YSGOL PENRHYN DEWI

GCSE OPTION BOOKLET
YEAR 10
2019 /20

YSGOL PENRHYN DEWI

Dear Parent and Year 9 Student,

This booklet is a guide to courses on offer in years 10 and 11. From the beginning of year 10, all students will follow a core curriculum of ***Welsh Baccalaureate, Religious Studies, English, Mathematics, Science and Welsh,*** together with compulsory Physical Education. However, the opportunity also exists for students to opt for additional subjects.

It is important that this booklet is studied carefully before completing the option sheet enclosed. Make sure that all details are understood. This Thursday, 17th January appointments may be made to meet with a member of the leadership team and/or the careers adviser between 8am and 6pm to seek guidance to both pupils and parents to assist with the appropriate subject selection. Please telephone school reception on 01437 809200 to make an appointment. There will also be a Careers Choices day at Pembrokeshire College which all Year 9 pupils will attend on the 22nd January. The deadline for completed option forms to be returned to the school is Friday 1st February.

As several of the GCSE specifications are changing, this information is subject to change.

If you require any further information, please do not hesitate to contact us.

Yours sincerely,

Mr David Haynes
Headteacher

Mrs Rachael Thomas
Head of Secondary Phase

YSGOL PENRYHN DEWI
SUBJECT AVAILABLE/PYNCIAU AR GAEL
2019/20

OPTION SUBJECTS/PYNCIAU OPSIWN

AGRICULTURE – (BTEC)
ART & DESIGN (GCSE)
CHILD DEVELOPMENT (BTEC)
COMPUTER SCIENCE – GCSE
DESIGN TECHNOLOGY (PRODUCT DESIGN) – (GCSE)
FOOD & NUTRITION (GCSE)
FRENCH (GCSE)
GEOGRAPHY (GCSE)
HISTORY (GCSE)
MUSIC (GCSE)
PHYSICAL EDUCATION (GCSE)
RELIGIOUS STUDIES (GCSE)

All subjects are taught by subject specialists. Students are encouraged to discuss the course details with the relevant subject teachers.

The following pages contain brief details of the Option Subjects.

Information about the content of the Core Curriculum is included at the back of this booklet.

AGRICULTURE – BTEC

The BTEC Firsts in Agriculture have been developed to provide entry and progression into, and within, agricultural and land management industries that fall within the environmental and land-based sector. Lantra, the Sector Skills Council for the environmental and land-based industries has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years. Pearson have included these in the units that make up these qualifications. These qualifications are part of a wide suite of environmental and land-based qualifications offered by Pearson and are designed primarily for 14 to 19 learners seeking employment and/or further learning in the sector. They are also available to other learners who may already have experience within the sector but seek a nationally recognised qualification as part of their career. The qualifications are aimed at those interested in plant and animal production and management of managed environments. The qualifications are made up from discrete 5 and 10 credit units of learning that give learners explicit recognition of their learning in education and work. BTEC First qualifications are free to be delivered and assessed using a range of traditional and contemporary models such as full-time, part-time and e-learning, tutors are free to create innovative and creative assessments that fi t local requirements whilst maintaining a national standard. Units of study include animal husbandry, tractor driving, crop production and machine maintenance.

For more information on this course and its content please contact Mrs Blair.

ART & DESIGN - GCSE

GCSE Art & Design is intended to meet the needs of those students with an interest & aptitude in the subject

- Those who, whilst having an interest & aptitude in the subject, are not intending to study the subject beyond GCSE
- Those who will undertake further studies in Art & Design at AS/Advanced Level GCE and other further art & design qualifications
- Those who will study subjects or take up careers for which an art & design background is relevant.

Summary of Course Breakdown & Assessment

Unit	Component	Weighting	Method of Assessment	Requirements
Unit 1	Personal Portfolio	60%	Internally Set Internally Marked Externally Moderated	Must show evidence of all assessment objectives Must include supporting studies
Unit 2	Externally Set Assignment	40%	Internally Set Internally Marked Externally Moderated	Must show evidence of all assessment objectives Must include supporting studies

Assessment Objectives

AO1	Develop their ideas through investigations informed by contextual & other sources, demonstrating analytical & cultural understanding.	25%
AO2	Refine their ideas through experimenting & selecting appropriate resources, media, materials, techniques & processes.	25%
AO3	Record ideas, observations & insights relevant to their intentions in visual and/or other forms.	25%
AO4	Present a personal, informed & meaningful response demonstrating analytical & critical understanding, realising intentions & where appropriate, making connections between visual, written, oral or other elements.	25%

Portfolio

The portfolio will consist of a body of work which must fully cover all four assessment objectives & an understanding of their interrelationships. It must consist of a body of research, supporting studies & development work leading to one or more outcomes.

Externally Set Assignment

The externally set assignment theme is provided by the examination board with an allowance of 20 hours preparation time before a 10 hour timed test.

The body of work produced must again fully cover all four assessment objectives & an understanding of their interrelationships. It must consist of a body of research, supporting studies & development work leading to one or more outcomes.

Supporting Studies

The supporting studies document the student's progress through each unit & will be evidenced through the use of sketchbooks, notebooks, worksheets, samples, test pieces, maquettes, digital material & any other means that demonstrate the student's thinking through the development of their ideas.

For further information, contact Mrs K Morris

CHILD DEVELOPMENT – BTEC

Examination Board: WJEC

Grades Available: A*-G

The GCSE in Child Development is being updated by the WJEC to reflect the needs of learners in Wales. The proposed GCSE will be similar to the current one and aims to give pupils a grounding in the needs of children and the theory behind working safely and constructively with them. It is designed to give practical experience and the confidence to use the theory learned in a workplace. It is useful for pupils thinking of a career in childcare, nursing, midwifery, early years education, social work or any other careers where a good knowledge of children and their needs would be helpful.

The assessment for the course will be a combination of examination in Year 11 and coursework during the two years. The topics assessed include those below:

- growth and development
- communication and language development
- learning and play
- the role of family and culture
- child health and safety
- the role of professionals and voluntary organisations

Pupils who choose this course will need to take part in group discussions and problem solving, presenting information to the group from research, along with visits to Aidan campus to assist in the classroom to gain practical experience.

For more information on this course and its contact please contact Ms Corp.

COMPUTING – GCSE

Why take a GCSE in Computer Science?
The number of jobs available for people who can work with computers is growing rapidly. The ever increasing technology in our lives all needs to be developed, understood and programmed. Computer science helps to develop your problem solving capabilities, by learning to break problems down into easier chunks and supports your mathematical understanding and reasoning skills.

Computer science GCSE is useful not just for those who wish to study computing, but also those planning to study any of the sciences or engineering at university, as computers and programming are used widely in these subjects to model different situations and to run experiments.

Studying computer science will allow you to not just use technology, but be able to create your own games, websites, apps and programs. The programming languages used are **Python** and **Greenfoot (Java)**. Greenfoot is an excellent visual platform to learn games programming (which will be tested in unit 2) and can also be used for scientific modelling.

You will also learn how to build websites using html as well as learning about hardware, software, communication and the internet, binary and logic, cybersecurity and the ethical, legal and social aspects of computing. If you've ever been curious how a computer (or your mobile phone) works, then this is the course for you.

What is the course like?
Through Year 10 and 11 you will follow the WJEC GCSE in Computer Science. Assessment is divided into three units with units 1 and 2 being examined in the summer term of year 11:

1. **Understanding Computer Science (50%)** – 1 hour 45-minute examination to assess understanding of the theory content of the specification.
2. **Solving Problems Using Computers (30%)** - 2-hour external assessment to assess the practical application of knowledge and understanding through a series of on-screen tasks (This is an exam completed on the computer).
3. **Developing Computing Solutions (20%)** - internally assessed and externally moderated 20 hour controlled assessment (coursework) to develop a piece of work using programming software, following a task brief issued by WJEC.

Unit 1, the theory exam, covers a broad range of topics. This is studied alongside the practical tasks through both year 10 and year 11 and examined in **Year 11.**

The programming task (Unit 3) will be completed using **Python**. Copies for home use may be downloaded free from www.python.org . There are many online resources for learning and practising programming - like any new language, trying to do a bit each day will help you to improve your skills and confidence. We will be aiming to complete unit 3 (the controlled assessment) by the end of **Year 10.**

Unit 2 involves several tasks using **problem solving**, **algorithms** and programming constructs**,** basic **html** and one using a package for learning Java called **Greenfoot,** which can be downloaded from http://www.greenfoot.org . Whilst we won't be starting Greenfoot until **Year 11** you may wish to familiarise yourself with it beforehand. The Greenfoot part of the exam normally involves creating a simple 2D computer game.

For further details contact Dr E Pearce - Computer Science
PearceE56@hwbcymru.net

DESIGN TECHNOLOGY (PRODUCT DESIGN) – GCSE

EXAMINATION BOARD: W.J.E.C.

G.C.S.E, Grades A* - G

The New WJEC GCSE in Design and Technology for 2017 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 focus area, with emphasis on emerging technologies, materials and practices.

SUMMARY OF ASSESSMENT

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

- A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:
- **Product Design**

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

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

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

For more information on this course and its content please contact Mr Buck.

FOOD AND NUTRITION

EXAMINATION BOARD: W.J.E.C.

Unit 1
Principles of Food and Nutrition
Written examination: 1 hour 30 minutes
40% of qualification

Learners are given the opportunity to develop their knowledge and understanding of the six areas of content;
1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Learners are also given the opportunity to develop technical skills, through carrying out practical and experimental work. This opportunity allows learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

Unit 2 (Practical Tasks)
Cooking and Nutrition in Action
Non-examination assessment
60% of qualification
The non-examination assessment is composed of two assessments that are set by WJEC.
Learners will be able to select from a choice of two tasks for each assessment.
Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

By studying food preparation and nutrition learners will be able to:

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

For further details, contact Mrs S Probert.

FRENCH – GCSE

If you love communicating with others and learning about different cultures, then GCSE French is for you! In our global world where the employment market is becoming increasingly competitive and employers are frequently commenting on the shortage of people who can speak a foreign language, having GCSE French will give you the "edge" in many different ways. Being successful at another language shows good communication skills and shows employers you are willing to learn new skills and welcome a challenge as well as being recognised by universities as a valuable asset. Languages open your mind and challenge you to think, allow you to travel with more confidence and can be fun!

During the GCSE French course, students learn to communicate confidently on a variety of different topics in both the spoken and written word. You will be given the opportunity to read French books, magazines and websites and to watch French films. You will gain knowledge and understanding of the countries where French is spoken and will also be given the opportunity to converse with French people. The GCSE course will provide a suitable foundation for those wishing to pursue further studies in languages and will also satisfy those who wish to study purely for enjoyment- so as to ensure that when in France, you know your gateau from your chateau!

Topics studied at GCSE

Personal and social life

Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.

Local community

Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.

The world of work

Work experience, part-time jobs, future careers, technology (sending messages, accessing information).

The wider world

Travel and holidays, media, social issues (e.g., life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.

Assessment at GCSE

All exams are sat at the end of Year 11 and students can be entered for any combination of Foundation (F) or Higher (H) Tier papers. Exams consist of:

Speaking Exam 25%

Conducted at school by the teacher

Role play, Photo card discussion, Conversation.

Foundation Tier	-	7-9 minutes
Higher Tier	-	10-12 minutes

Listening Exam 25%

Foundation Tier	-	35 minutes
Higher Tier	-	45 minutes

Reading Exam 25%

Foundation Tier	-	1 hour
Higher Tier	-	1 hour 15 minutes

Written Exam 25%

Foundation Tier	-	1 hour 15 minutes
Higher Tier	-	1 hour 30 minutes

For more information, contact Miss Davies-Puddy or Mrs Rowe.

GEOGRAPHY – GCSE

EXAMINATION BOARD: W.J.E.C.

INTRODUCTION:
The GCSE Geography course is dynamic, interesting and varied, linking the many aspects of the subject and adopts an enquiry approach to the study of geographical information, issues and concepts. This course develops and extends learners' knowledge of locations, places, environments and processes, at a range of different scales.

SUBJECT CONTENT:

UNIT 1: Changing Physical and Human Landscapes.
40% Paper 1 hour and 30 minutes

Section A: Core Themes Theme 1 Landscapes and Physical Processes and Core Theme 2 Rural-urban Links.

Section B: Options Theme 3 Tectonic Landscapes and Hazards or Theme 4 Coastal Hazards and their Management.

UNIT 2: Environmental and Development Issues
40% Paper 1 hour and 30 minutes

Section A: Core Themes Theme 5 Weather, Climate and Ecosystems and Core Theme 6 Development and Resource Issues.

Section B: Options Theme 7 Social Development Issues or Theme 8 Environmental Challenges.

UNIT 3: Fieldwork Enquiry. Non examination assessment
20% 2 hours 30 minutes.

Unit 3 requires a written report, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. The report must be written in response to specific questions set by WJEC.

In one environment the focus of the fieldwork will be on methodology.
The second fieldwork experience should take place in a contrasting environment.

EXAMINATION:

Pupils will sit 2 exams at the end of year 11. The exam is un-tiered.
Assessment will be by data response questions. Some questions will require extended responses.

For further details, contact Mrs T Lloyd

HISTORY – GCSE

EXAMINATION BOARD: W.J.E.C.

The GCSE History course encourages students to appreciate that their historical knowledge and understanding will help them to understand the present and also provide them with a basis for their future role as active citizens in employment and society in general.

Key Skills are integral to the study of GCSE History and may be assessed through the course content. The following key skills can be developed through this specification at level 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance
- Application of Number

The study of History can lead to many different and interesting careers such as Law, Marketing and PR, Advertising and Journalism to name but a few. Famous people who have studied History include Sasha Baron Cohen (Ali G), Jonathan Ross, Louis Theroux and Jeremy Bowen.

The specification is new this year, with this summer being the first set of examinations. As a result some of the topics/units listed below are susceptible to change.

The course will comprise of four units focusing on themes and aspect in nineteenth and twentieth century Welsh/English and World History.

Unit 1: Depression, war, recover 1930-51.
Unit 2: Germany in Transition 1919-1939.
Unit 3: A development study
Changes in Crime and punishment, 1500 to the present day.
Unit 4: An investigation into an issue of historical debate or controversy
An historical figure (Nelson Mandela)

The weighting of each Unit is as follows:

- Unit 1 is worth 25% of the final grade
- Unit 2 is worth 25%
- Unit 3 is worth 30%
- Unit 4 is worth 20% and is assessed by internal controlled assessment (coursework).

A Comment from a Year 11 Pupil

“History is a very interesting subject and we study many fascinating topics such as the rise of Hitler and the Nazis.”

For further information, contact Miss A Jones.

MUSIC – GCSE

EXAMINATION BOARD: W.J.E.C.

The GCSE Course is an interesting and varied course which covers all aspects of music including the three main skills of composing, performing and listening. The course is designed to be followed by any pupil with an interest in music. However, the pupil must play an instrument; nevertheless, any instrument is acceptable from voice and violin to drum kit and Beat-Boxing.

SUBJECT CONTENT:

(1) APPRAISING

This includes general music knowledge, different genres and periods of music, music from other cultures and instrument recognition. This work is carried out through the exploration of four areas of study:

- **Music in Wales** – rock, pop, folk and classical welsh songs and music.
- **Musical Form and Devices** – classical, jazz, modern, rock, pop and combining these.
- **Music for Ensemble**
- **Film music**
- **Popular Music**

(2) PERFORMING

All pupils will perform on an instrument or instruments of their choice.

- **Solo performance** - a performance of up to five minutes in length.
- **Ensemble performance** – pupils will perform in an ensemble of their choice, e.g. a rock band, vocal trio, a string quartet.
  The above two total 30%
- **Additional programme -** note for one piece chosen linked to area of study 5%

(3) COMPOSING

During the course, pupils will compose a range of contrasting pieces of music from which two will be selected for assessment.

- Each piece of music can be in any style e.g. blues, dance, rock, classical.
- Music ICT will be explored for the recording and printing of this work.
- Evaluation of piece 5%

ASSESSMENT:

Examination : appraising module as a listening paper – 1 hour – 30%
Coursework: composition folio – 35%
Practical examination: assessed in school – 35%

For further information, please contact Mr T Earey.

GCSE PHYSICAL EDUCATION – WJEC

SUMMARY OF ASSESSMENT/SPECIFICATION:

GCSE PE is an engaging course designed to provide learners with the knowledge and skills to develop their performance in physical activity and to understand and appreciate the benefits of health, fitness and well-being. It is intended to inspire and motivate learners to assist them in making informed decisions leading to further learning opportunities and career pathways.

Unit 1: Introduction to physical education (THEORY)
Written examination: 2 hours
50% of qualification **100marks**

Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.
The subject content focuses on 5 key areas:
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 (PRACTICAL)
Non-exam assessment
50% of qualification **100marks**

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.
· A personal fitness programme linked to the **chosen** major activity.

FOR MORE INFORMATION, PLEASE SPEAK TO MRS R THOMAS OR MR EVANS.

Prince's Trust Level 2 Certificate in Personal Development and Employability Skills (Achieve)

Qualification framework – RQF
Assessment of qualification - Portfolio of evidence.
The Achieve programme gives young people the practical support needed to help develop self-esteem and skills for their future. The programme aims to support young people by learning new skills, developing confidence and reengaging with learning so they can reach their full potential. The programme will be delivered by the school's youth worker within the centre that has been trained by The Prince's Trust.
While on the programme young people will have the opportunity to take part in a wide variety of activities related to:
Personal and Social Development – Modules include: 'Interpersonal and self-management skills', 'Team work', 'Participating in exercise'.
Life Skills – Modules include: 'Managing money', 'Digital skills including online safety', 'Preparing for a healthy lifestyle'.
Active Citizenship – Modules include: 'Community project'.
Enterprise – Modules include: 'Undertaking an enterprise project'.
Preparation for Work – Modules include: 'Presentation skills', 'Career planning including CVs & interviews', 'Practicing leadership skills' amongst others.
The Prince's Trust qualifications in Personal Development and Employability Skills recognise a range of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment:

- 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
- Develop their English and mathematics skills

The Prince's Trust Qualification in Personal Development and Employability Skills will be run as a Level 2 course which meets the level 2 points threshold.

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CORE CURRICULUM

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ENGLISH LANGUAGE - GCSE

All pupils study English Language GCSE in Years 10 and 11. The majority of pupils study both English Language and English Literature concurrently, although a minority of pupils will only take the English Language G.C.S.E. Those pupils who do not take English Literature as a G.C.S.E. subject will study at least one full novel during the G.C.S.E. years.

The G.C.S.E. consists of two exams, each worth 40% of the overall grade. Both exams test reading and writing skills. Students will study a range of fiction and non-fiction texts on different topics and will also write in a variety of forms.

The remaining 20% of the GCSE comes from two speaking and listening controlled assessments, one individual presentation and one group discussion. Tasks *are* provided by WJEC to all centres in Wales.

This is a linear G.C.S.E., which means that both exams can only be taken in the summer of Year 11.

For further information, contact Ms R Owen.

ENGLISH LITERATURE – GCSE

English Literature is studied alongside English Language by most pupils. The course consists of two exams and two controlled assessments, which are completed in class.

Pupils study two novels, one Shakespeare play, a more modern play, a collection of poetry by Welsh poets and a range of modern poetry. Controlled assessment tasks are based on the Shakespeare play and the collection of poetry from Wales. One exam covers a novel and comparison of 'unseen' poems and the other exam covers a play and a novel.

This GCSE is unitised, which means that exams can be taken throughout the GCSE years and pupils will sit one exam in Year 10 and one in Year 11.

Wherever possible, we aim to see the plays on stage to support pupil understanding.

For further information, contact Ms R Owen.

MATHEMATICS – GCSE

In 2015 two new maths GCSEs were introduced with a greater emphasis on problem solving and application of maths. Year 9 started this course at the beginning of this year. The two G.C.S.E.'s are:

- GCSE Mathematics – Numeracy, focusing on the mathematics needed for everyday life, learning and work.
- GCSE Mathematics, giving young people the mathematical skills they need for further mathematical, technical or scientific study.

Both new mathematics GCSEs will cover similar content to the existing course and it is expected that most pupils will sit both maths GCSEs.

The GCSE in Mathematics – Numeracy will enable learners to:

- Develop knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts required for everyday life, in the world of work, and in other general curriculum areas.
- Select and apply appropriate mathematics and statistics in everyday situations and contexts from the real world.
- Use mathematics to represent, analyse and interpret information.
- Acquire and use strategies for problem solving and modelling in context.

The GCSE in Mathematics should enable learners to:

- Develop knowledge, skills and understanding of mathematical methods, techniques and concepts required for progression into mathematics or mathematically-related disciplines or employment routes.
- Make connections between different areas of mathematics.
- Select and apply mathematical methods in both mathematical and real-world contexts.
- Reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences.

Both GCSEs will enable learners to:

- Develop and refine strategies for solving a range of mathematical and real world problems.
- Interpret mathematical results and draw and justify conclusions that are relevant to the context.
- Communicate mathematical information in a variety of forms.

Each GCSE will consist of two papers, one using a calculator and one without use of a calculator. The Mathematics – Numeracy exam will be sat in November Year 11 and the Mathematics G.C.S.E. in Summer Year 11

For further information, contact Mr D Coughlan

SCIENCE – GCSE

EXAMINATION BOARD: WJEC

There are two path ways through GCSE Science in Year 10 Double Award Science and Separate Sciences.

Double Award Science consists of 7 Units. Unit 1- 6 are 1 hour 15 minutes. There are two tiers of entry available for this qualification: Higher Tier (Grades A* - D) and Foundation Tier (Grades C - G). Unit 7 (practical assessment) is un-tiered and contributes 10% of qualification.

Year 10	Year 11
Unit 1 BIOLOGY 1 1.1 Cells and movement across membranes 1.2 Respiration and the respiratory system in humans 1.3 Digestion and the digestive system in humans 1.4 Circulatory system in humans 1.5 Plants and photosynthesis 1.6 Ecosystems and human impact on the environment Unit 2 CHEMISTRY: 2.1 The nature of substances and chemical reactions 2.2 Atomic structure and the Periodic Table 2.3 Water 2.4 The ever-changing Earth 2.5 Rate of chemical change Unit 3 PHYSICS 1 3.1 Electric circuits 3.2 Generating electricity 3.3 Making use of energy 3.4 Domestic electricity 3.5 Features of waves	Unit 4 (Double Award) BIOLOGY 2 4.1 Classification and biodiversity 4.2 Cell division and stem cells 4.3 DNA and inheritance 4.4 Variation and evolution 4.5 Response and regulation 4.6 Disease, defence and treatment Unit 5 CHEMISTRY 2 5.1 Bonding, structure and properties 5.2 Acids, bases and salts 5.3 Metals and their extraction 5.4 Chemical reactions and energy 5.5 Crude oil, fuels and carbon compounds Unit 6 PHYSICS 2 6.1 Distance, speed and acceleration 6.2 Newton's laws 6.3 Work and energy 6.4 Stars and planets 6.5 Types of radiation 6.6 Half-life Unit 7 PRACTICAL ASSESSMENT This assessment gives learners the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation.

Each separate Science GCSE will consist of two 1 hour 45 minutes tiered written examination which will contribute 45% of each qualification as well as one un-tiered practical assessment that will contribute 10%.

Biology	Chemistry	Physics
CELLS, ORGAN SYSTEMS and ECOSYSTEMS 1.1 Cells and movement across membranes 1.2 Respiration and the respiratory system in humans 1.3 Digestion and the digestive system in humans 1.4 Circulatory system in humans 1.5 Plants and photosynthesis 1.6 Ecosystems, nutrient cycles and human impact on the environment VARIATION, HOMEOSTASIS and MICRO-ORGANISMS 2.1 Classification and biodiversity 2.2 Cell division and stem cells 2.3 DNA and inheritance 2.4 Variation and evolution 2.5 Response and regulation 2.6 Kidneys and homeostasis 2.7 Micro-organisms and their applications 2.8 Disease, defence and treatment PRACTICAL ASSESSMENT This assessment gives learners the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation.	CHEMICAL SUBSTANCES, REACTIONS and ESSENTIAL RESOURCES 1.1 The nature of substances and chemical reactions 1.2 Atomic structure and the Periodic Table 1.3 Water 1.4 The ever-changing Earth 1.5 Rate of chemical change 1.6 Limestone CHEMICAL BONDING, APPLICATION OF CHEMICAL REACTIONS and ORGANIC CHEMISTRY 2.1 Bonding, structure and properties 2.2 Acids, bases and salts 2.3 Metals and their extraction 2.4 Chemical reactions and energy 2.5 Crude oil, fuels and organic chemistry 2.6 Reversible reactions, industrial processes and important chemicals PRACTICAL ASSESSMENT This assessment gives learners the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation.	ELECTRICITY, ENERGY and WAVES 1.1 Electric circuits 1.2 Generating electricity 1.3 Making use of energy 1.4 Domestic electricity 1.5 Features of waves 1.6 The total internal reflection of waves 1.7 Seismic waves 1.8 Kinetic theory 1.9 Electromagnetism FORCES, SPACE and RADIOACTIVITY 2.1 Distance, speed and acceleration 2.2 Newton's laws 2.3 Work and energy 2.4 Further motion concepts 2.5 Stars and planets 2.6 The Universe 2.7 Types of radiation 2.8 Half-life 2.9 Nuclear decay and nuclear energy PRACTICAL ASSESSMENT This assessment gives learners the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation.

For further information, contact Mr G Jones

WELSH SECOND LANGUAGE – GCSE

EXAMINATION BOARD: **W.J.E.C.**

Grades Available: A*-G

This examination is aimed at candidates:

- Whose first language is not Welsh
- Who have obtained their knowledge chiefly at primary and/or secondary school
- Where Welsh is not their everyday language at home.

It is designed to give confidence to young people to use Welsh in a range of scenarios and make themselves understood in real-life situations. The weighting of the marks places more emphasis on the practical skills on speaking and listening.

The course consists of 4 assessment units.

Unit 1 Oracy- pupils watch a video in groups of 2 or 3 and express their opinion on the topics that have been mentioned to show they can take part in conversations with confidence and explain their point of view in Welsh. Marks for listening are awarded for completing a questionnaire about the video.

Unit 2 Communication with others-pupils discuss a topic from a choice of three provided on the day in groups of 2 or 3. This unit is taken in Year 11. This is a chance to show how well they can improvise around a topic which needs relevant vocabulary.

Unit 3 Written exam- a traditional examination where pupils show they can use Welsh need in the workplace and public life. It is 1 hour 30 minutes and taken in Year 11.

Unit 4 Written exam- another examination of reading and writing which this time focusses on Welsh needed for leisure time and entertainment. This is 1 hour 30 minute and taken in Year 11.

The course content will be based on three main themes: **Employment, Wales and the World** and **Youth** which, in reality, cover most topics available; from work experience to healthy living; from youth clubs to historical figures in Wales and from formal letter writing to reading simple poetry.

For further information contact: Mrs A Morgan / Ms M Corp

PHYSICAL EDUCATION (P.E.)

Students in years 10 and 11 will have two fifty minute compulsory period of P.E. per fortnight. The programme of study will follow a GCSE short course.

It is intended that students are given a wider variety of sporting activities from within the National Curriculum areas of study to pursue, since it is hoped that at this stage students will find a sport that they will actively participate in once they have left school.

Increased automation within contemporary society means that we are faced with increasing amounts of leisure time in adult life and it is important therefore that students are encouraged to use their leisure time in a positive manner.

All students are expected to participate in P.E. lessons regularly and must bring a letter requesting to be excused if they are medically unfit to participate.

RELIGIOUS STUDIES – GCSE

RS is really interesting. You get to learn about other peoples' lifestyles and how they relate to your own. It's learning about life issues as well as religion. I look forward to all my RS lessons.
Year 11 student

RS is a subject that you can enjoy walking into. It's fun and interesting and makes you realise about the issues around you.
Year 11 student

RS gives you a wide range of understanding on how other people live their lives, and the contrast of ours and others from around the world.
Year 10 student.

As a faith school our values reflect our Christian heritage acted out in the 21st century. 'Respect and care' for all, as well as to be 'mindful, honest and open' are intrinsic to the teaching of Religious Studies.
Like all schools in Wales, there is a Christian core to religious education, but regard given to the views and teachings of other faiths including Humanism and those with an exclusively secular world view. The syllabus for GCSE has an expectation that students will be able to express their own views on contemporary issues as well as consider the opinions and beliefs of others who live in Wales.

Subject Content
Unit 1: Religion and Philosophical Themes: including issues such as abortion and euthanasia.
Unit 2: Religion and Ethical Themes: including issues such as sexual ethics and human rights.

Topics about the issues above are covered—and your views matter. We also look at how Christians and Muslims might react to these points too.

Assessment:
Unit 1 is an external exam at the end of Year 10. (Worth 50% of final Grade).
Unit 2 is an external exam at the end of Year 11. (Worth 50% of final Grade).

For further information: see Mrs P Raggett or Mrs J Barrett

WELSH BACCALAUREATE

Welsh Baccalaureate KS4 - Skills Challenge Certificates

Year 10

The Welsh Baccalaureate is an exciting and dynamic qualification. It ensures our young people develop important skills that will prepare them for the world of work.
The qualification will help pupils prepare for their future by developing skills and attributes that are valued by employers.

The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside supporting qualifications.

In year 10 students study two key challenges as part of the Skills Challenge Certificate:
Enterprise and employability challenge – during this challenge students will develop enterprising and employability skills and attributes. They will develop skills in digital literacy, creativity and innovation as well as personal effectiveness.
This will enable pupils to stand out from other candidates when applying for and securing a job in today's very competitive market.
Community challenge – during this challenge students will develop planning and organisational skills as well as personal effectiveness skills. Students will have the opportunity to participate in opportunities that will benefit the local community.

Year 11

The primary aim of the Welsh Baccalaureate in year 11 is to promote the essential skills for employment and provide a rigorous and exciting programme of study that involves a substantial amount of independent work.

In year 11 pupils study two key challenges:

1. Global citizenship challenge – during this challenge students will develop skills of critical thinking, problem solving, creativity and innovation. Pupils will have the opportunity to understand and respond appropriately to global issues.

2. Individual Project – during this challenge students will develop important research skills studying a topic of their choice in depth. This project will enable students to develop a wide range of skills including literacy, numeracy, critical thinking and organisational skills.

For further information, please contact:. ???

CAREERS EDUCATION AND GUIDANCE

How Careers Wales can support:
Choosing options in Year 9 is an important stage in a young person's education journey. Careers Wales can support young people in a variety of different ways.

The school Careers Adviser works with young people:

- In group sessions
- In individual interviews
- **At parents evenings where they are also available for individual consultation with parents**

This support helps young people to make informed decisions regarding subject and future career choice.

Learning Pathways 14-19
Learning Pathways allows young people to mix and match different courses in schools, college or the workplace. Their learning pathway could be a mix of vocational and academic courses or they could take a more traditional selection of subjects. Find out more by talking to your careers adviser or visiting: www.careerswales.com/year9

Work Experience
Work experience is an opportunity for a young person to find out what it is like being at work and for them to understand the skills that are needed in the work place. This opportunity will usually arise in Year 10. Careers Wales works with schools to support the placement programme. Ask the Careers Coordinator, Teacher or Careers Adviser how placements are arranged in your school.

Work Focused Activities
With the support of Careers Wales, schools provide a variety of activities to help pupils gain an understanding of the world of work. This may be through direct experiences or through activities such as careers conventions, enterprise activities, mock interviews or examples of how the subjects they learn are used in the world of work.

Careerswales.com
www.careerswaales.com is a bilingual online service offering 24/7 access to information and advice. Features include careers information and web links, courses and training available across Wales, job and training vacancies for 16-19 year olds as well as other interactive resources.

You can contact a Careers Adviser in school or at any Careers Centre where we will be happy to answer your individual questions. Local contact details are available on our website.