

# KEY STAGE 4 OPTIONS



*#keystage4*  
*#motivatedtostrive*

# WELCOME TO YOUR FUTURE!

## Overview

Choosing the subjects you want to follow in Year 10 and Year 11 is a really important process. This document is designed to be the first step in this process, giving you the information you need to make the right decisions for you and your programme of study over the next two years. You will find in the booklet information on both the subjects you have to study (the 'Core' Curriculum) and those subjects you can choose from (the 'Option' Curriculum).

### *Your Curriculum in Year 10 and Year 11*

#### *'Core' Curriculum*

- English Language (G.C.S.E.)
- English Literature (G.C.S.E.)
- Maths (G.C.S.E.)
- Maths – Numeracy (G.C.S.E.)
- RE Equality & Diversity
- Single Science (G.C.S.E.)
- **Or** Double Science (G.C.S.E)
- Welsh Bacalaureate (National)
- Welsh (G.C.S.E. )

As well as:

- Core Games
- Health & Wellbeing
- P.S.E./SWEET

#### *'Options' Curriculum*

- Art (G.C.S.E.)
- Business (G.C.S.E.)
- Catering (G.C.S.E.)
- Computer Science (G.C.S.E.)
- Construction (BTEC)
- Product Design (G.C.S.E.)
- Drama (G.C.S.E.)
- Engineering (BTEC)
- French (G.C.S.E.)
- Spanish (G.C.S.E)  
(for pupils who have studied the language in year 9)
- Religious Studies (G.C.S.E.)
- Geography (G.C.S.E.)
- Health and Social Care (BTEC)
- History (G.C.S.E.)
- ICT (G.C.S.E.)
- Media Studies (G.C.S.E.)
- Music (G.C.S.E.)
- Music Practical Performance (BTEC)
- P.E. (GCSE)
- Photography (G.C.S.E.)
- Textiles (G.C.S.E.)
- Tourism (BTEC)
- Triple Sciences (Biology; Chemistry; Physics) (G.C.S.E.)

*You will be spending 15 hours a fortnight on subjects which you decide to choose, so it is important that you think carefully about them and have good reasons for these choices. To do this:*

- 1. Read this booklet carefully, even if you think you already know the subjects you are interested in*
- 2. Take the time to discuss your possible choices with your Form Teacher, Teachers of the Subject and, of course, people at home*
- 3. Come along to the Career and Option Event to be run in school (**Thursday 29<sup>th</sup> November**) where you and your parents will have the opportunity to speak with representatives from the different subjects.*
- 4. You may want to make an appointment with our Career Advisor to make sure that the options you are choosing puts you firmly on the path you want to be on. Talk to your tutor if you would like to make an appointment*
- 5. There are lots of places where you can get impartial advice and guidance for your choices on the internet: for example, the 'Career Wales' website is a really good place to start.*
- 6. Take it seriously. This is an important choice and worth spending the time thinking about.*

*Stick to the deadlines along the way. To allow us to make sure that the right subjects are run, we will need the information from you when we ask for it.*

- You will be asked to make your final choice directly before Spring half term in 2019, near to the time when you will have a Year 9 Parents' Evening. Your teachers will look at these choices carefully and it may be necessary in some cases for further discussions to take place to ensure that these choices are the right ones.
- Whilst we will endeavour to run all options on offer, in certain circumstance the school may not be able to offer the course. If this happens we will advise you on a good alternative for you.
- We want to know what the interest in some new courses may be this year. These courses will run if the level of interest is high.
- Please remember that the Option Columns are created as a 'best fit' for the majority of students following the Open Choice Questionnaire.

In the following pages, you will find information on those courses, which form part of the 'Core' Curriculum. This means that *all* students study them and, for the most part, receive a qualification for doing so. Although you do not get a choice here, it is important that you read the pages carefully since what you will be studying as part of the 'Core' may influence what you would like to do elsewhere where you do have choice:

- English Language (G.C.S.E.)
- English Literature (G.C.S.E.)
- Maths (G.C.S.E.)
- Maths – Numeracy (G.C.S.E.)
- R.E. (G.C.S.E.) / Equality & Diversity
- Science (G.C.S.E.) (If you choose 'Triple Sciences' as an Option, this will become 'Biology, Chemistry and Physics GCSE')
- Welsh Baccalaureate (National)
- Welsh (G.C.S.E.)

# ENGLISH LANGUAGE GCSE

## Overview

English Language GCSE focuses on the skills needed to communicate with others. Throughout this course, students will work on developing their knowledge and skills in:

- Writing with an accurate and engaging style.
- Adapting language to suit audience and purpose.
- Reading and responding to a wide range of fiction and non-fiction.
- Speaking and listening in a range of contexts, to communicate points of view.

## Assessment

<i>GCSE English Language</i>	
<i>Unit 1</i> Oracy <b>20%</b>	<b>2 x 2 hour examinations.</b>  In each, you will need to show understanding of a range of written texts. There will be a variety of short responses and extended response questions.
<i>Unit 2</i> External Assessment Description, Narration and Exposition <b>40%</b>	
<i>Unit 3</i> External Assessment Argumentation, Persuasion and Instructional <b>40%</b>	
	<b>1 Controlled Assessment:</b> Speaking and Listening



wjec.org.uk

Specification

GCSE



***“The idea is to write it so people hear it and it slides through the brain and goes straight to the heart.”***

***- Maya Angelou***

## Progression and Career Opportunities

English Language is a compulsory core subject; colleges, universities and employers expect students to have achieved this qualification as part of their secondary education.

This GCSE provides students with the communication skills necessary for any career choice.

At Maesteg School, we continue to offer English post 16: A Level English Literature.

English GCSE will form part of the Welsh Baccalaureate qualification and will therefore be a basic requirement for employment.

# ENGLISH LITERATURE GCSE

## Overview

If you enjoy reading, and discussing your own and other people's interpretations of texts then this is the course for you.

You will read prose, drama and poetry from different centuries and genres, while developing a love of reading widely and for pleasure.

## Assessment

<i>GCSE English Literature</i>	
<i>Unit 1</i> External Assessment. Different Cultures and Poetry <b>35%</b>	<b>2 x 2 hour examinations.</b> Consisting of extract questions, essays and responses to poetry.
<i>Unit 2</i> External Assessment. Contemporary drama and literary heritage <b>40%</b>	<b>2 x Controlled Assessment:</b> Based on a specific theme from a Shakespearean play and an anthology of Welsh Poetry.
<i>Unit 3</i> Non-examination Assessment. Shakespeare and Welsh poetry <b>40%</b>	

## Progression and Career Opportunities

English Literature is an academic subject that is valued highly by top universities, professions and employers.

This is an excellent qualification for many career choices ranging from journalism to teaching.



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Specification

GCSE



***"Whenever you read a good book, somewhere in the world a door opens to allow in more light."***

***- Vera Nazarian***

## Overview

GCSE Mathematics is one of two GCSEs in mathematics from September 2015.

The GCSE will build on and progress from the levels of mathematics expected at the end of KS3.

Pupils will:

- Develop problem-solving skills and generate strategies to simplify a problem.
- Make estimates
- Collect, interpret and present data
- Make mental calculations and calculations without the aid of a calculator.

## Assessment

<i>GCSE Mathematics</i>	
There are 3 tiers of entry for this qualification. <b>Higher Tier:</b> Grades A* – C <b>Intermediate Tier:</b> Grades B – E <b>Foundation Tier:</b> Grades D – G	
<i>Unit 1</i> Non-calculator Written examination	Higher: 1 hour 45 mins <b>80 marks</b> Intermediate: 1 hour 45 mins <b>80 marks</b> Foundation: 1 hour 30 mins <b>65 marks</b> <b>50% of qualification</b>
<i>Unit 2</i> Calculator-allowed Written examination	Higher: 1 hour 45 mins <b>80 marks</b> Intermediate: 1 hour 45 mins <b>80 marks</b> Foundation: 1 hour 30 mins <b>65 marks</b> <b>50% of qualification</b>

## Progression and Career Opportunities

GCSE mathematics will extend to aspects of mathematics needed for progression to scientific, technical and further maths study.

The GCSE leads into AS/A2 courses where students study aspects of mechanics, which relates to Physics and engineering courses and statistics that looks at probability and interpretation of data.

People who study maths at University enter a range of professions including accountancy, insurance, engineering, business and teaching.



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Specification

GCSE

**"If there is a God,  
he's a great  
mathematician."**

**- Paul Dirac**

## Overview

GCSE Numeracy will build on and progress from the levels of numeracy expected at the end of Key Stage 3 through the Literacy and Numeracy Framework and will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas.

It will have an emphasis on those aspects of mathematics, which are of most relevance to learners functioning as informed twenty-first century citizens. It will prepare learners to make decisions about further learning opportunities and career choices. There will also be opportunities for learners to make decisions about the management of money.

## Assessment

<i>GCSE Mathematics</i>	
There are 3 tiers of entry for this qualification. <b>Higher Tier:</b> Grades A* – C <b>Intermediate Tier:</b> Grades B – E <b>Foundation Tier:</b> Grades D – G	
<i>Unit 1</i> Non-calculator Written examination	Higher: 1 hour 45 mins <b>80 marks</b> Intermediate: 1 hour 45 mins <b>80 marks</b> Foundation: 1 hour 30 mins <b>65 marks</b> <b>50% of qualification</b>
<i>Unit 2</i> Calculator-allowed Written examination	Higher: 1 hour 45 mins <b>80 marks</b> Intermediate: 1 hour 45 mins <b>80 marks</b> Foundation: 1 hour 30 mins <b>65 marks</b> <b>50% of qualification</b>

## Progression and Career Opportunities

The GCSE in 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
- Use mathematics to represent, analyse and interpret information
- Acquire and use strategies for problem solving and modelling in context
- Interpret mathematical results and draw and justify conclusions
- Communicate mathematical information in a variety of forms.

Numeracy GCSE will form part of the Welsh Baccalaureate qualification and will therefore be a basic requirement for employment.



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Specification

GCSE

*“Whether you think you can or whether you think you can’t you are probably right.”*

- Henry Ford



## Overview

The Equality and Diversity course is an interesting new course that aims to give an introduction to the issues around stereotyping, prejudice and discrimination, to identify the basic rights that all people should enjoy and the shared values people have, and to examine the responsibility that each person and organisation has in ensuring that barriers to participation in society are removed. You will look at the various laws which affect equality and diversity, and how workplaces have to take account of them.

## Assessment

NCFE Equality & Diversity	
<i>Unit 1</i> Equality and Diversity in Society.	3 x Assessment Booklets
<i>Unit 2</i> Equality and Diversity in the Community.	
<i>Unit 3</i> Equality and Diversity in the Workplace.	

## Progression and Career Opportunities

This is a qualification that is recognised within the workplace and due to its relevance to all sectors it may contribute to learners progressing onto qualifications in other relevant areas such as: youth work, community development work, health and social care, customer service/business subjects, early years care and education.



[ncte.org.uk](http://ncte.org.uk)

### Specification

Level 2



*“Our ability to reach unity in diversity will be the beauty and the test of our civilisation.”*

*- Mahatma Gandhi*

# SINGLE SCIENCE AWARD

## Overview

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

Studying the GCSE Applied Science (Single Award) provides 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

## Assessment

<i>Single Award Applied Science</i>	
<b>Unit 1</b> Science in the modern world (40% of qualification)	<b>2 x 1 hour &amp; 30 minute externally assessed written examinations.</b> A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.
<b>Unit 2</b> Science to support our lifestyles (30% of qualification)	<b>Task based assessment – 20%, externally assessed</b> <ul style="list-style-type: none"><li>- Carrying out a practical investigation in an applied scientific context (60 minutes)</li><li>- Analysis of data in an applied scientific context (60 minutes)</li></ul>
<b>Unit 3</b> Task based assessment (20% of qualification)	
<b>Unit 4</b> Practical assessment (10% of qualification)	<b>Practical Assessment - 10%, externally assessed.</b> <ul style="list-style-type: none"><li>- Obtain results from a given experimental method. (60 minutes.)</li><li>- Analyse and evaluate the data obtained. (60 minutes.)</li></ul>

## Progression and Career Opportunities

Single Award Science offers pupils a broad course of study that adds to their knowledge and understanding of the living, material and physical worlds and develops their understanding of how science is used in everyday life. This GCSE is not designed to enable progression to level 3 qualifications in Science.



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Specification

GCSE



**"There are billions of places out there that we know nothing about. The fact that we know nothing about them excites me, and I want to go out and find out about them.**

**And that's what Science is!"**

**- Brian Cox.**

# DOUBLE SCIENCE AWARD

## Overview

GCSE Double Award Science encourages pupil's curiosity about Science in the world around them and provides them with a greater understanding of the effects of Science on society.

The three core Sciences of Biology, Chemistry and Physics are taught separately. Six examinations are collectively worth 90% of the final grade. Three of these examinations are sat in year 10. The final 10% is from their practical assessments.

## Assessment

<i>Double Award Science Modular</i>	
<ul style="list-style-type: none"><li>• <b>Unit 1</b> Biology 1</li><li>• <b>Unit 2</b> Chemistry 1</li><li>• <b>Unit 3</b> Physics 1</li><li>• <b>Unit 4</b> Biology 2</li><li>• <b>Unit 5</b> Chemistry 2</li><li>• <b>Unit 6</b> Physics 2</li><li>• <b>Unit 7</b> Practical Assessment.</li></ul>	<p><b>6 x 1 hour &amp; 15 minute externally assessed written examinations - 15% of qualification individually, 90% total.</b></p> <p>A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.</p> <p><b>Practical Assessment - 10%, externally assessed.</b></p> <ul style="list-style-type: none"><li>• Obtain results from a given experimental method. (60 minutes.)</li><li>• Analyse and evaluate the data obtained. (60 minutes.)</li></ul>

## Progression and Career Opportunities

Double Award Science offers pupils a broad course of study that adds to their knowledge and understanding of the living, material and physical worlds and prepares them for the A Level Sciences: Biology, Chemistry and Physics. Successful completion of the A Level sciences leads to a wide choice of courses at university and an amazing choice of career destinations. There are more than 900,000 workers in the UK Science Industry. Some of the areas of Science are; chemical, nuclear, oil and gas, petroleum and polymers, energy, healthcare, environment, engineering, mining and land surveying.

Degrees in Science can lead to jobs such as Clothing, Colour or Food Technologist, Clinical Research, Animal Technician, Meteorologist, Oceanographer, Pharmacologist, Toxicologist, Metallurgist, Forensics, Engineering, Naval Architect, Chiropractor, Geneticist, Optometrist, Dance Movement Psychotherapist, Radiographer and Marine Scientist.



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Specification

GCSE



"There are billions of places out there that we know nothing about. The fact that we know nothing about them excites me, and I want to go out and find out about them.

And that's what Science is!"

- Brian Cox.

# WELSH BACCALAUREATE

## Overview

The exciting new Welsh Baccalaureate is based on a Skills Challenge Certificate and supporting qualifications. The main aim of this programme is to promote essential skills for employment and to provide opportunities through three Challenges and an Individual Project. There are no exams in this subject; however, there are different forms of assessment that need to be completed and sent off for moderation.

## Assessment

Skills Challenge Certificate components	Weighting	Assessed Skills
Individual Project	50%	<ul style="list-style-type: none"><li>• Planning and Organisation</li><li>• Critical Thinking and Problem Solving</li><li>• Digital Literacy</li></ul>
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"><li>• Creativity and Innovation</li><li>• Personal Effectiveness</li><li>• Digital Literacy</li></ul>
Global Citizenship Challenge	15%	<ul style="list-style-type: none"><li>• Critical Thinking and Problem Solving</li><li>• Creativity and Innovation</li></ul>
Community Challenge	15%	<ul style="list-style-type: none"><li>• Planning and Organisation</li><li>• Personal Effectiveness</li></ul>

## Progression and Career Opportunities

This qualification will help you to prepare for the future by developing skills, attributes and behaviours

Valued by Maesteg Sixth Form and potential employers.



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Specification

Level 1/2



*"The Welsh baccalaureate is central to the future of education in Wales and will offer a unique and valuable experience for learners."*

- Caroline Morgan, WB Framework Manager, WJEC

# GCSE WELSH SECOND LANGUAGE

## Overview

The study of our national language will develop your interest in Welsh and enthusiasm for the language.

The study of Welsh will inspire, stimulate you to be a confident communicator.

You will develop language skills to make you an effective communicator of Welsh in an increasingly bilingual society

## Assessment

<i>Welsh Second Language</i>
<b>Unit 1:</b> Oracy response to visual material Non-examination assessment: <b>6-8 minutes</b> (pair) <b>9-12 minutes</b> (Group of three) <b>25%</b> of qualification <b>50 marks.</b>
<b>Unit 2:</b> Communicate with others Non-examination assessment: <b>6-8 minutes</b> (pair) <b>9-12 minutes</b> (Group of three) <b>25%</b> of qualification of <b>50 marks.</b>
<b>Unit 3:</b> report, specific and instructional Written examination: <b>1 hour 30 minutes 25%</b> of qualification <b>100 marks.</b>
<b>Unit 4:</b> Descriptive, creative and imaginative Written examination: <b>1 hour 30 minutes 25%</b> of qualification <b>100 marks.</b>

## Progression and Career Opportunities

GCSE Welsh Second Language leads to AS/A2 Welsh which can lead to a Single Honours in Welsh or a Double/Combined Honours Award with another subjects.

You could find employment in accounting, IT and Telecommunications, Travel, Logistics, Events Organisation, Engineering, Creative Design and Media, Marketing and PR, Law, Logistics and Transportation not to mention Translation and Interpretation and Teaching



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Specification

GCSE



*There is a saying in Welsh "Gwlad heb iaith, Gwlad heb Genedl" meaning A Country without language is a Country without a Nation.*

## Overview

Art and Design will help pupils to express their ideas and creativity through a wide range of media, which focuses on their strengths. Pupils will have an understanding of how to develop their work in different ways, using artists for inspiration to create a unique and personal outcome.

Pupils will have the opportunity to work with pencil, paint, clay, printmaking, textiles and photography to create their portfolio of work. They will work in a sketchbook and be encouraged to work on a variety of scales.

## Assessment

<i>GCSE Art &amp; Design</i>	
Unit 1 (Candidate Portfolio) (60%)	<ul style="list-style-type: none"><li>• Candidate Portfolio is made up of 2 units of work. The work will clearly show understanding of the 4 assessment objectives.</li></ul>
Unit 2 (Externally set task) (40%)	<ul style="list-style-type: none"><li>• Externally set task is set by the exam board. This will include research and preparation plus 10 hours to complete a final outcome</li></ul>

## Progression and Career Opportunities

A Level Fine Art

Foundation Art and Design

Degree courses in Art and Design



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### Specification



*"I like using different media"*

- Macey Morgan

*"I like drawing and it's relaxing. I've improved my skills and I'm more focused in lessons"*

- Kieran Carter

*"Art is good to do especially if you want to do it as a career"*

- Amelia Vincent

## Overview

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

The focus of the specification is to introduce and nurture an enthusiasm for studying business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

The content is presented in six clear and distinct topic areas:

**Business activity / Influences on business / Business operations / Finance / Marketing / Human resources**

## Assessment

<b>Unit 1: Business World</b> 62.5% of qualification	<b>Written examination: 2 hours</b> 100 Marks
A mix of short answer and structured questions based on stimulus material covering all of the specification content.	
<b>Unit 2: Business Perceptions</b> 37.5% of qualification	<b>Written examination: 1 hour 30</b> 60 Marks
Data response questions covering all of the specification content	

## Progression and Career Opportunities

A knowledge of business can firstly lead to the Business A Level and offers a wide variety of career paths. Business can be useful in many different jobs including roles within accountancy, sales, marketing, human resources, manufacturing, customer services and even business management. It will also be useful if you are thinking about setting up your own business or being self-employed in the future.



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**Specification**

GCSE



***“If someone offers you an amazing opportunity and you’re not sure you can do it, say YES - then learn how to do it”***

***- Sir Richard Branson***

## Overview

This GCSE course provides opportunities for students to develop practical skills in food preparation, cooking and presentation. They will also develop their knowledge of nutrition and menu planning, special diets, healthy eating, safety and hygiene and designing dishes and recipes.

## Assessment

<i>WJEC GCSE Food and Nutrition</i>	
<p>Summary of assessment</p> <p><b>Unit 1:</b> Principles of food and nutrition Written examination: <b>1 hour 30 Minutes</b> <b>40% of Qualification</b></p>	<p>Learners should be given the opportunity to develop their knowledge and understanding of the six areas of content</p> <p>Areas of content:</p> <p><b>1 Food Commodities</b> <b>2 Principles of Nutrition</b> <b>3 Diet and Good Health</b> <b>4 The science of food</b> <b>5 Where Food comes from</b> <b>6 Cooking and food preparation</b></p>
<p><b>Unit 2:</b> Food and nutrition in action Non – examination assessment internally assessed, externally moderated. Assessment <b>1: 10 hours</b> Assessment <b>2: 15 hours</b> <b>60% of qualification</b></p>	<p><b>Assessment 1:</b></p> <p>The food investigation assessment: <b>20%</b> of the total marks available will be allocated to a scientific food investigation, which will assess the learner’s knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.</p> <p><b>Assessment 2:</b> The food Preparation assessment</p> <p><b>40%</b> of the total marks available will be allocated to a task which assesses the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu.</p>



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## Specification

GCSE



*“What I’ve enjoyed most is meeting people who have a real interest in food and sharing ideas with them. Good food is a global thing and I find that there is always something new and amazing to learn - I love it!”*

- Jamie Oliver

## Power Hour Sessions:

Lunch time – Monday to Thursday (Room **T07**)

After School – Wednesday 3-4pm (Room **T03 & 4**)

## Progression and Career Opportunities

This course gives learners a sound basis from which to proceed on to food or catering courses at BTEC or AS level.

Careers in the food Industry rang from being a chef to food design and manufacture, food retailing and teaching.

The hospitality and food industries are two of the biggest employers worldwide. People are becoming increasingly interested and often passionate about the food they eat. If not for a career, the course also provides a valuable opportunity to creatively select ingredients and to make a wide range of appetising dishes, whilst building a working knowledge of nutrition and healthy eating.



## Overview

Computing is of enormous importance to the economy and our young people need to develop skills that will enable them to pursue a career in Computer Science. Skills including - innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity all of which are developed through this course.

A course in Computer Science offers candidates a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests.

## Assessment

<i>Computer Science</i>	
<b>Unit 1</b> – Understanding Computer Science <b>45%</b> External Assessment	<b>Unit 1</b> - Pupils will prove their understanding of the theory content of the specification
<b>Unit 2</b> - Solving Problems Using Computers <b>30%</b> External Assessment	<b>Unit 2</b> - A set of on screen set tasks based on a real scenario.
<b>Unit 3</b> - Developing Computing Solutions <b>25%</b> Controlled Assessment	<b>Unit 3</b> - Pupils will develop coursework using programming software following a task brief.  Pupils will use computational thinking to design, create and develop their own programming solution to a problem.

## Progression and Career Opportunities

**6<sup>th</sup> form** – Within Maesteg 6<sup>th</sup> form this can lead on to A Level Applied ICT, but will also support Physics and Maths .

**University** – Enables pupils to move on to a number of different Computing and ICT based qualifications.

**Career** – Pupils will develop skills that can be taken into the world of work straight from school. This GCSE course encourages pupils to become creators of games, apps and systems, rather than simply using programs designed by others.



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### Specification

WJEC GCSE in  
Computer Science



*"Computers themselves, and software yet to be developed, will revolutionize the way we learn."*

*Steven Jobs*

## Overview

The construction industry continues to experience labour shortages throughout the skills range, and potential new entrants to the industry need to be given every encouragement. BTEC Construction provides a specialist work related and motivating programmes of study. It address the key areas of knowledge, understanding and skills required for learners contemplating a career within the construction industry.

### Specification

BTEC Level 1/2

## Assessment

<i>Level 1/Level 2 First Award in construction and the built environment (eq:1GCSE)</i>	
Mandatory Core units	
Unit 1 : Construction Technology	One hr External Exam
Unit 2 : Construction and Design	Internal Course work
Unit 3 : Scientific and Mathematical Applications for Construction	Internal Course work
Optional specialist Units	
Unit 6 : Exploring Carpentry and Joinery Principles and Techniques	Internal Course work



## Progression and Career Opportunities

The Edexcel BTEC Level 1/Level 2 First Award in Construction and the Built Environment provides the skills, knowledge and understanding for level 2 learners to progress to:

- Other level 2 vocational qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in Construction and the Built Environment (NQF)
- related academic qualifications
- Employment within the construction industry.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

***“Construction is such a great subject. I have learned a huge variety of skills through doing both practical work and theory work behind the construction industry. It has really helped me to decide on a future career as an architect.”***

***Morgan Pitman Yr 11***

## Overview

D&T Product Design will allow you to identify and solve real problems by designing and making products. This course will develop all of your skills by allowing you to expand your imaginative, innovative thinking, creativity and independence.

The course will develop and improve your technical knowledge by learning designing and manufacturing skills in wood, metal and plastics. You will learn to design and make quality products using modern manufacturing techniques. Opportunities to use 2D Design and 3D CAD (ProDesktop) to carry out 3D modelling and Computer Aided Manufacture such as the laser cutting systems will be integral to this course. Use of a wide variety of modelling & materials is integral to this course.

It is a course focused around producing product models and concept ideas for modern consumer use using both 2D & 3D systems.

## Assessment

<i>WJEC GCSE Design and Technology Product Design</i>	
<b>Unit 1:</b> Design and Technology in the 21 <sup>st</sup> Century Written Paper (50%) Duration – 2 Hours	A mix of short answer structured and extended writing questions assessing candidates' knowledge and understanding of product design.
<b>Unit 2:</b> Duration Approx. 35hrs Design and Make TASK (50%)	A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates ability to: <ul style="list-style-type: none"> <li>Identify, investigate, analyse and outline design possibilities</li> <li>Design and make prototypes and evaluate their fitness for purpose.</li> </ul>

## Progression and Career Opportunities

Completion of GCSE Product Design can lead to supporting applications for craft based apprenticeships in the public and private sector. It can also lead to further study at A-level Product Design and then university courses graphic and product design and engineering.

Design and technology can lead to possible careers to include: consumer product design, marketing, industrial design consultancy, Project planning, technical sales, furniture design, CAD/CAM, buying interior/ exhibition design, advertising and display design.



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## Specification



*“Design and technology should be the subject where mathematical brainboxes and science whizzkids turn their bright ideas into useful products.”*

*- James Dyson*

*“Design is not just what it looks like and feels like. Design is how it works.”*

*- Steve Jobs*

## Power Hour Sessions:

Lunch time – Monday to Thursday (Room T07)  
 After School – Wednesday 3-4pm (Room T07)

## Overview

This GCSE course allows pupils to explore and gain understanding from a broad range of Drama styles and techniques.

They will have the opportunity to undertake different characters throughout the course and explore roles from both improvised and scripted stimuli. There is also an option to study the technical elements of drama and look at lighting, sound or set design.

Practical performance is supported by theoretical knowledge.

Theoretical areas include; exploration and development of practical work and self and peer evaluation of practical work. Exploration of the characters and technical aspects of the scripted play: 'Romeo and Juliet' in preparation for the written exam.

## Assessment

<i>Drama Full Course</i>	
<b>Unit 1 – Devised Practical Performance (40%)</b>	30 hours of development-creating a 15-20 minute final devised performance from a stimulus. Also included is a creative log book where you write about how you developed your ideas as well as an evaluation.
<b>Unit 2 – Performance from a Text (20%)</b>	Perform a 10-15 minute performance from a published script. You will be expected to learn the lines and develop and research your character.
<b>Unit 3 –Written Examination (40%)</b>	1 ½ hour written exam focusing on your exploration and understanding of the play text 'Romeo and Juliet. You will write about how you would direct and present the technical aspects of a specific scene and how you would play a role from that specific scene. You will also analyse and evaluate a given aspect of one piece of live theatre.

## Progression and Career Opportunities

BTEC Level Three Subsidiary Diploma in Performing Arts-Acting / A level Drama and Theatre Studies

Degree in a range of: Theatre and Acting courses, Education, Drama therapy, Applied Drama, Expressive arts, Media.

Career in: Drama and Theatre, Acting, Education, Sales, Media, Management



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## Specification



***"Drama is life with the dull parts left out."***

***-Alfred Hitchcock***

***"Drama helped me find my voice"***

***-Rhys Watkins***

***"Drama allowed me to build my confidence"***

***-Emily Thomas***

## Overview

What is 'Engineering'? Is it using materials and processes to manufacture a single item? Is it applying new technologies to the mass production of well-known products? Or is it implementing methods to reduce waste and improve the sustainability of energy sources? Engineering is all of these things and many more. It affects all aspects of our lives, from the daily use of time-saving appliances to performance materials applied in ways we may never have imagined. Engineering and Products are all around us, everything we use, has to be engineered.

## Assessment

<i>Edexcel BTEC Level 1/Level 2 First Award in Engineering</i>	
Mandatory Core units	1 hr External Exam – PC based
<b>Unit 1</b> : The Engineered World	Internal Course work (Externally Moderated)
<b>Unit 2</b> : Investigating an Engineering Product	
Optional specialist Units	Internal Course work (Externally Moderated)
<b>Unit 3</b> : Health and Safety in Engineering	Internal Coursework
<b>Unit 4</b> : Maintenance	

## Progression and Career Opportunities

BTEC Engineering level 2 leads into level 3 engineering and also AS & A level courses, then onto Engineering based courses at university. Engineering graduates have diverse career destinations and the subject has one of the highest rates of graduate employability. This is on no small part down to the flexibility of Engineering and the very wide range of skills it helps you to develop that are particularly attractive to universities and employers alike.

The Level 1/Level 2 First Award in Engineering also provides the starting point of a route to employment at a junior level in a range of engineering posts. You can expect to work in a range of settings, for example in the manufacturing, automotive, electrical and mechanical sectors. Learners can also choose to spend further periods studying in order to equip themselves with higher levels of knowledge and understanding.

### Specification

BTEC Level 1/2



*"I don't think I'll ever stop questioning, dismantling things and looking for ways to improve technology through engineering design."*

- James Dyson

### Power Hour Sessions:

Lunch time – Monday to Thursday (Room T06)

After School – Wednesday 3-4pm (Room T06)

## Overview

French and Spanish allow us to communicate with not only countries in Europe but across the world. Our focus in lessons is:

- developing listening, speaking, reading & writing skills
- developing an understanding of French/Spanish grammar and to be able to produce complex sentences
- To develop an understanding of French and French/Spanish speaking countries and their culture
- To enjoy speaking French/Spanish, to be confident to speak French/Spanish



Specification

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## Assessment

GCSE French & Spanish	
<p><b>Unit 1 Speaking</b> Oral Test: 7-9 minutes (Foundation tier) 10-12 minutes (Higher tier) 20% of qualification</p> <p style="text-align: right;"><b>45 marks</b></p>	<p>Three tasks: Role play Photo Card Discussion Conversation – Part 1 and Part 2 <b>Learners are not permitted to use dictionaries in any part of the assessment</b></p>
<p><b>Unit 2 Listening</b> Written examination : 35 minutes (Foundation tier) 45 minutes (Higher tier) 25% of qualification</p> <p style="text-align: right;"><b>45 marks</b></p>	<p>Listening comprehension tasks with non verbal and written responses <b>Learners are not permitted to use dictionaries in any part of the assessment</b></p>
<p><b>Unit 3 Reading</b> Written examination: 1 hour (Foundation tier) 1 hour 15 minutes (Higher tier) 25% of qualification</p> <p style="text-align: right;"><b>45marks</b></p>	<p>Reading tasks with non-verbal and written responses, including one translation task from French into English / Welsh <b>Learners are not permitted to use dictionaries in any part of the assessment</b></p>
<p><b>Unit 4 Writing</b> Written Examination : 1 hour 15 minutes (Foundation tier) 1 hour 30 minutes (Higher tier) 25% of qualification</p> <p style="text-align: right;"><b>60 marks</b></p>	<p>Writing tasks including one translation task from English/Welsh into French/Spanish <b>Learners are not permitted to use dictionaries in any part of the assessment</b></p>

Learn FRENCH!

**"73% of business across the UK state that they need employees that can communicate in a foreign language."**

- CBI

## Progression and Career Opportunities

GCSE French/Spanish leads to AS/A2 French/Spanish, which can lead to a Single Honours in French/Spanish or a Double/Combined Honours Award with another subject.

You will expect to earn 20% more if you hold a qualification in MFL. You could find employment in accounting, IT and Telecommunications, Travel, Logistics, Events Organisation, Engineering, Creative Design and Media, Marketing and PR, Law, Logistics and Transportation not to mention Translation and Interpretation and Teaching.

# RELIGIOUS STUDIES

## Overview

Is war ever justified? When does life begin? Should the death penalty be allowed? Is it your fault if you commit a crime or was it predestined? These are just some of the issues we will be addressing when studying GCSE RE. RE looks at issues faced by people living in the world today and how certain aspects of religion relate to these. In these lessons we will have the opportunity to consider our views on certain ethical and philosophical issues whilst reflecting and making comparison to the Christian, Jewish, Atheist and Humanist approaches to them. You will also focus on the beliefs and practices of two religions and how these impact their lives.

## Assessment

<i>WJEC Religious Studies</i>	
<b>Unit 1 Religion and Philosophical Themes</b> <ul style="list-style-type: none"><li>- Christianity</li><li>- Judaism</li><li>- Issues of Life and Death</li><li>- Good and Evil</li></ul>	<b>2 X 2 hour written exam (100%)</b>
<b>Unit 2 Religion and Ethical Themes</b> <ul style="list-style-type: none"><li>- Christianity</li><li>- Judaism</li><li>- Relationships</li><li>- Human Rights</li></ul>	



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### Specification

GCSE

## Progression and Career Opportunities

Religious Studies is a vibrant, relevant and interesting subject that is open to everyone, whether of a religious persuasion or not. You will develop skills in research, gathering and collating information, evaluating opinions and arguments and in presenting information clearly in both oral and written form. A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you progress to an AS or A level in Religious Studies, Philosophy and Ethics. Furthermore as you enter the world of work, you will be expected to work alongside people with different beliefs than your own. Religious Studies will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

*“Science investigates; religion interprets. Science gives man knowledge, which is power; religion gives man wisdom, which is control. Science deals mainly with facts; religion deals mainly with values. The two are not rivals.”*

*- Martin Luther King Jr*

## Overview

Geography helps people to make sense of their immediate surroundings and the wider world, particularly the environment. We focus on developing and improving students' knowledge and understanding in several key areas:

- To develop geographical knowledge and skills
- To develop a sense of identity through learning about the UK and its relationship with other countries in the world
- To appreciate and be concerned about environmental issues facing our planet

## Assessment

<i>WJEC Geography GCE</i>	
<p><b>Unit 1:</b> Changing Physical and Human Landscapes Written examination: 1 hour 30 minutes <b>40%</b> of qualification <b>83 marks</b></p> <p><b>Unit 2:</b> Environmental and Development Issues Written examination: 1 hour 30 minutes <b>40%</b> of qualification <b>83 marks</b></p> <p><b>Unit 3:</b> Fieldwork Enquiry Non-examination assessment: 2 hours 30 minutes <b>20%</b> of qualification <b>44 marks</b></p>	<p><b>1 x 1 hour 45 mins and 1 x 1 hour 15 mins examinations (75%),</b></p> <p>Consisting of short answer and mini-essay style questions based on the physical and human geography topics</p> <p><b>Controlled Assessment (25%),</b></p> <p>Consisting of two pieces of investigative work based on the write-up of a day's fieldwork in the local area.</p>

## Progression and Career Opportunities

GCSE Geography leads into AS/A2 courses or even geography based courses at university. Geography graduates have diverse career destinations and the subject has one of the highest rates of graduate employability. This is on no small part down to the flexibility of Geography and the very wide range of skills it helps you to develop that are particularly attractive to universities and employers alike.

Not all Geography students become Geography teachers or weather presenters on the television! Potential careers related to Geography include cartography (map maker), meteorology (weather forecaster), hydrology and flood management, environmental health, conservation, leisure and tourism, urban planning, aid worker, mining, navigation, surveying, transport services, data analysis, civil service, and of course teaching!



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**Specification**

AS/A2 Geography

*"Geography is one of those richly comprehensive subjects whose relevance is all around us. More than ever, we need the geographer's skills and foresight to help us learn about our planet. How we use it. How we abuse it."*

**- Michael Palin**



# Overview

# HEALTH AND SOCIAL CARE

This course actively engages students in the processes of Health and Social Care to help them develop as effective and independent learners. It encourages students to understand aspects of Health, Social Care and Early-years sectors through investigation and evaluation. It also looks at some of the issues, which affect the nature and quality of human life including an appreciation of diversity, and cultural issues.

## Assessment

<i>WJEC GCSE Health &amp; Social Care Full Course</i>	
<b>Year 10 Unit 1</b> <b>Human Growth and Development.</b> Exam (40% 1 ¼ hours) We study the theoretical knowledge and skills required to sit the Unit 2 exam through group work, presentations and case studies. <ul style="list-style-type: none"><li>✓ Human growth and development;</li><li>✓ The factors affecting growth and development;</li><li>✓ The development of self-concept;</li><li>✓ Life changes and sources of support.</li></ul>	<b>Year 11 Unit 2</b> <b>Health, Social Care and Children's Services</b> (Coursework (60%)) <ul style="list-style-type: none"><li>✓ We use class visits and guest speakers from our community to investigate 'adolescent services' available in the local area. This forms the basis of the portfolio based research coursework.</li><li>✓ Care needs of individuals;</li><li>✓ Types of care services;</li><li>✓ The ways of obtaining care services and the barriers to access;</li><li>✓ The main work roles and skills of people who provide health, social care and children's services;</li><li>✓ The principles of care.</li></ul>

## Progression and Career Opportunities

- WJEC A Level Health and Social Care
- BTEC Extended Diploma Health and Social Care
- Degree in Childcare and health and Social Care
- Nursing all disciplines



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BTEC



*"Each one of us can make a difference.*

*Together we can make change."*

*- Barbara Mikulski*

## Overview

- History helps people to make sense of the world they live in and how past events have shaped this. We focus on developing and improving students' knowledge, understanding and skills in several key areas:
- To develop historical knowledge and skills through explanation, analysis and evaluation
- To develop an understanding of the impact of historical events and personalities on other countries in the world



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## Assessment

<i>WJEC History</i>	
<b>Unit 1 – Depression War and Recovery in Britain 1930-1951</b>	<b>2 x 1 hour and 1 x 1 hour 15 mins examinations (80%),</b>  Consisting of short answer and mini-essay style questions based on the topics  <b>Controlled Assessment (20%),</b> Consisting of two pieces of investigative work based on interpretations of history and source analysis
<b>Unit 2 – Germany in Transition 1919-39</b>	
<b>Unit 3 – Changes in health and Medicine 1340 – 2017</b>	
<b>Unit 4 – Working as an historian</b>	



## Progression and Career Opportunities

GCSE History leads into AS/A2 courses or even history based courses at university. History graduates have diverse career destinations and the subject has one of the highest rates of graduate employability. This due to the flexibility of History and the very wide range of skills it helps you to develop that are particularly attractive to universities and employers alike.

Not all History students become History teachers! Potential careers related to History include journalist, the police force, marketing and finance, accountancy, museum curator, administrator and television presenters.

***“Those who do not remember the past are condemned to repeat it.”***

***- George Santayana***

# Overview

A course in Information and Communication Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.



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Specification

GCSE

## Assessment

<i>WJEC GCSE Information Communication Technology</i>	
<p><b>Unit 1 – Understanding ICT</b></p> <p><b>1.5 hours</b></p> <ul style="list-style-type: none"> <li>• 20% of GCSE</li> <li>• 40% of Short Course GCSE</li> </ul> <p>Exam based on the functional elements of ICT in the home and school context</p> <p><b>Unit 3 – ICT in Organisations</b></p> <p><b>1.5 hours</b></p> <ul style="list-style-type: none"> <li>• 20% of GCSE</li> <li>• 40% of Short Course GCSE</li> <li>• Exam that assesses the 'application' content of ICT in businesses and industry context.</li> </ul>	<p><b>Unit 2 – Solving Problems with ICT</b></p> <p><b>22.5 hours</b></p> <ul style="list-style-type: none"> <li>• 30% of GCSE</li> <li>• 60% of Short Course GCSE</li> <li>• Controlled assessment based on using, developing and communicating information</li> </ul> <p><b>Unit 4 – Developing Multimedia Solutions</b></p> <p><b>22.5 hours</b></p> <ul style="list-style-type: none"> <li>• 30% of GCSE</li> <li>• 60% of Short Course GCSE</li> </ul> <p>Controlled assessment based on developing multimedia for a brief.</p>



***“ICT is not only the future of our children’s education it is the present; we need to make the investment in ICT now!”***

- Walter Lockhart

## Progression and Career Opportunities

- Supports a number of different qualifications throughout GCSE and A-Level.
- Every pupil has the opportunity to achieve any grade.
- GCSE ICT can be applied into a variety of career pathways.

## Overview

- The purpose of a media studies is to look at the way media (including print, film, and television) affect society as a whole. It answers questions about how media influence the way people act in their personal lives and in business.
- Learning about the media involves both exploring and making media products.
- Media Studies enables learners to develop a range of skills in analysing and producing media products, including analysis, critical thinking, decision-making, evaluation and practical media production skills.



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Specification

GCSE



## Assessment

GCSE Media Studies	
<p><b>Unit 1 - Exploring the Media</b></p> <ul style="list-style-type: none"> <li>• Unit A – Music This topic will involve an exploration of magazines, music videos and radio programmes</li> <li>• Section B – Advertising, Video games and news papers</li> </ul>	<p>Written examination: 1 hour 30 minutes  <b>30% of qualification</b>  <b>60 marks</b></p>
<p><b>Unit 2 - Understanding Television and Film</b></p> <ul style="list-style-type: none"> <li>• Unit 2 involves the in-depth study of two contrasting audio-visual media forms: British television and Hollywood film.</li> </ul>	<p>Written examination: 1 hour 30 minutes  <b>30% of qualification</b>  <b>60 marks</b></p>
<p><b>Unit 3 - Creating Media</b></p> <ul style="list-style-type: none"> <li>• This unit builds on previous learning by requiring learners to develop and apply their knowledge and understanding of the media through practical production</li> </ul>	<p>Non-exam assessment: Pupils create a form of media  <b>40% of qualification</b>  <b>80 marks</b></p>

*“Media study does not replace text. It broadens and deepens our understanding of texts.”*

- Phillip M. Anderson

## Progression and Career Opportunities

The skills you learn in a media studies degree program can translate into a variety of careers. If critical thinking and writing interest you, you could become a film or television critic and write media reviews for a newspaper or magazine. Film critics also report their reviews on television and radio broadcasts.

## Overview

### This course will:

- Encourage students to be inspired, moved and changed by following a broad, course of study.
- Develop broader life skills and attributes, including critical and creative thinking, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.
- Enable students to engage actively in the study of music.
- Develop musical skills and interests, including the ability to make music individually and in groups.
- Enable students to understand and appreciate a range of different kinds of music.

### Assessment

<i>30% is an examination</i>	<i>70% is coursework</i>
<p><b>Listening and Appraising 30%</b></p> <p>A 1-hour written paper with questions based on musical extracts from the following areas:</p> <p>Area of study 1: Musical Forms and Devices            Area of study 2: Music for Ensemble            Area of study 3: Film Music            Area of study 4: Popular Music</p> <p>Two of the eight questions are based on prepared extracts <b>set by WJEC</b>.</p> <p>Music by Welsh composers and performers is incorporated within the specified areas of study.</p>	<p><b>Performing Music 35%</b></p> <p>One solo performance</p> <p>One ensemble performance</p> <p>Both are recorded, internally assessed and externally moderated</p> <p>4-6 minutes in length</p> <p><b>One</b> of the pieces performed must link to an area of study of the learner's choice.</p> <p><b>Composing Music 35%</b></p> <p>2 contrasting compositions</p> <p>Internally assessed and externally moderated</p> <p>One free choice and one from a choice of briefs</p>



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### Specification

GCSE



***“One good thing about music, when it hits you, you feel no pain.”***

***- Bob Marley***

***“Music is a higher revelation than all wisdom and philosophy.”***

***- Ludwig van Beethoven***

### Progression and Career Opportunities

This course teaches life- long skills such as teamwork, multi- tasking, memory skills, physical awareness, perseverance. Employers always look for pupils with these skills. It also builds social and interpersonal awareness.

Following this course you are able to study A Level music as it gives a good foundation for A Level requirements. Following on from A Level you could study for a Music degree gives you a broad base of skills, general and specific.

# BTEC LEVEL 2 EXTENDED CERTIFICATE IN MUSIC FOR PRACTICAL PERFORMANCE

## Overview

*This specification will:*

- Give learners a broad knowledge of employment opportunities in the music industry and jobs undertaken by those who work in it.
- Enable learners to explore a range of career opportunities with a view to their professional development within the music industry
- Enable students to engage actively in the study of music.
- Develop musical skills and interests, including the ability to make music individually and in groups.
- Enable students to understand and appreciate a range of different kinds of music.

**BTEC**



## Assessment

*All Units Are Internally Assessed*

<p><b>Mandatory/Core Units</b></p> <ol style="list-style-type: none"> <li>1. Working in the Music Industry</li> <li>2. Professional Development in the Music Industry</li> </ol> <p><b>Optional Units –</b></p> <p><b>Two need to be chosen and completed</b></p> <ol style="list-style-type: none"> <li>3. Planning and Creating a Music Product</li> <li>4. Solo Musical performance</li> <li>5. Exploring Musical Composition</li> <li>6. Working as a Musical Ensemble</li> <li>7. Exploring Computer Systems used by Musicians</li> </ol>	<ol style="list-style-type: none"> <li>8. DJ Technology and performance</li> <li>9. Producing a Music recording</li> <li>10. Developing as a Musical performer</li> <li>11. Rehearsal Techniques for Musicians</li> <li>12. The Development of Music</li> <li>13. Exploring Musical Improvisation</li> <li>14. The Musical World</li> <li>15. Developing Music Theory</li> <li>16. Investigating an Area of Music</li> </ol>
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***“Music is a language that doesn’t speak in particular words. It speaks emotions, and if it’s in the bones, it’s in the bones.”***

**- Keith Richards**

***“Music is the strongest form of magic.”***

**- Marilyn Manson**

## Progression and Career Opportunities

This qualification will give learners the skills and knowledge recognised as important by society and employers while learning in a volunteering context. It will support their development and preparation for progression into employment, either directly or after further education.

Having completed the Pearson BTEC Extended Certificate in Music for Practical Performance, learners may wish to complete additional units in order to achieve the BTEC Diploma. Alternatively, learners may wish to progress to a Level 3 course such as BTEC National in either Music or Music Technology.

## Overview

The GCSE PE course allows pupils to learn about a broad range of topics associated with sport and physical activity. They will learn about fitness training, how to write a training programme to improve a sports persons performance. They will have the opportunity to discuss contemporary issues such as drugs in sport, media and sport and barriers to participation for certain groups in society. Pupils will also learn about the body and how it works as well as discover how important the mind is when performing at the top level. 50% of the marks are gained through the performance of three different sports. 50% of the marks are awarded for a written exam



## Assessment

GCSE Physical Education Full Course	
Written Paper 50%	<p>1 x 2 hour examination paper</p> <p>Section A</p> <p>Short answers and extended writing questions based on video clips to test knowledge on fitness.</p> <p>Section B</p> <p>Short answers and extended writing based on understanding of physical, physiological and technical/tactical factors that have an influence on performance, health and wellbeing.</p>
Controlled Practical Assessment 50%	<p>Pupils will be assessed performing three different sports activities practically. One sporting activity must be a team activity and one activity must be an individual activity.</p> <p>One activity is a major activity which will have a personal fitness programme linked to the activity</p>

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***“Learning through portfolios allows me to keep a track of my Performance.”***

## Progression and Career Opportunities

- BTEC Level 3 Sport (year 12 & 13)
- Governing body and coaching awards.
- Degree in sports science, sports coaching, sports education, journalism, nutrition and strength & conditioning.
- Careers in sports development, leisure and recreation, sports centre and teaching.

## Overview

Photography will help pupils to express their ideas and creativity through a wide range of Photographic techniques, which focuses on their strengths. Pupils will have an understanding of how to develop their work in different ways, using Photographers for inspiration to create a unique and personal outcome.

Pupils will have the opportunity to work with Digital Photography, Photoshop and Darkroom, to create their portfolio of work. They will work in a sketchbook and be encouraged to work on a variety of scales.

## Assessment

<i>GCSE Photography</i>	
CP1 (Candidate Portfolio) (60%)	Candidate Portfolio is made up of 2 units of work. The work will clearly show understanding of the 4 assessment objectives.
EST2 (Externally set task) (40%)	Externally set task is set by the exam board. This will include research and preparation plus 10 hours to complete a final outcome

## Progression and Career Opportunities

A Level Photography

Foundation Art and Design

Degree courses in Photography and Media



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3656QS



***"Photography is fun."***

***- Lewis Richards***

***"You can express your ideas in a different way."***

***- Caitlin Williams***

***"I enjoy capturing different moments with my camera."***

***- Alysha Alleyne***



## Overview

Textiles will help pupils to express their ideas and creativity through a wide range of techniques, which focuses on their strengths. Pupils will have an understanding of how to develop their work in different ways, using textile artists and designers for inspiration to create a unique and personal outcome.

Pupils will have the opportunity to work with pencil, paint, sewing machines, printmaking, batik, layering, mixed media and felting to create their portfolio of work. They will work in a sketchbook and be encouraged to create work unique to them.

## Assessment

<i>Textile Design</i>	
Unit 1 (Candidate Portfolio)	60% Internally set and developed from personal and or given starting points
Unit 2 (Externally set assignment)	40% Externally set focused task of 10 hours

## Progression and Career Opportunities

Progression to AS and A2 level.

Allows individuals to develop their imagination and creative flair and produce unique outcomes supported by colourful and interesting portfolios.

Foundation Course in Art and Design.

A degree in Contemporary Textiles, Surface Patterns, Fashion Design.



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*"Design can be art. Design can be aesthetics. Design is so simple, that's why it's so complicated."*

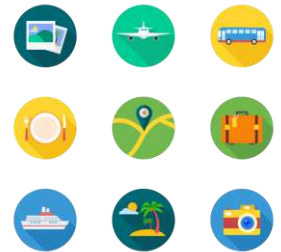
*-Paul Rand.*

## Overview

- The Level 2 Certificate in Tourism provides a learning experience for 14 to 16 year olds that are interested in tourism and travel. It is an applied learning approach. Students will acquire and apply knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work
- The Certificate is equivalent to 2 GCSE's



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## Assessment

WJEC Level 1/2 Award in Tourism	
<p><b>Students complete 7 units</b></p> <ol style="list-style-type: none"> <li>1. Customer Experience</li> <li>2. The Business of Tourism</li> <li>3. Developing UK Tourist destinations</li> <li>4. European Tourism Destinations</li> <li>5. Events Tourism</li> <li>6. Promotional Activities for Tourism Organisations</li> <li>7. Sustainable Tourism</li> </ol>	<p><b>Coursework (internal assessment) for Units:</b></p> <ul style="list-style-type: none"> <li>• 1, 3, 5, 6, 7</li> </ul> <p>Unit 2 is a 75 minute examination of three questions</p> <p>Unit 4 is a three hour (total) internal assessment which can be carried out over three weeks</p>

***Tourism is the biggest industry in the world.***

## Progression and Career Opportunities

Tourism leads into AS/A2 courses or even geography based courses at university. Tourism students have diverse career destinations and the subject has one of the highest rates of employability. This is on no small part down to the flexibility of the Tourism and the wide range of skills it helps you to develop that are particularly attractive to universities and employers alike. Additionally, the real life work skills that are acquired make this course an extremely valuable one to employers in many different sectors.

The Tourism course is ideal for students who want to become involved in the tourism industry as holiday reps, travel agents, events management and promotional staff. It also has significant value in terms of marketing and business. What are you waiting for? The world is your oyster!

## Overview

Biology is the scientific study of life: as such it covers the investigation of living organisms and life processes from cells and individual organisms to populations and whole communities of animals and plants.

At GCSE Biology we will focus on three main areas:

- Developing knowledge and understanding of Biology
- Understanding how Biological knowledge impacts on society
- Developing skills and the ability to evaluate scientific information

## Assessment

<i>WJEC GCSE in Biology Modular</i>	
<p>Biology Unit 1</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Organ systems</li> <li>• Ecosystems</li> </ul>	<p><b>2 x 1 hour 45 minutes examinations.</b></p> <p>Each examination consists of a mix of short answer, structured, extended writing and data response questions. Some of these questions will be set in a practical context.</p>
<p>Biology Unit 2</p> <ul style="list-style-type: none"> <li>• Variation,</li> <li>• Homeostasis</li> <li>• Micro-organisms</li> </ul>	<p>Each examination is worth <b>45%</b> of the final grade.</p>
<p>Biology Unit 3</p> <ul style="list-style-type: none"> <li>• Biology Practical Assessment</li> </ul>	<p><b>Practical Assessment</b></p> <p>Students will need to obtain results from a given experimental method and analyse and evaluate the data obtained.</p> <p>The practical assessment is worth <b>10%</b> of the final grade.</p>

## Progression and Career Opportunities

GCSE Biology leads into AS/A2 Biology, which leads into Biology based courses at university. Potential careers related to Biology include Medicine, Veterinary Science, Physiotherapy, Genetic Engineering, Biotechnology, Pharmacy, Pharmacology and many, many more...



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**Specification**

GCSE Biology



***“Biology is now bigger than physics, as measured by the size of budgets, by the size of the workforce, or by the output of major discoveries; and biology is likely to remain the biggest part of science through the twenty-first century.”***

*-Freeman Dyson*

***“GCSE Biology offers a wide range of interesting topics and is very enjoyable.”***

*-Olivia Thomas*

## Overview

Chemistry is the study of matter (or 'stuff') and the changes it can undergo. It is about understanding the basic properties of matter and learning how to predict and explain how they change when they react to form new substances.

The GCSE Chemistry course provides students with opportunities to carry out their own scientific investigations and to evaluate scientific information. Students also look at how scientific knowledge and expertise provides benefits for society, but can also pose moral and ethical problems. They also develop their skills in communication, mathematics and the use of technology in scientific contexts.

## Assessment

<i>WJEC GCSE Chemistry</i>	
<b>Unit 1</b> <ul style="list-style-type: none"> <li>Chemical substances, Reactions and Essential Resources.</li> </ul>	<b>2 x 1 hour 45 minutes externally assessed written examinations - 45% of qualification individually, 90% total.</b>  A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.  <b>Practical Assessment - 10%, externally assessed.</b> <ul style="list-style-type: none"> <li>Obtain results from a given experimental method. <b>(60 minutes)</b></li> <li>Analyse and evaluate the data obtained. <b>(60 minutes)</b></li> </ul>
<b>Unit 2</b> <ul style="list-style-type: none"> <li>Chemical bonding, Application of Chemical Reactions and Organic Chemistry.</li> </ul>	
<b>Unit 3</b> Practical Assessment	



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### Specification

GCSE Chemistry



***"Every aspect of the world today – even politics and international relations is affected by chemistry."***

*-Linus Pauling*

## Progression and Career Opportunities

AS/A2 Chemistry, Physics and Biology in Maesteg School.

The study of Chemistry, Medicine, Biochemistry, Molecular Biology, Chemical Engineering, Forensic Science, Environmental Science, Analytical Science, etc. It also provides a satisfying course of study for those who do not wish to study the subject further.

# Overview

# PHYSICS

Triple Science - Physics enables students to develop their appreciation of the knowledge and understanding of the world as established by the scientific community. The subject explores a wider range of scientific concepts and provides a more detailed knowledge and understanding, by helping students develop and improve skills in several key areas:

- Evaluating scientific information.
- Undertaking scientific measurements and investigations.
- Developing scientific language, mathematical and communication skills.

## Assessment

<i>WJEC GCSE Physics</i>	
<b>Unit 1</b> <ul style="list-style-type: none"><li>• Electricity, Energy and Waves.</li></ul>	<b>2 x 1 hour, 45 minutes externally assessed written examinations - 45% of qualification individually, 90% total.</b>  A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.  <b>Practical Assessment - 10%, externally assessed.</b> <ul style="list-style-type: none"><li>• Obtain results from a given experimental method. (60 minutes.)</li><li>• Analyse and evaluate the data obtained. (60 minutes.)</li></ul>
<b>Unit 2</b> <ul style="list-style-type: none"><li>• Forces, Space and Radioactivity.</li></ul>	
<b>Unit 3</b> <ul style="list-style-type: none"><li>• Practical Assessment</li></ul>	

## Progression and Career Opportunities

Triple Science - Physics leads into AS/A2 courses like Physics and Maths, and Science and Engineering courses at university. Science and Engineering graduates have diverse career opportunities and the subject has one of the highest rates of graduate employability. Studying Science will provide you with a wide variety of transferable skills particularly attractive to universities and employers alike.

Not all Physics students end up working in laboratories! Potential careers related to Physics include electrical, civil, materials, aeronautical and mechanical engineering, meteorology (weather forecasting), Formula 1, computer programming, medicine, optometry, pharmacology, telecommunications, teaching, environmental health, conservation, mining, navigation, surveying, architect drawing, data analysis, civil service, and marine science to name but a few.



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## Specification

GCSE



*"Space is big. You just won't believe how vastly, hugely, mind-bogglingly big it is. I mean, you may think it's a long way down the road to the chemist's, but that's peanuts to space."*

*- Douglas Adams*

