of both the human and physical world. It enables students to make sense of the world around them and how changes in it will impact upon them.

**What qualification does the course lead to?**

This course leads to a GCSE in Geography awarded by the WJEC.

**What will I study?**

The course covers the following topics :-

**Year 10 - Unit 1**

Landscapes and Physical processes  
Rural-Urban Links  
Tectonic Landscapes and Hazards

**Year 11 – Unit 2**

Weather, Climate and Ecosystems  
Development and Resource Issues  
Environmental Challenges

Each unit is equally weighted at 40% of the GCSE course with a fieldwork controlled assessment completed early in Year 11 worth 20%.

**How will I learn?**

WJEC GCSE Geography adopts an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process. This enquiry approach, in both classroom and fieldwork contexts, enables learners to develop the ability to think 'like a geographer' with opportunities to think creatively, think scientifically and think independently.

Geography is delivered by the use of topical material from all forms of media and encourages the development of many skills among students. The exciting GCSE course is supported by dedicated materials and fieldwork. As part of the course the department will undertake fieldwork in the local area and possibly overseas to Italy or Iceland in the Spring Term.

**How will I be assessed?**

The course is linear and students will take both of their exams at the end of Year 11.

Coursework, in which two fieldwork tasks make up 20% of the final grade, is now completed largely in class and completes the assessment package.

Course Name

7.3 History

**Why would I want to study this course?**

The study of History encourages students to explore the contemporary world and understand how that world operates. By studying a wide range of topics, students are provided with a political, economic and social understanding essential for them to become informed and active citizens.

The History GCSE course provides knowledge and skills that enable students to understand and fully participate in the world in which they live today. In addition, it is an excellent foundation for many AS and A level studies, and for many careers. For example, the knowledge and skills gained at GCSE are extremely helpful in the study of Law, Politics, Journalism, Finance, Management and Police work. In fact, the most popular profession for Historians to pursue is Accountancy!

**What qualification does the course lead to?**

This course will lead to a full G.C.S.E. qualification in History.

**What will I study?**

At GCSE students sit the WJEC Syllabus A examination: Aspects of Welsh and Twentieth Century European and World History.

- **Unit 1: Study in Depth – History with a European / World Focus**

Written exam of 1 hour 25% of qualification

**Germany in Transition, 1919-1939:** the rise of the Nazi Party and its consolidation of power; the impact of the Nazi Social, Economic, Religious and Political policies on the German population; the road to war.

- **Unit 2: Study in Depth – Wales and the Wider Perspective**

Written exam of 1 hour 25% of qualification

**Depression, War and Recovery, 1930-1951:** the causes and impact of the Depression; life during World War Two; life after World War Two and how Britain rebuilt itself.

- **Unit 3: Thematic study – covering a specific aspect of history in breadth**

Written exam 1 hour 15 minutes 30% of qualification

**The Development of Warfare, c.1250 to the present day:** change over time: the causes, tactics, strategy, training, recruitment, technology of war plus studies of women in war and the development of the Royal Navy

The Thematic Study will include the study of Harlech Castle.

- **Unit 4: Working as an Historian - Controlled Assessment**

20% of qualification

The controlled assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.

**How will I learn?**

The department takes an investigative approach to the study of History. Students are encouraged to use a very wide range of evidence including newspaper reports, biographies, photographs, maps, films and books in order to support them to analyse and evaluate primary / contemporary evidence, to understand others' interpretations. Students are also encouraged to enrich their knowledge and understanding through wider research via library texts, podcasts, documentaries and the internet. Through the application of this rich knowledge and understanding to evidence and interpretations, students are immersed into the work of the historian and facilitated with making their own well-informed judgements which prepares them for future study and the world of work as well as being independent citizens and leaders of social justice.

**How will I be assessed?**

Students will sit three examination papers and produce one piece of coursework in two parts. The course is unitised so one exam will be sat at the end of Year 10; the other two exams will be sat at the end of Year 11.

**Unit 1: European/World History Study in Depth**

**Paper 1 Germany in Transition 1919-1939** – 1 hour examination to test second order historical concepts and also analyse and evaluate historical sources and interpretations.

**Unit 2: Wales and its wider perspective Study in Depth**

**Paper 2 Depression, War & Recovery 1930 – 1951** – 1 hour examination to test analysis and evaluation of historical sources and interpretations. There will also be questions testing second order historical concepts.

**Unit 3: Thematic study**

**Paper 3 The Development of Warfare, c.1250 to the present day** – 1 hour 15 mins examination to test second order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.

**Unit 4: Working as an Historian - Controlled Assessment**

The controlled assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.



Course Name

**7.4 Religious Studies****Why would I want to study this course?**

If you are interested in people and events in the world today, this is the subject for you. The study of Religion is of great importance in our own multicultural society and the wider world in which we live. Religious Studies at GCSE is an objective and academic study of people and how religion affects their lives. It allows students to acquire knowledge and understanding of beliefs, values and traditions and to consider the influence of these. Moral issues and fundamental questions of life and death are an integral part of this study.

It will encourage you to adopt an enquiring, critical and reflective approach to your study and to explore religions and beliefs, to reflect on fundamental questions, to engage with them intellectually and respond personally.

Religious Studies GCSE does not attempt to lead students towards a particular faith or persuasion. The course is all the more important in the pluralistic, multi-cultural society in which we live. As a by-product, it should teach young people to be tolerant of the differences which exist between people. Religious Studies GCSE does not condemn the student to the life of a monk or nun!

Anyone wishing to enter professions such as teaching and caring for others, nursing and medicine, law and law enforcement among others, should seriously consider taking GCSE RS.

**What qualification does the course lead to?**

GCSE Full Course in Religious Studies.

**What will I study?**

You will study the teachings, beliefs and practices of Christianity (the largest of global faiths, followed by 2.2 billion people worldwide) and Hinduism (the oldest of the major world faiths) and will examine the philosophical issues of life and death (such as abortion and euthanasia) and good and evil, alongside the ethical issues of relationships and equality.

**How will I learn?**

One of the best ways to learn something is to experience it, so RS GCSE is taught in active and experiential ways wherever possible. Students of RS will learn through Research, ICT, Stillings, Circle Times, Reflection, Debates, Drama and Role Play, Re-enactments, Games, Carousels, Study of Texts, Audio and Visual Stimuli etc.

A visit to the Swaminarayan Mandir in London and a Hindu meal at a restaurant, alongside a visit to Christian places of worship will give students a more enriching and meaningful learning experience of Hinduism and Christianity.

Students will develop a variety of important key skills as they explore the two religions - Communication, Problem Solving, ICT, Working with Others, and Improving their Own Learning and Performance.

**How will I be assessed?**

Students will be examined at the end of year 11.

(There are no coursework components or controlled tasks in RS GCSE).

## Summary of Sixth Form Courses Offered In 2022

### TWO YEAR ADVANCED (LEVEL 3) COURSES

Art & Design+	History+
Business BTEC National Extended Certificate+	Law+
Biology	Maths
Chemistry	Music
Classical Civilisation	Music Technology+
Computer Science +	PE+
Criminology Level 3 Applied Diploma	Physics
Design Technology: Resistant Materials+	Psychology+
Design Technology: Textiles	Uniformed Protective Services BTEC National Extended Certificate+
Digital Technology+	Religious Studies: Philosophy & Ethics+
Engineering BTEC National Extended Certificate+	Sports Science BTEC Subsidiary Diploma+
Economics +	Sports Science BTEC Diploma+
English Language	Spanish
English Literature	Theatre Studies+
French	Welsh
Further Maths	Welsh Baccalaureate Advanced Skills Challenge Certificate+
Geography+	
German	
Health & Social Care	

+ Previous study of the subject **not** essential.

GCSE re-sit courses in English Language & Maths will be available.

