

Choose



Your



Future



If You Believe It, You Can Achieve It!





Dear Parent/Carer

It is usually around this time of year that we open our doors to our Year 9 pupils and their parents/carers. However, due to the current Covid-19 pandemic we are unable to hold our annual Year 9 Options Evening at school.

As an alternative, we will be using our website to broadcast a series of videos covering each part of the options journey. Here you will find key information on all of the courses available to your child. This is a very important occasion for all Year 9 pupils because it gives them an opportunity, with their parents/carers, to finalise their subject choices for Year 10 and 11 which will help to shape their future.

Your child's options journey has already started with assemblies and tutor sessions. This year the school is again entering a partnership with other institutions in order to provide as many opportunities for our pupils as possible. Cefn Hengoed will thus be able to offer all our pupils the chance to follow a wide variety of courses. We offer an innovative programme and it is an exciting time for our young people.

Our website contains information on each of the curriculum areas covered in the Options brochure, allowing you to consider the course content and suitability.

- Please be aware that because of the different nature of some of the courses, we have had to group them together in option columns. Pupils can select one subject in each of the columns.
- The school has a limited number of places available in some subjects so it may be that a selection process will be required e.g. in Food and Nutrition or Engineering where practical subjects class sizes are limited to a maximum 20 learners for health and safety reasons.

It is important to read the information provided on our website and in the Options brochure very carefully before finalising any selections. If you have any questions that you wish to ask the staff involved in teaching the courses, you will be able to post these on the 'Ask Us' section on our school website. Staff will then be able to deal with any specific questions you may have.

We will of course try to accommodate your child's choices. There will be pupils who may be asked to review their choices and we will support pupils who need to do so.

We very much look forward as a school to supporting you as a family through these critical decisions.

Yours faithfully

C D Bale

Pennaeth / Headteacher



Headteacher

Mr C Bale

Deputy Headteacher

Mr D McGinley

Assistant Headteacher

Mrs L Morgan

Assistant Headteacher

Mrs J James

KS4 School Manager

Mr L Harrington

KS4 Pastoral Support Officer

Mrs C Lucas

KS3 School Manager

Ms L Brown

Year 7 & 8 Pastoral Support Officer

Mrs S Ward

Year 9 Learning Manager

Mr I Brooks

Year 9 Pastoral Support Officer

Ms S Ballard

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What you expect of us, what we expect of you and the critical role of your parents/carers

You will be interested in following courses which will deliver a GCSE qualification or courses which will lead to a qualification that has the same standing as a GCSE. You will be able to choose three different subjects, one from each option column.

You may choose to continue with any of your subjects at a higher level in college, or you may choose to do something different when you get there. You may decide to follow a vocationally based course then or you could follow a similar course at a higher level in college or begin an apprenticeship. Our main priority as a school has been to ensure as much flexibility as possible for all our pupils to allow them to progress and develop. We believe that what we have on offer this year illustrates such flexibility.

You will be expecting to pass all your subjects and will be happy to complete any homework given. You will also be ready to stay behind at the end of the school day for additional study when appropriate. You can see that Year 10 is when you will mature from being a 'pupil' to becoming a 'student'.

It is important that all of our pupils are studying a balanced range of subjects. Your teachers will talk to you about your decisions to ensure that you do have an appropriate balance and to make sure that the courses you have chosen reflect your level of ability and aspirations.

It is important that you talk about your choices to your parents/carers and your teachers. Keep your family at the heart of this process. School always does - none of us can do it without them! Especially you!

You must make sure that the subjects you choose now will fit in with what you want to do later when you go to College or when you begin to think about employment. Don't worry if you do not know what you want to do yet - many young people like you don't know either. Choose what you are good at and keep your choices broad.

Remember too that the number of places available on some of these courses is limited. We will have to be sure that those following such subjects have a strong commitment to them and that preference is given to those with a genuine interest. As a result interviews may be held to determine suitability.

Although we make every effort to accommodate the wishes of pupils who choose within these guidelines and usually, 90% of the pupils are allocated their initial choices, we have to ensure that the group sizes are suitable and that teaching staff are available. If there is any problem of staff availability or group size you may be asked to make an alternative choice. Any pupils in this category will be contacted as soon as possible and personal guidance and support will be given.

You should remember these points:

- DO** choose subjects which you like
- DO** choose subjects at which you are successful
- DO** choose subjects which you may need for a career or further education
- DO** find out everything you can about the subject before you choose it. Once you have started a course you have to accept that it is valuable, educationally, in its own right and that you will have to stick with it for two years
- DO** talk to your teachers who have up to date information
- DO** look at college and 6th form school prospectuses online for courses you may want to do at 16+
- DO** talk to your parents
- DON'T** choose subjects with unsuitable examination levels
- DON'T** choose a subject just because your friend has chosen it
- DON'T** choose a subject just because you like a particular teacher. That teacher may not teach you. You must like the subject as well

Most of all, you should talk to: your Parents/Carers
your Form Tutor
your Subject Teacher
the Careers Advisor
Senior Staff at school

Careers - Gyrfaoedd

The school has the Quality Award for Excellence in Careers Education. Careers Education is a very important element in the curriculum. It forms a major part of the work that is carried out during the form period.

A successful careers programme depends upon the co-operation of students, parents and school. Students are encouraged to involve parents at every stage of their careers programme. Year 10 and 11 students will have the opportunity to:

- learn about letters of application, CVs, application forms and interview techniques
- research career ideas using computer assistant guidance programs
- attend events and presentations from colleges and employers
- access vocational guidance interviews with an adviser from Careers Wales
- be guided through all the options available at 16+ and be supported through applications for colleges and 6th form centres

Compulsory Subjects – Pynciau Gorfodol

- These are the subjects you will continue studying. They are STATUTORY. That means they are compulsory for every pupil in every school in Wales i.e.:
 - English
 - Mathematics
 - Science
 - Welsh
 - Religious Education (RE)
 - Physical Education (PE)
- The Welsh Baccaalaureate is the only compulsory subject new to you.
- We are proud of our standards and our pupils' achievement in these compulsory subjects. Your results in these subjects will give you a head start on building up your GCSE results with Options subjects.



ONI

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All pupils will study English Language as a core subject and they will receive eight hours a fortnight with a specialist English teacher.

In addition, it is expected that all pupils studying this important course will need to attend weekly extra curricular support sessions in Year 11.

To further support pupils, the English department offer pre exam study sessions, within school and during holiday time, to ensure all pupils maximise their potential.

The course covers the three main English skills: Reading, Writing and Oracy. Pupils will research, read, discuss and give responses to a range of continuous and non-continuous texts. Writing tasks will include improving planning, drafting, editing and revising a range of text forms for different audiences and purposes. Oracy skills will be developed and assessed formally as part of controlled assessment requirements. Achievement in Reading and Writing will be assessed by two final examinations.

Importantly, all pupils are closely monitored and their performances tracked against their Global Grade expectations; this is to help ensure all pupils achieve the best grade they can. Sometimes this will mean that some pupils may change sets mid-year or following a formal assessment. The purpose of any movement is to add appropriate support to individuals at a point of need because the English Department are well aware that not all pupils progress at the same rate.

Standards in English have come under a great deal of public scrutiny in recent years and the English department is working hard to ensure all pupils are well prepared to meet the raised expectations of young people with high literacy skills, including spelling, punctuation and grammar.

When aspiring to meet the demanding needs of the new English Language specification, it cannot be stressed too highly how important good attendance and pupils' commitment to their own learning is. The English Department have high expectations of themselves and the pupils they work with.

The New WJEC English Language Specification

GCSE ENGLISH LANGUAGE SUMMARY OF ASSESSMENT

Unit 1: Non-examination assessment

Oracy

20%

Task 1 (10%) – Individual Researched Presentation (40 marks)

One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes.

Task 2 (10%) – Responding and Interacting (40 marks)

One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.

For both tasks, half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

Unit 2: External assessment

Reading and Writing: Description, Narration and Exposition

40% (2 hours)

Section A (20%) – Reading (40 marks)

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

This section will also include an editing task focusing on understanding short texts at word, sentence and text level (2.5% of qualification total).

Section B (20%) – Writing (40 marks)

One writing task to be selected from a choice of two that could be either description, narration or exposition.

This section will also include one proofreading task focusing on writing accurately (2.5% of qualification total).

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

Unit 3: External assessment

Reading and Writing: Argumentation, Persuasion and Instructional*

40% (2 hours)

Section A (20%) – Reading (40 marks)

Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing (40 marks)

One compulsory argumentation writing task and one compulsory persuasion writing task.

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).

**Instructional will be a required text type in Reading but will not be required as a Writing task as it does not appear in the Subject Principles for GCSE English Language.*

Mathematics - WJEC

In response to the Review of Qualifications for 14 to 19-year-olds in Wales, in September 2015, the Welsh Government introduced **two new compulsory GCSEs in Mathematics**.

The new **Mathematics - Numeracy** GCSE will:

- focus on the skills that learners will need in their everyday lives
- assess candidates' ability to solve 'real-life' problems
- include problems of increasing complexity at the higher levels
- be a requirement of the new Welsh Baccalaureate at KS4 and post-16.

The **Mathematics** GCSE will:

- extend to aspects of Mathematics needed to progress to scientific, technical or further mathematical study
- also include questions set in purely mathematical contexts

Pupils entering Year 10 will follow one of three tiers of entry for **GCSE Mathematics – Numeracy** and **GCSE Mathematics**.

Higher Tier:	Grades A* - C
Intermediate Tier:	Grades B – E
Foundation Tier:	Grades D - G

Both **Mathematics – Numeracy** and **Mathematics** GCSE courses are based entirely upon written papers, with no coursework involvement. **Therefore pupil attendance at school is absolutely critical, as missing lessons will mean missing learning.**

Exam papers will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification.

Pupils entered for **GCSE Mathematics** will be expected to be familiar with the knowledge, skills and understanding implicit in **GCSE Mathematics – Numeracy**.

Some questions will use multiple-choice assessment.

There are **two examinations** (Unit 1 and Unit 2) **for each GCSE** which the pupils sit by the end of Year 11.

Mathematics – Numeracy GCSE

Unit 1: (Non-calculator)

Higher Tier: 1 hour 45 minutes
 Intermediate Tier: 1 hour 45 minutes
 Foundation Tier: 1 hour 30 minutes
50% of qualification

Unit 2: (Calculator-allowed)

Higher Tier: 1 hour 45 minutes
 Intermediate Tier: 1 hour 45 minutes
 Foundation Tier: 1 hour 30 minutes
50% of qualification

Mathematics GCSE

Unit 1: (Non-calculator)

Higher Tier: 1 hour 45 minutes
 Intermediate Tier: 1 hour 45 minutes
 Foundation Tier: 1 hour 30 minutes
50% of qualification

Unit 2: (Calculator-allowed)

Higher Tier: 1 hour 45 minutes
 Intermediate Tier: 1 hour 45 minutes
 Foundation Tier: 1 hour 30 minutes
50% of qualification

Pupils will receive eight one hour lessons per fortnight, taught by specialist Mathematics teachers.

Homework is set for each topic and includes tasks aimed at familiarising pupils with exam type questions. In the months prior to the exams, past papers are given regularly and marked using the exam grading procedures provided by the exam board.

Assessment is an ongoing process; in addition to the everyday procedures, assessments take place in line with the Assessment Policy of the school. This ensures that pupils are placed in the correct teaching groups according to their ability.

The initial placement of a pupil at Higher, Intermediate or Foundation tier takes place based on their level of achievement at the end of Key Stage 3 (Year 9). Pupil performance in Year 9 is therefore very important.

The pupils are well supported with their examination preparation. Weekly after school revision sessions are held throughout Year 11, together with holiday and breakfast revision days.

Calculators play a very important part in all of these courses and it is essential that all pupils have their own equipment. Pupils are expected to have their own calculators, pens, rulers, pencils, protractors, compasses, rubbers and sharpeners. Your support in this matter is greatly appreciated.

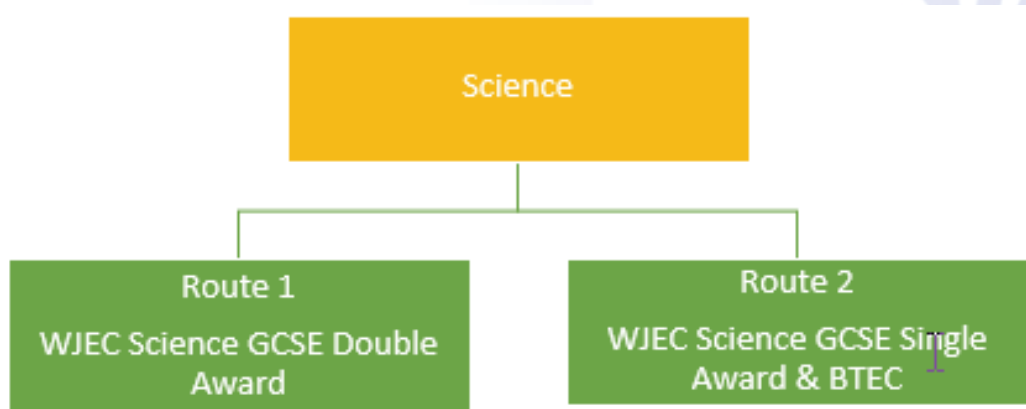
Recommended Calculators

GCSE - a scientific calculator is essential and a CASIO calculator is preferable, such as the CASIO FX85GT.

Pupils will need their calculator at the start of the course so that they can become familiar with the specialist functions it is used for. Teaching time will be allocated to this.

For further information on any aspect of Mathematics in Year 10 and 11 please contact Mr B King, Head of Mathematics.

Your son/daughter will follow one of two routes in Science as outlined below.



Science Route 1

Your son/daughter will be studying the new WJEC GCSE Double Award Science qualification and attain two GCSE grades from A*A*-GG. There are two tiers higher and foundation. Exams will be taken in the summer of year 10 for units 1, 2 and 3 and in the summer of year 11 for units 4, 5, 6. Unit 7 is coursework and will take place in year 11 between January-February. This course will fully prepare learners to study Science A levels. Below is a summary of the units that will be studied.

GCSE in SCIENCE (Double Award) (Wales)

SUMMARY OF ASSESSMENT

There are two tiers of entry for this qualification:
Higher Tier – Grades A* - D
Foundation Tier – Grades C - G

Unit 1: (Double Award) BIOLOGY 1 Written examination: 1 hour 15 minutes 15% of qualification 60 marks A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.	Unit 5: (Double Award) CHEMISTRY 2 Written examination: 1 hour 15 minutes 15% of qualification 60 marks A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.
Unit 2: (Double Award) CHEMISTRY 1 Written examination: 1 hour 15 minutes 15% of qualification 60 marks A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.	Unit 6: (Double Award) PHYSICS 2 Written Examination: 1 hour 15 minutes 15% of qualification 60 marks A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.
Unit 3: (Double Award) PHYSICS 1 Written examination: 1 hour 15 minutes 15% of qualification 60 marks A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.	Unit 7: (Double Award) PRACTICAL ASSESSMENT 10% of qualification 60 marks Practical assessment that will be carried out in centres, but will be externally marked by WJEC. It will take place in the first half of the spring term (January – February). It is recommended that this should be in the final year of study. An untiered assessment.
Unit 4: (Double Award) BIOLOGY 2 Written examination: 1 hour 15 minutes 15% of qualification 60 marks A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.	

The GCSE course is challenging and requires your son/daughter to learn, understand and then apply concepts in a given context. The greatest success is achieved when pupils work hard and continually engage in effective revision to consolidate their learning. To help your son/daughter we will be offering after school revision every Tuesday (3-4pm) for year 11 pupils and lunch times for year 10 (your class teacher will let you know when this is available).

The following websites are also available as useful resources:

<http://www.wjec.co.uk/qualifications/science/gcse/science-double-gcse-2016/>

- BBB bitesize GCSE (from 2016 onwards)
- GCSE Pod

Science Route 2

Your son/daughter will be studying the WJEC GCSE Single Award in Applied Science in year 10 and complete a BTEC qualification in year 11. Both courses utilise a context led approach to science learning and assessment. It provides insight into, and experience of how science works, whilst stimulating learners' curiosity and encouraging them to develop an understanding of science, its applications and its relationship to the individual and society. The course is made up of 4 units as outlined below.

Unit 1: (Single Award) SCIENCE IN THE MODERN WORLD Written examination: 1 hour 30 minutes 40% of qualification	75 marks
A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.	
Unit 2: (Single Award) SCIENCE TO SUPPORT OUR LIFESTYLES Written examination: 1 hour 30 minutes 30% of qualification	75 marks
A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.	
Unit 3: (Single Award) TASK BASED ASSESSMENT 20% of qualification	60 marks
A task based assessment which will be externally assessed by WJEC. It will take place in the second half of the autumn term (November – December). It is recommended that this should be in the final year of study. A tiered assessment.	
Unit 4: (Single Award) PRACTICAL ASSESSMENT 10% of qualification	30 marks
Practical assessment that will be carried out in centres, but will be externally marked by WJEC. It will take place in the first half of the spring term (January – February). It is recommended that this should be in the final year of study. An untiered assessment.	

The WJEC GCSE Single Award course is challenging and requires your son/daughter to apply their knowledge in a range of vocational concepts. To support your son/daughter we have lunch time revision sessions on offer. They could also use the following websites to assist with independent learning: WJEC Science and BBC bitesize.

Physical Education – Addysg Gorfforol

Physical Education is a compulsory subject in Year 10 and 11, as directed by the Welsh Government's National Curriculum. Participation is COMPULSORY.

All pupils will have one P.E. lesson per week and correct kit is required. If a pupil is injured or ill then a note from the parent/carer must be provided. A blue P.E. T-shirt must be worn during lessons.

All pupils will receive a balanced curriculum and they will have the opportunity to participate in various activities such as:

- Football
- Rugby
- Badminton
- Health Related Fitness
- Hockey
- Cricket
- Athletics
- Swimming
- Tennis
- Softball
- Netball
- Gymnastics

Pupils have the chance to gain the Rugby Leaders Award. Please speak to the PE staff if you are interested in doing so.

There are many extra-curricular opportunities for the pupils too. There are various trips organised for the pupils. Extra-curricular sport is similar to that at Key Stage 3, and all pupils have the chance to represent the school in the various school teams and events.

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NCFE Equality and Diversity Certificate (worth equivalent of 2 B grades at GCSE)

For learners at Key Stage 4, religious education will be part of each individual's statutory learning pathway. The course of study followed is designed to encourage both the abilities of young people as learners and their desire to access future learning opportunities. In particular, pupils are given opportunities to develop their skills through the interrelationship of the three core skills: Engaging with fundamental questions, Exploring religious belief, teaching and practices and Expressing personal responses.

At Key Stage 4, all pupils will study the NCFE Equality and Diversity Certificate and this requires pupils to study Equality and Diversity in our society, community and workplace. Each pupil will be required to submit a portfolio of evidence of his or her studies. There is no exam.

These qualifications aim to:

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

The objectives of these qualifications are to help learners to:

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



TGAU CYMRAEG AIL IAITH

Pwyntiau Pwysig

- 4 uned (4 units)
- Pob uned = 25% (Every unit = 25%)
- Cwrs dwy flynedd (2 year course)
- Gradd A* > G (A* > G grades)



More and more employers are asking for Welsh today. It's an useful GCSE to have.

Cymraeg ydy iaith Cymru. Bydd slarad Cymraeg yn helpu yn y dyfodol, yn enwedig gyda swyddi.

More and more people are learning Welsh every month. The government target is for 1 million Welsh speakers by 2050

As we live in Wales it makes sense to be able to speak the language of the country.

UNED 1	UNED 2	UNED 3	UNED 4
25%	25%	25%	25%
Gwranddo 15% (Listening 15%) Llafar 10% (Oral 10%)	Llafar 20% (Oral 20%) Gwranddo 5% (Listening 5%)	Darllen 15% (Reading 15%) Ysgrifennu 10% (Writing 10%)	Ysgrifennu 15% (Writing 15%) Darllen 10% (Reading 10%)
Bl 10 neu 11 (Yr 10 or 11)	Bl 10 neu 11 (Yr 10 or 11)	Arholiad Bl 11 (Yr 11 Exam)	Arholiad Bl 11 (Yr 11 Exam)



LLAFAR	30%
GWRANDO	20%
DARLLEN	25%
YSGRIFENNU	25%

THEMA 1	THEMA 2	THEMA 3
Cyflogaeth (Employment)	Ieuenctid (Youth)	Cymru a'r Byd (Wales & the World)

Aims and objectives

This new GCSE specification in Welsh second language will enable our learners to:

- understand and use the language for a variety of purposes and audiences
- develop language learning skills and strategies in order to enable learners to communicate and interact confidently and spontaneously in relevant situations and specified context
- develop language learning skills and strategies to enable learners to develop their grasp of Welsh further
- develop listening, speaking, reading and writing skills in an integrated manner, emphasising on listening and speaking skills
- use Welsh in further studies, in the workplace and in their communities
- develop curiosity about the Welsh language.

This qualification has two external examinations which are weighted equally and two internal examinations. The two external examinations test reading and writing skills while the two internal examinations test oral and listening skills.

Subject Content

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

- **EMPLOYMENT**
- **WALES AND THE WORLD**
- **YOUTH**

When studying this qualification learners will be required to cover the following areas:

Listening: understand and respond to different types of spoken language

- demonstrate an understanding of spoken language by one or more speakers in public and social situations, for example, conversations, presentations, news reports and television programmes;
- understand the main message, main points, specific details and different perspectives communicated verbally in long and short pieces.

Speaking: communicate and interact effectively in speech

- communicate and interact spontaneously and effectively for different purposes, including conveying information, expressing and justifying opinion, and asking and answering questions;
- use a range of strategies to support and sustain effective communication, including asking questions to clarify meaning and eliciting information;
- hold conversations and discussions making extended contributions and combining a variety of sentences and language patterns;
- use simple language patterns accurately;
- use different verb tenses;
- modify language appropriately for different audiences and a range of situations, using appropriate register, clear pronunciation and appropriate intonation.

Reading: understand and respond to different types of written language

- understand and respond to written language in different forms written for a variety of purposes and audiences, including correspondence, articles, online information, marketing materials, literary texts, diagrammatic information, public information and instructions
- understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses;
- discern meaning within a variety of long and short written texts, including some relating to abstract topics, unfamiliar material and some more complex language, interpreting implied meaning where appropriate;
- scan for specific information within extended and multi-format written material.

Writing: communicate in writing

- write effectively for different purposes;
- write accurately using simple and familiar sentences, language patterns and vocabulary to convey meaning and information effectively;
- write in an extended and coherent manner in order to convey facts, ideas and perspectives for different audiences and purposes, including descriptive and report writing, persuasive and instructional, creative and imaginative, critical / expressing opinions;
- use a range of different written forms, for example letters, e-mails, articles, diaries, posters, stories and blogs;
- use different verb tenses;
- make creative use of language, varying and adapting vocabulary and language patterns, style and register intentionally for different purposes;
- modify language appropriately, including language and register, for different audiences and a range of situations;
- translate short and simple texts from English to Welsh in order to convey the main message and meaning, using language accurately.

Entry Pathways

Some pupils will study the Entry Pathways course for Welsh. This qualification is coursework based and does not consist of any exams. There are 5 units for this qualification which pupils will study over the 2 years. These units assess pupils' listening, reading, writing, speaking and world of work skills.

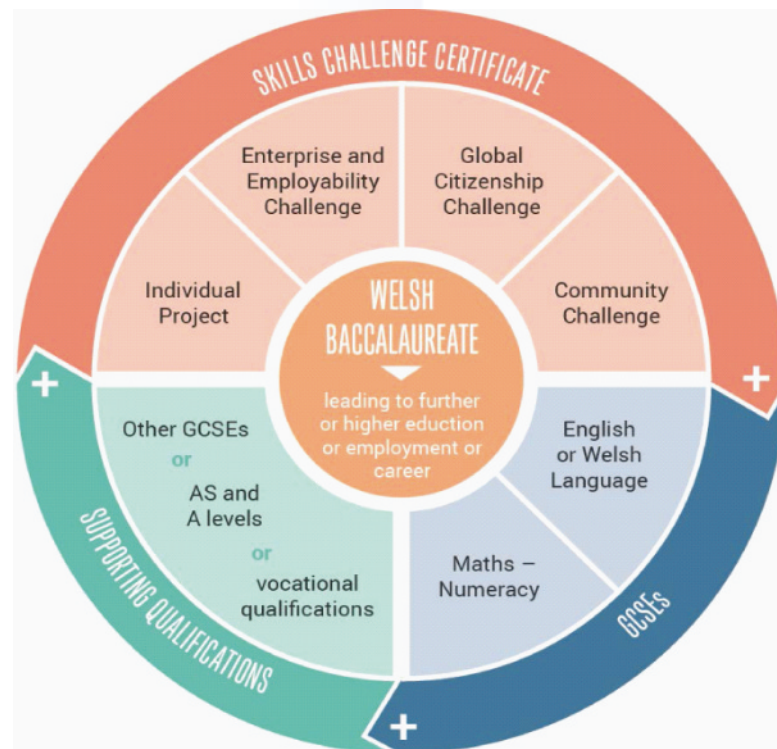
What is the new Welsh Bacallaureate?

The Welsh Bacallaureate has changed! The new and improved Welsh Bacallaureate seeks to inspire learners and challenge them to fulfil their potential. It aims to enable learners to develop and demonstrate an understanding of the employability skills that employers and further education establishments value and which learners need for learning, work and life. The Welsh Bacallaureate is focused around the development and assessment of seven essential and employability skills such as: literacy; numeracy; digital literacy; critical thinking and problem solving; planning and organisation, creativity and innovation; and personal effectiveness.

How do you achieve the Welsh Bacallaureate?

There is no Welsh Bacallaureate 'examination', although pupils will be required to complete the assessments for the Skills Challenge Certificate in Year 10 and 11. This consists of four components which are followed by all learners.

Individual Project	Global Citizenship Challenge
Enterprise and Employability Challenge	Community Challenge



Option Subjects – Pynciau Dewiso

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- Subjects are listed in alphabetical order to make the booklet easier to use.
- These are the subjects from which you are able to choose your 3 options.
- As you narrow your choices down, keep checking the Option columns at the back of the booklet. Will your choices work?
- Ask, ask and ask again! This is **your** time for you and your parents/carers to find out more.



ONI

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What will you be doing?

If you choose to study **GCSE Art and Design** you will explore a range of practical activities and respond in a personal way to different themes and ideas.

- You will experiment with a range of media and materials including printmaking, photography and digital manipulation, collage, painting and drawing enabling you to develop confidence with your skills
- You will continue to develop your critical thinking in response to a range of art, designers and artists
- You will be prepared to invest significant amounts of your own time working lunchtimes, after school and at home to develop your portfolio of work
- You will enhance your literacy skills through analysing and evaluating your own artistic journey and the work of others through annotation and creative statements

Is it the right option for me?

This option will suit you if you

- like to use different materials and processes to develop your visual skills
- are creative, enthusiastic and imaginative
- are willing to experiment and to take risks when you are trying out your ideas
- like communicating your ideas, thoughts and expressing your skills

How will I be assessed?

Due to the new WJEC specification, there is now a heavier emphasis placed on **drawing** and **writing skills** during the assessment. **GCSE Art and Design** is made up of coursework and an externally set assignment. You will be assessed against four criteria in each section.

Coursework (60%): A personal portfolio of Art and Design selected from the projects you will complete in Years 10 and 11.

Externally Set Assignment (40%): You will be given a range of starting points from which you will make a personal response using materials and processes of your choice as your final exam in Year 11.

AO1 – Critical understanding: how you develop ideas through investigation and research. You will be required to look critically at other cultures, artists and designers.

AO2 – Creative making: how you refine your ideas by experimenting and exploring a wide range of different materials, processes & techniques.

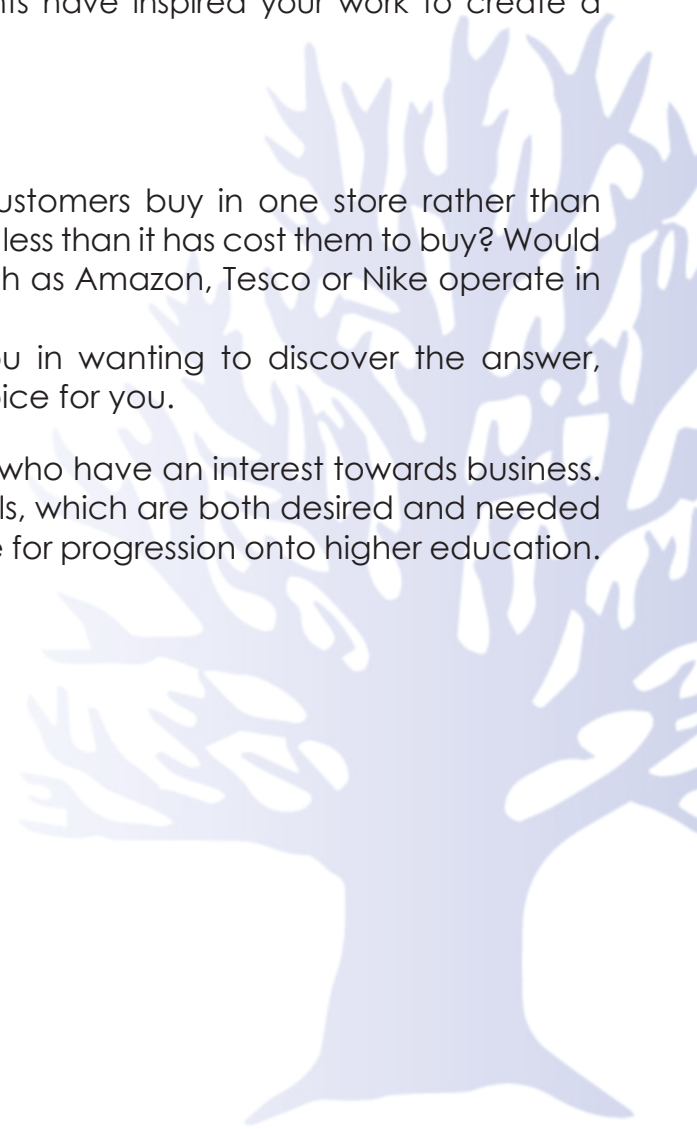
AO3 – Reflective recording: checks your ability to record ideas. You will be required to make detailed and relevant observations in visual and other forms as work progresses.

AO4 – Personal presentation: how well you put your ideas together to create the finished work. It needs to show how your research and experiments have inspired your work to create a personal and meaningful response.

Why is customer service so important? Why do customers buy in one store rather than another? Why do supermarkets sell certain goods for less than it has cost them to buy? Would you like to learn more about how organisations such as Amazon, Tesco or Nike operate in the retail sector?

If any of the above questions have engaged you in wanting to discover the answer, then Business Studies could be the right subject choice for you.

Business Studies is a subject inclusive for all learners who have an interest towards business. Students develop vital practical and applicable skills, which are both desired and needed by today's employers. It also establishes a solid base for progression onto higher education.



Course Details: WJEC Level 1/2 Vocational Award in Retail Business

The WJEC Vocational Award in Retail Business offers a specialist qualification that focuses on particular aspects of employment within the sector of retail business. The course is broken down into three separate units of study and will be assessed through completion of assignments within the classroom environment and one external examination.

Summary of Assessment:

- **A Level 2 Vocational Award in Retail Business is equivalent to one GCSE pass at A* - C**
- **The qualification is achieved through 75% coursework submission and 25% external examination**

The three units of study within the sector of Retail Business are:

- Customer Experience
- Retail Business
- Retail Operations

Customer Experience

You will learn about the principles of customer service and how retailers use these to set the standards that are at the heart of the customer experience. You will develop research skills so that you can investigate the quality of the customer experience across different retailers, analysing and presenting your findings. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees.

Retail Business

You will learn about the issues faced by retailers in today's highly competitive market. You will gain knowledge of the retail sector and how its retailers organise their business to respond to change. You will be able to use the knowledge and understanding you gain in order to recommend how different types of retailers can respond to issues.

Retail Operations

You will learn that business operations are concerned with the efficient management of the key functions and resources within a business to maximise profit. Businesses will organise their operations in different ways, depending on their size, the types of goods or services they sell and the markets they operate in. These different contexts will also affect decision-making on how a business operates. You will use what you learn to propose to retailers how they could organise their operations to respond to change.

Learning is provided in collaboration with Neath Port Talbot College, at Llansamlet, in a specialist centre. Transport is provided by school.

City and Guilds Level 1 Certificate in Basic Construction Skills 6218

The City and Guilds Level 1 Certificate in Basic Construction Skills 6218 provides an introduction to the core skills in construction and will give you the opportunity to sample a variety of trades whilst gaining a qualification. You will gain practical skills in the areas of trowel occupations, carpentry, joinery, painting and decorating. The level achieved is equivalent to Grades D-G at GCSE.

There are some classroom sessions for portfolio building and to cover theory but, wherever possible, the theory is covered as part of the practical sessions. This is a good all-round qualification that will give you a helpful insight into what it is like to work in construction and will enable you to identify your preferred trade if you decide you wish to specialise in one area when you leave school.

Learners must complete the following units:

Unit 008 Introducing Paint Finishing Skills

Unit 103 Developing Cabinet Making Skills (Different Joints)

Unit 111 Developing Quoin Skills (Brick and Block Work)

Unit 117 Developing Rendering Skills (Plastering)

In addition to the practical assignments there is an optional on-line multiple choice question assessment for those students who expect to progress to further construction qualifications, covering Health and Safety in more depth. This is externally assessed by City and Guilds. The course offers progression opportunities to:

- Level 1 Diploma in Brickwork, Carpentry, Plastering or Painting
- Apprentice Scheme

City & Guilds qualifications are established qualifications offered in many schools and colleges as an alternative to GCSEs and are recognised by employers, schools, colleges and universities.

There is use of potentially dangerous machinery and therefore Health and Safety will be of paramount importance at all times during the course. Any learner opting for this course will have a history of respect for the workshop and for working sensibly with machinery throughout Key Stage 3.

GCSE Level 2 Construction – Years 10 and 11

Overview

In the WJEC Level 1/2 Constructing the Built Environment approaches and activities are designed to enable learners to work on 'live' projects. Links with construction organisations and construction projects enhance the learning experience and learning involves different aspects of the construction industry.

Course Structure

The Level 1/2 Constructing the Built Environment is not tiered.

The grades available from the lowest to highest are Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Unit 1 Safety and security in construction Unit 1 Examination, 1 hour

Unit 2 Practical construction skills Unit 2 Coursework, moderated by WJEC

Unit 3 Planning construction projects

Unit 3 Assessed coursework, moderated by WJEC

Life and Careers

Many courses are available with NPTC Group College at Afan and Neath. These courses cover all trades at all levels from entry upwards. There are many trades to follow including work on 'site', the factory workplace and to gain the role of 'foreman'.

GCSE Plan:

Year 10: Introduction to WJEC Level 1 / 2 Constructing the Built Environment

STRUCTURE

Lessons A double lesson every week. 120 minutes.

Work Pupils complete work in exercise books, folders and in the NPTC Group College learning platform.

Resources WJEC Level 1/2 Constructing the Built Environment:

https://www.wjec.co.uk/en/qualifications/constructing-the-built-environment-level-1-2/#tab_overview

BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/zrqst39>

BBC Bitesize Careers: <https://www.bbc.co.uk/bitesize/articles/z7n4bdm>

Careers Wales: <https://careerswales.gov.wales/>

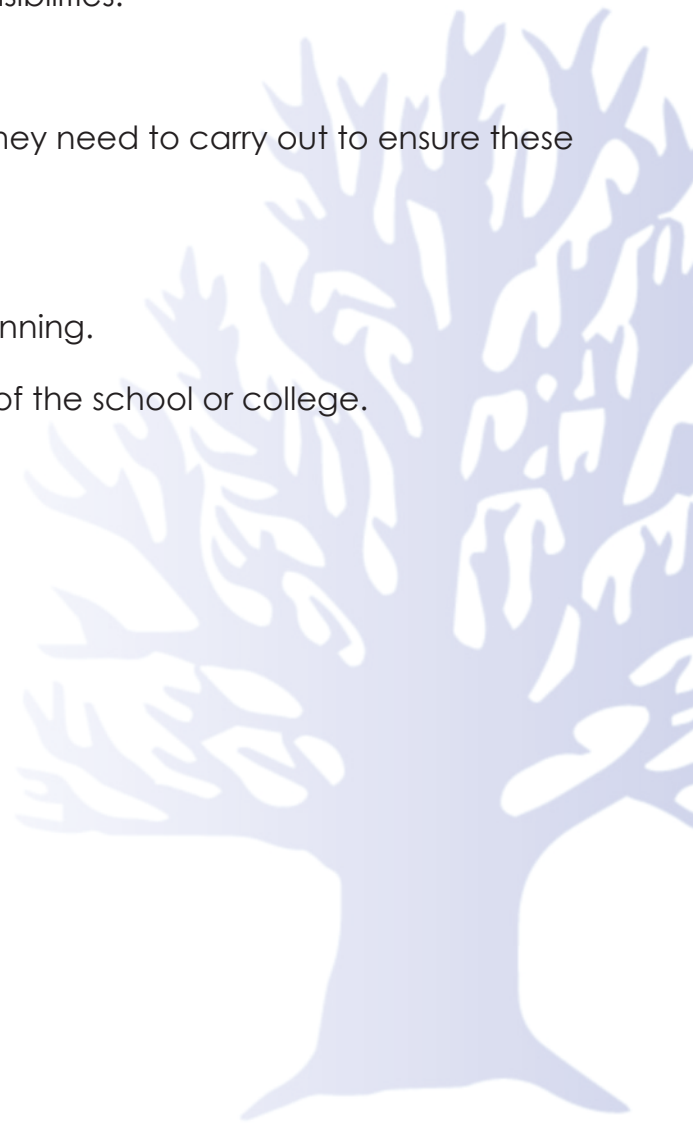
NPTC Group: https://www.nptcgroup.ac.uk/?s=construction&post_type=cbc-course&submit=

Andrew Scott (Engineering and Construction) <http://www.andrewscott.co.uk/>

CJ Construction <https://www.cj-construction.co.uk/>

Areas of Study Pupils study these areas:

- Employers' and employees' rights and responsibilities.
- Health, safety and security.
- Site visits will emphasise the amount of work they need to carry out to ensure these responsibilities are fully met.
- Live construction projects.
- Understanding of budgeting, staffing and planning.
- These projects are local including on the site of the school or college.



ONI

NI

Introduction

We offer GCSE **Food and Nutrition**. Pupils gain knowledge and skills by designing and making products. The final examination is based on project work worth 60% and an examination worth 40%.

Food and Nutrition

This focus area is designed to give pupils an opportunity to extend and apply their skills, knowledge and understanding of Food and Nutrition within a variety of contexts. Central to this is the concept that food is a material and it has specific characteristics that must be considered, understood and controlled before a product can be successfully made.

The course is divided into six compulsory areas of study:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Food and Nutrition is a practical and theoretical subject. Pupils will spend on average one lesson a week gaining practical skills. Pupils make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.

This course is divided in to three sections:

- 20% Food Investigation Assessment
- 40% Food Preparation Assessment
- 40% Final Written Examination

WJEC Product Design with a Graphics bias

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

The specification enables learners to work **creatively** when designing and making and apply **technical** and **practical** expertise, in order to:

- **develop** an appreciation of the importance of creativity and innovation to good design practice
- actively **engage** in the processes of design and technology to develop as effective and independent learners
- understand the **key principles** of designing and making
- use their **knowledge**, skills and understanding to make design decisions in order to make a quality prototype
- **analyse** existing products and produce practical solutions to meet needs, wants and **opportunities**, recognising their impact on quality of life
- critically analyse links between the principles of good design, existing **solutions** and technological knowledge
- understand the underlying technical principles within design and technology within their chosen endorsed area, with emphasis on **emerging technologies**, materials and practices.

This specification also gives learners an opportunity to produce extended written responses and **demonstrate the quality** of their written communication, including appropriate use of punctuation and grammar.

This is a GCSE level qualification for learners. The course is a single option and will be studied over **5 hours a fortnight**. The course will be delivered through a Graphics Products basis allowing learners to further develop their graphics skills from KS3 whilst being **more creative**.

The course is divided into a Design and Technology in the **21st Century Design** examination worth 50% and **coursework** in the form of a non-examined **design and make task** worth the remaining **50%** of the marks.

This is a Level 1/2 NVQ qualification for learners. The course is a single option and will be studied over 5 hours a fortnight.

The Level 1/2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

Rationale for the Skillstart Engineering award

The engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. The qualification in engineering has been designed to give new entrants to the engineering sector the underpinning knowledge and specific skills needed to meet the needs of modern engineering industries. There are shortages in workers in the Engineering sector who have the right skills and qualifications and this is an area where job opportunities remain good.

Skill start engineering Level 1/2 Award units are based around practical activities, underpinned by theoretical knowledge, which increase in complexity as skill levels are developed. The course is 100% internally assessed with no written examination. There is a very high element of extremely precise practical work which includes lots of filing to exacting tolerances. To achieve this qualification all written and practical work must be completed.

Units include:

- Use of engineering measuring equipment
- Bench hand fitting
- Mechanical Assembly
- Sheet Metal Working
- Spot welding
- Safe use of engineering machinery

As the award has a highly demanding practical element and contains some engineering theory it is most suitable for motivated pupils who wish to pursue a career in Engineering. There is also use of potentially dangerous machinery and therefore Health and Safety will be of paramount importance at all times during the course. Any pupil opting for this course will have a history of respect for the workshop and for working sensibly with machinery throughout Key Stage 3.

You have been studying French for three years and you now have the opportunity to develop your skills and achieve a GCSE qualification.

Having a qualification in French is extremely useful in so many fields. These days there are so many employers who require qualifications in a modern foreign language:

- Tourism in Wales
- Tourism abroad
- Airline pilots
- Airhosts and hostesses
- Hoteliers / Managers / Receptionists
- Bankers / Clerks
- Bar and restaurant staff
- Catering
- Trades wishing to work in France such as construction, carpentry, plumbing
- Lorry and coach drivers
- Solicitors
- Royal Air Force
- Navy
- Army
- Waiters and waitresses
- Health / Community / Social services
- Teachers

French GCSE:

1. Speaking (25%)
2. Listening (25%)
3. Reading (25%)
4. Writing (25%)

You can take a combination of Foundation and Higher Level Papers.

The 3 themes covered will be:

- Identity and culture
- Wales and the world – Areas of interest
- Current and future study and employment

For every day of our lives we eat, breathe and sleep Geography. Whatever we do, wherever we go or whatever aspirations we have they all have at their centre, a study of Geography without us even thinking about it.

Geography offers something for everyone. No matter what job you want to do, it will provide you with valuable skills to help you in that job and employers know this fact. You will fully develop your literacy, numeracy and ICT skills as well as enhancing the skills integral to making progress towards the four purposes: critical thinking and problem solving; creativity and innovation; planning and organisation; and personal effectiveness. As well as this, you will enhance your knowledge and understanding of cross-cutting themes such as careers and work-related experiences, diversity and local, national and international contexts.

Developing skills for your future...






Geography is a useful qualification to have; the skills learnt can be transferred to any college course you wish to take. The world is your oyster and whatever you want to be, Geography will provide you with the skills you need for your college course and / or the world of work for lifelong learning. The table below, shows just a few examples of the jobs available to you through Geography:

Potential Job	Estimated salary
Development Officer	£22,000 - >£50,000
Volcanologist	£30,000 - > £120,000
Meteorologist / Weather Forecaster	£20,000 - > £60,000
Town Planner	£20,000 - > £100,000
Tourism Officer	£16,000 - £40,000
Geographic Information Systems (GIS)	£18,000 - £40,000
Teacher	£22,000 - >£50,000
Rainforest Alliance Project Manager	£25,000 - £50,000
Sustainability Consultant	£20,000 - > £60,000
Environmental Surveyor	£22,000 - > £60,000
International Aid worker	£25,000 - £50,000
Market Researcher	£25,000 - > £70,000

We live in a world where everyone matters; where everyone can make a real difference and not just for Swansea but also for the world. Our individual actions here have far reaching effects on other countries and vice versa. They also have far reaching effects on future generations. By studying Geography, you can ensure that you know how to make a real difference.

Geography has never been so important. In a world that is changing faster than ever before by opting to continue learning about your world, you are making sure that you don't get left behind. Literally, put the world into your own hands!

The course is split into three units. Unit 1 is covered throughout Year 10 (1.5 hour examination worth 40% of the total mark). Unit 3 is covered at the beginning of Year 11 (Non-examination Assessment (NEA) worth 20% of your final mark) followed by Unit 2 (1.5 hour examination worth 40% of your total mark). Both examinations will be taken at the end of Year 11.

Unit 1: Changing Physical and Human Landscapes			
Core Theme 1	Landscapes and Physical Processes	<ul style="list-style-type: none"> o Distinctive landscapes in Wales o Landform processes and change in Wales / UK o Drainage basins of Wales and the UK 	
Core Theme 2	Rural – Urban Links	<ul style="list-style-type: none"> o The urban – rural continuum in Wales o The population and urban change in the UK o Urban issues in contrasting global cities 	Devil's Appendix, Snowdonia
Option Theme 4	Tectonic Landscapes and Hazards	<ul style="list-style-type: none"> o Tectonic processes and landforms o Vulnerability and hazard reduction 	 Chile 2015
Unit 2: Environmental and Development Issues			
Core Theme 5	Weather, Climate and Ecosystems	<ul style="list-style-type: none"> o Climate change during the Quaternary period o Weather patterns and processes o Processes and patterns within ecosystems o Human activity and ecosystem processes 	 Hurricane Sandy 2014
Core Theme 6	Development and Resource Issues	<ul style="list-style-type: none"> o Measuring global inequalities o Causes and consequences of uneven development at the global scale and within one LIC and one NIC o Water resources and their management o Regional economic development 	 McDonald's Restaurant, China
Option Theme 8	Environmental Challenges	<ul style="list-style-type: none"> o Consumerism and its impact on the environment o Management of ecosystems 	 Consumerism
Unit 3: Non-Examination Assessment			
	Fieldwork	<ul style="list-style-type: none"> o A minimum of two compulsory fieldtrips 	

Introduction

This Level 2 Certificate will suit you if you're just starting out in Hairdressing, or have some knowledge and basic skills. You will have access to a realistic working environment where you will practice and demonstrate your skills.

The course

5 mandatory units:

- Working in the hair industry
- Following Health and Safety in the salon
- Client consultation for hair services
- Shampoo and condition the hair and scalp
- The art of hairdressing

2 optional units:

- Create an image based on a theme within the Hair and Beauty sector
- Plaiting and twisting hair

Assessment

The Hairdressing course is assessed through practical observations/assessments, coursework and written assignments. There is no examination for this course. Portfolios will be entered for a Level 2 Double Award and is equivalent to two GCSEs.

Progression

This qualification can give you the foundation to begin a career in the hairdressing industry, an apprenticeship or further NVQ qualifications/work-based training in a college environment.

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

Learners will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

This course includes contemporary issues in relation to the provision of an ethical and sustainable health and social care, and childcare system in Wales, and to create independent learners that can make informed decisions about further learning opportunities or continuing into related career choices.

By studying Health and Social Care, and Childcare learners 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.

Summary of Subject Content

Unit 1 - Human growth, development and well-being

- Human development across the life cycle
- Physical, social, emotional and intellectual health
- The importance of active participation on development 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

- 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

Assessment

Unit 1 - Written examination: 1 hour 30 minutes - 40% of single award qualification

Unit 2 - Non-exam assessment: 60% of single award qualification

Question: What do Shakira, Ali G, Prince Charles and Jonathan Ross have in common?

The answer? They are a few famous examples of people who have degrees in History. A GCSE qualification in History can lead to many future qualifications and different future careers. The GCSE History course offers something for everyone. No matter what job you want to do, it will provide you with valuable skills to help you in that job and employers know this. The skills you will develop in History are required in different areas of work – work in the civil service, local government, the law, broadcasting and the media, social work, teaching, commerce, industrial management, medicine and many more.

History - developing skills for your future

Whilst studying History you will fully develop your literacy, numeracy, thinking and ICT skills. Indeed, you will enhance your ability to work with others, solve problems, and develop your awareness of the world around you. It is an option that will keep your options open for future career paths.

What will I be studying on the GCSE course?

The new GCSE History course develops a wide range of skills over 4 historical studies. The topics most likely to be studied are:

The USA 1910-1929: A Nation of Contrasts

Through this unit you will gain an insight into the problems facing different groups of people in the USA. You will study topics ranging from the terrible treatment of black people to the criminal gangs of Al Capone, the development of jazz and the impact of the cinema.

Depression, War and Recovery: the Era of the Second World War in Britain, 1930-47

This unit looks at Britain before the war, life during the Second World War and how Britain recovered afterwards. The dates of this unit follow on from the USA unit, making it easier to follow a world- wide story. You will study the hardships of the depression, the steps that led to war against Nazi Germany and the impact of the war.

Medicine through Time

From drilling through the skull to release spirits, to DNA and ultrasounds, you will study the journey of medicine through time looking at super natural and superstitious ideas, to modern science and its impact. You will gain evaluation skills, analysing and evaluating the extent of change over time.

Non-Examined Assessment

You will have to complete two pieces of assessment which will be completed in school and will be worth 20% of the final mark. The unit is likely to be based on either the Civil Rights Movement in America or the Nelson Mandela and the Apartheid era in South Africa.

ICT is a diverse subject and studying ICT at GCSE level will give you the skills base to operate confidently in today's digital world. Have you ever wondered how to build a computer? Or how to create a professional and effective website? Explore your creative side by developing multimedia applications and learn how to use ICT effectively and safely. ICT is an essential qualification that will benefit you whether you aspire to progress to college, university or employment.

Cefn Hengoed is proud to offer state of the art ICT facilities that will give you the opportunity to further develop your ICT capability using both Apple Mac and Windows based operating systems. By choosing ICT as an option choice, you will gain specialist knowledge and confidence in using multiple systems and software applications.

Studying ICT at Key Stage 4 is a natural progression of the Key Stage 3 work offered in Year 7, 8 and 9. The WJEC ICT qualification covers aspects of ICT within the home, school, business and industry, developing both theoretical and practical understanding of the subject. Specialist knowledge will be gained in using office-based applications, web development, presentation, sound and video editing software applications.

Possible career opportunities within the industry of ICT are endless however, some more specialist ICT job roles could include; software engineer, systems analyst, technical support, technical sales or web developer.

- **60% controlled assessment and 40% external examination**
- **GCSE Awarding Grades: A* - G**

The course consists of the following four units of study:

Unit 1 – Understanding ICT

(20% External Written Examination)

This examination paper will assess the theoretical understanding of ICT, in a home and school context. Topics include: ICT within organisations, Home and Personal Communications Systems, ICT and Learning, Spreadsheets, Staying Safe Online, ICT Law and Health Issues.

Unit 2 – Solving Problems with ICT

(30% Controlled Assessment)

This controlled assessment will give students the opportunity to develop ICT solutions within a business context. It promotes valuable life skills, such as the ability to create and develop spreadsheets effectively.

Unit 3 – ICT in Organisations

(20% External Written Examination – 1½ hours)

This examination paper will assess the 'application' content of ICT in a business and industry context. Topics include: Web and Presentation Software, Multimedia, Digital Imaging, Animation, Sound & Music, Networks, Human-Computer Interfaces and Emerging Technologies.

Unit 4 – Developing ICT Solutions

(30% Controlled Assessment)

This controlled assessment will give students the opportunity to develop a piece of work using either web development or multimedia application software.



ONI

NI

Introduction

Media plays a central role in our society and culture. Its many forms shape and influence the way we look at the world through representations, viewpoints and messages. In addition, media provides us with ways to communicate with others and enables us to connect and participate in key aspects of society. In today's media dominated world, and advances in technology, mean that we are constantly affected by the media, therefore it is important to gain an understanding of how it works.

Course Details

Unit 1-Exam 30%

Unit 2-Exam 30%

Unit 3- Coursework completed in school 40%

The course is **not tiered** meaning that there will be one examination paper for students of all abilities.

The exams are worth a total **60%** of the entire course. Exciting and interesting, the course is designed to introduce learners to the key concepts for studying media - media language, representation, media industries and media audiences. Pupils will learn about this through a range of media forms such as film, music, advertising, newspapers, and magazines. Through this study, learners gain a good understanding of the foundations of the subject, enabling them to question and explore, in a critical way, aspects of the media that may seem familiar and straightforward from their existing experience. They will also gain an excellent understanding of how various media products are created and how they influence the general public.

Studying aspects of the media in Wales is an important part of this course. Learners will explore a range of media products that reflect this Welsh dimension. One main focus will be Gavin and Stacey.

Creating Media- Controlled Assessment

Non-examination assessment: internally assessed and externally moderated by WJEC 40% of qualification.

This unit offers learners the opportunity to create their own production piece for a specified audience. They will apply their knowledge and understanding of media products and ideas to create a production in one of the following mediums:

- audio-visual (individual or in pairs)
- print (individual)
- online (individual)

This is an exciting part of the course where pupils can demonstrate their creativity and understanding of Media. Pupils have the freedom and control over their choice of work in this Unit and this promotes great learning skills such as independent study and resilience. Additionally, pupils will be aware of the grade they can achieve through their work- this grade contributes to their final GCSE grade. Here are some examples of what the pupils can do:

- television- create a sequence from a television programme of their choice
- magazines-Beauty, Gaming, Sports, Gossip and Music magazines
- film- create a sequence from any film genre
- music- create a sequence for a music video
- advertising- create adverts to sell products aimed at a specific audience

Job Opportunities

Media Studies offers pupils opportunities to work in the following professions:

- Advertising
- Teaching
- Working for Media organisations such as the BBC
- Web Design
- Video/filmmaking
- Journalism
- Social Media Management
- Copywriter
- Media Researcher
- Marketing
- Media Planner
- Gaming Designer

Summary of Assessment

Unit 1: Exploring the Media

Written examination: 1 hour 30 minutes

30% of qualification

60 marks

Section A: Music

This section will assess knowledge and understanding of **media language, representation, media industries and audiences.**

One stepped question and **one** two-part question.

Section B: Representations – advertising, video games and newspapers

One question from a choice of two. Each question will be set on a **different** media form (**advertising, video games or newspapers**)

One stepped question based on **unseen print-based resource material** related to **advertising, video games or newspapers.**

Unit 2: Understanding Television and Film

Written examination: 1 hour 30 minutes

30% of qualification

60 marks

Section A: Wales on Television

One stepped question on media industries and audiences.

One stepped question on media language and representation.

Section B: Contemporary Hollywood Film

One stepped question on media industries and audiences.

One extended response question on media language.

Unit 3: Creating Media

Non-exam assessment

40% of qualification

80 marks

- A media production, including **individual** research and planning, created in response to a **choice of briefs set by WJEC**, and applying knowledge and understanding of key concepts.
- An **individual** reflective analysis of the production.

Why is music so important?

A GCSE in Music has become a qualification employers are finding more attractive when recruiting new employees, as the knowledge, understanding and skills pupils develop are directly transferable to the world of work. In particular, confidence, strong communication skills, the ability to cooperate and to empathise with others, analysing, evaluating and to show initiative are seen as major strengths in today's society.

This specification fosters candidates':

- Musical sensitivity
- Listening skills
- Creativity
- Confidence

Course Content

Unit 1: Performance 35% (Section A: Performing 30% & Section B: Programme Note 5%).

Unit 2: Composing 35% (Section A: Composing 30% & Section B: Evaluating 5%).

Unit 3: Appraising 30%. Pupils will study 4 different Areas of Study: AoS 1: Musical Forms & Devices, AoS 2: Music for Ensemble, AoS 3: Film Music, AoS 4: Popular Music.

These 4 Areas of Study that are studied will feature throughout the whole course.

Assessment Requirements

Performance: Pupils will be expected to perform a minimum of two pieces. To do this, pupils will be expected to be part of a musical group such as choir and every pupil will be **expected to take part in all school performance events**, such as school productions, Christmas concerts, community performance events.

Composition: Two compositions will be teacher-assessed and externally moderated.

Listening: The listening exam at the end of the course will feature music they have studied will be externally marked Pupils who opt to take the course must be prepared to be 100% committed to performance and music theory work, and excellent attendance of instrumental lessons and a lunchtime/after school musical ensemble is a necessity.

Possible Careers / Courses

Opportunities are available for Music pupils to enter employment in the industry or to progress to further and higher educational qualifications, such as 'A' Levels. Pupils may also go on to study music at University.

- Entertainment Industry
- Musician
- Music Management
- Music Production
- Music Production

- Musical Theatre
- Music Technician
- Music Therapist
- Primary School Teacher
- Secondary School Teacher
- Private Music Teacher
- Session Musician
- Music Journalist
- Composer
- DJ



Pupils opting for this subject will receive both practical and classroom based lessons as part of the course. The assessment outline of the course can be found below.

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.

Pupils will study the following topics throughout the theory aspect of the course:-

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in sport and physical activity

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.

Examples of activities that learners will be assessed in can be found on the next page.

Pupils who are often absent, have a poor record of participation and generally do not possess the necessary self-discipline to work in pairs/groups/teams and respect school equipment are not advised to opt for this subject GCSE Physical Education activity list

Candidates will be assessed in **three** activities from the following list, one of which will be a major activity carrying a higher weighting plus two minor activities each having a lower weighting. The major activity would require a written fitness programme to be linked to it in order to access the additional available marks. Each candidate must undertake at least one activity as a team activity. Excluded combinations are stated in the specification.

Team activities	Team or individual activities	Individual activities
Association football	Badminton	Amateur boxing
Baseball	Dance	Athletics (including Cross country)
Basketball	Mountain walking	Canoeing
Camogie/Hurling	Orienteering	Cycling
Cricket	Rock climbing	Diving
Gaelic football	Sailing	Equestrian
Hockey	Sculling	Golf
Ice Hockey	Table tennis	Gymnastics
Lacrosse	Tennis	Judo
Netball	Lifesaving	Karate
Rowing	Rhythmic gymnastics	Kayaking
Rounders	Specialist activities as a team or individual	Mountain biking
Rugby league	Polybat	Personal survival
Rugby sevens		Skiing
Rugby union		Snowboarding
Synchronised swimming		Squash
Volleyball		Surfing
Water polo		Swimming
Specialist team activities		Taekwondo
Blind cricket		Trampolining
Goalball		Triathlon
Table cricket		Weightlifting
Powerchair football		Wind surfing
Wheelchair basketball		Specialist individual activities
Wheelchair rugby		Boccia

BTEC Level 2 Extended Certificate in Leadership through Sport (QCF) - equivalent to 2 A*-C grades at GCSE

This is a Level 2 qualification for learners who have the potential to achieve A*-Cs at GCSE. The course is a single option and will be studied over 5 hours a fortnight.

Pupils study three compulsory units, which include:

- Planning and Leading Sports Activities
- Planning and Running a Sports Event
- Sports Injuries

Career Pathways

Successful learners will be able to progress to Level 3 courses, particularly Sport Science. The qualification will enable learners to follow a wide variety of employment pathways.

Potential Career opportunities:

Sports Coaching, Armed Forces, PE Teacher, Leisure Centre Industry, Physiotherapy, Sports Massage

Assessment Details

Exam Board: EDEXEL

The qualification is assessed through internally set activities and externally verified through the Awarding Body.

Assessments are carried out in a variety of ways, a few are listed below.

- Portfolio of Evidence
- Oral Examination
- Practical Demonstration
- Task Based controlled assessment
- Written Examination



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Religion has always been with us. Throughout history, it has expressed the deepest questions human beings can ask, and it has taken a central place in the lives of virtually all civilisations and cultures. As we think all the way back to the dawn of human consciousness, we find religion everywhere we turn.

This may be true of the past, but what about the present - and the future? In recent times, critics have suggested that religion is on the way out. Technology and science have changed our view of the world radically, leading some to say that we've entered a new stage of human existence, without religion. Soon, they argue, it will truly be a thing of the past.

However, we still find religion everywhere, on television, in film, in popular music, in our towns and neighbourhoods. We discover religion at the centre of global issues and cultural conflict. Religion is powerful and persistent, and it shows no signs of disappearing. It provokes heartfelt commitment, eloquent expression, forthright action, and intense debate. For both practitioners and observers - for everyone who wants to be informed about the world around them - religion is an intensely curious phenomenon that calls out for better understanding.

This course takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. It provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effects on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

Developing skills for your future

By studying RS Philosophy and Ethics you will develop transferable skills which employers and colleges look for. These include clear & logical thinking, critical evaluation, literacy & expression, negotiating, organising, planning, problem solving and research. Religious Studies is a desirable GCSE to have in professions such as **Journalism**, the **Police force**, **Armed Forces**, in **Social Work**, **Youth and Community Work** and **Teaching** to name but a few. Studying RS at GCSE and A Level can provide invaluable life skills, offer opportunities to further education and enhance careers.

Scan the QR codes to hear real life stories from students and young professionals who describe how they have benefitted from studying RS.

Junior Doctor

"Understanding people's faiths and lifestyles is so important for my job as a junior doctor."

Firefighter

"Studying RE gave me a good understanding of different religions and cultures, making me a better firefighter."

Sports Reporter

"Studying RE helps me understand how religious beliefs affect different countries."

Law Student

"RE provides an excellent platform for debate, which is a key skill that has helped me study law."

Chef

"RE helped me learn to question things. It makes you think about what's right for you and it helps give you a voice."

Radio DJ

"To understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture."

PPE Student

"Through Religious Studies, I learned to build and interrogate arguments and how to question and evaluate narratives."

Information about the course

- This is an un-tiered qualification so all learners will be able to access the grade range A*-G.
- The course is based entirely upon written papers, with no coursework involvement.
- There are two examinations: Unit 1 and Unit 2:
- Unit 1 Religion and Philosophical Themes (2 hours) 50% of a learner's final grade
- Unit 2 Religion and Ethical Themes (2 hours) 50% of a learner's final grade
- Assessment is an on-going process and assessments take place in line with the School's Assessment Policy. Assessments are marked using the exam grading procedures provided by the WJEC and pupil's will be able to familiarise themselves with exam style questions throughout the course.
- Pupils are well supported with examination preparation. As well as revision sessions at key points throughout the year, pupils will be able to access a variety of revision material online via Hwb and GCSEPOD.

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Would you like to be able to speak a foreign language?

It may seem that everyone speaks English, but in fact 75% of the world's population don't. A language is a lifelong skill so it is an option that will always benefit you, no matter what you do. Here are some other reasons to learn a language at GCSE:

- Using a language at work could raise your salary from 8-20%.
- Top universities, such as Oxford and Cambridge, favour candidates with a foreign language.
- The UK is in desperate need for linguists. We don't know how Brexit will affect businesses in the future - being able to speak a language makes you stand out to employers.
- Even if you don't use languages in the future, it is a skill you will have for life – especially on holidays!
- Learning a language is good for you! It is proven to develop your memory and it reduces your chances of developing Alzheimer's in the future.

Why should I pick Spanish at GCSE?

Spain is the most popular tourist destination for Brits and Spanish is rapidly becoming an essential language in the world of business. Furthermore, Spanish is the official language in 20 countries and is extremely important in the USA, where it is officially the second language. Internet usage statistics show it is the 3rd most used language online, after English and Mandarin.

According to experts, Spanish is the easiest language for an English native speaker to learn as there are many similarities. You will also benefit from the small class size in Spanish, meaning you will have more one-to-one time with your teacher to develop your Oracy skills.

How will I be assessed in Spanish?

There are four exams at the end of Year 11 in which you can take a combination of Foundation and Higher Level Papers.

Speaking	(25%)
Listening	(25%)
Reading	(25%)
Writing	(25%)

This option will incorporate two qualifications over two years. In Year 10, pupils will complete the Prince's Trust Achieve Award, which is a Level 2 qualification. In Year 11, pupils will be working towards a BTEC Level 2 in SWEET (Success with Education, Employment and Training). For both qualifications, pupils will study and develop skills in: identity, personal welfare, money management, global and community issues and enterprise.

Prince's Trust

The Prince's Trust Achieve qualification recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. It has been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16 learners.

They give learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning;
- Engage in learning that is relevant to them and support their development of personal
- Skills and attributes that are essential for working life and employment;
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning;

The qualification will be completed through a portfolio that the pupils will develop throughout Year 10. Some topics can be done in conjunction with the Welsh Baccalaureate. Some examples of the topics pupils will be building a portfolio on are:

- Careers Planning
- Community Project
- Digital Skills
- Interpersonal and Self-Management Skills
- Participating in Exercise
- Planning for Personal Development
- Preparing for a Healthy Lifestyle
- Presentation Skills
- Teamwork Skills
- Undertaking an Enterprise Project

SWEET

Pearson's SWEET (Success with Education, Employment and Training) is a BTEC Level 2 qualification that will be delivered in Year 11. This qualification is delivered through 8 booklets that the pupils will complete throughout the year. The aim of the qualification is to develop young people's self-awareness and employable skills. They will learn a range of skills, from

identifying negative relationships in their life to building a CV and learning how to apply for a job. Two of the booklets will be done in conjunction with the Welsh Baccaalaureate.

The booklets are as follows:

- Personal Identity – learn about you and recognising positive and negative influences;
- Managing Relationships – Develop communication and relationship skills;
- Healthy Living – Discover what is a healthy diet, sex education, drug and alcohol awareness;
- Moving Forward – make a personal goal and plan how you will achieve it;
- Money Matters – learn how to handle money, banking terms (credit cards etc.);
- Global Citizenship – develop awareness of global issues, community politics, the media;
- Community – learn self-awareness of racist and discriminatory behaviours, community project;

Enterprise & Employability – Plan an enterprise, learn how to search and apply for jobs, CV building.

Course Content

This new Level 2 qualification is equivalent to 2 GCSE B grades. It is designed for learners with the potential to achieve A*-Cs at GCSE. This course centres on the work of the Voluntary Sector or within the Uniformed Services and will focus on providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes required for working life.

Learners will have to complete 4 units to achieve the full qualification:

- Teamwork and Communication Skills
- Improving Health and Fitness in Uniformed Organisations
- Employment Skills in the Uniformed Organisations
- Career planning and Self-Assessment for the Uniformed Services

Assessment Details

Exam Board: EDEXEL

The qualification is assessed through internally set activities and externally verified through the Awarding Body.

Assessments are carried out in a variety of ways, a few are listed below.

Portfolio of Evidence
Oral Examination
Practical Demonstration
Task Based controlled assessment

Career opportunities / Why study the subject?

Successful learners will be able to progress to Level 3 programmes, particularly Public Services. They may also progress to other advanced courses in a variety of areas depending on additional GCSE qualifications gained.

This qualification will enable learners to follow a wide variety of employment pathways.

Potential Career Opportunities:

Army Officer
Police Service
Paramedic
RAF Officer
Coastguard

Researcher
Support Worker
Project Worker
Relations Officer
Project Manager

Option Choices 2021 - 2022

Option 1 Option 2 Option 3

Option Choices 2021 - 2022		
Option 1	Option 2	Option 3
BTEC SWEET and Prince's Trust	BTEC SWEET and Prince's Trust	Business Studies
Spanish	ICT	ICT
Geography	Music	Media Studies
Art	BTEC Sport	Art
Construction	Hairdressing	
Engineering	Engineering	History
Religious Studies (Philosophy and Ethics)	French	Food and Nutrition
PE	PE	Public Services/ Team Work
HSC & Childcare	HSC & Childcare	Product Design

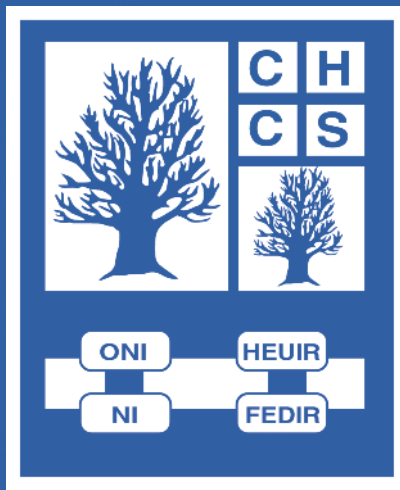
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- Careers/Options talks during PSD between 4th November and 10th February with Lyn Lloyd Careers Advisor
- Options focused assemblies with guest speakers throughout December and January
- Letter informing parents of Virtual Options Event posted w/c Monday 11th January
- Options brochure ready and issued to Year 9- January
- Assembly - Introduction to Option Choices- Wednesday 3rd February
- Options Event launched through the website for Year 9 and Parents/Carers - Thursday 4th February
- Assembly - Careers Wales West Options Guidance - Wednesday 24th February
- Options poll - PSD - Wednesday 24th February
- Provisional Option choices – PSD - Wednesday 10th March
- Mr Brooks/Mrs Morgan to interview identified pupils re: options queries - w/c 15th March until 25th March
- Deadline for all chosen Options - Thursday 25th March
- Provisional Option choices – PSD - Wednesday 3rd March
- Mr Brooks/Mrs Morgan to interview identified pupils re: options queries – w/c 8th March until 25th March
- Deadline for all chosen Options – Thursday 25th March

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