

GCSE OPTIONS



2023



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WELCOME TO YOUR FUTURE!

OVERVIEW:

Choosing the subjects you want to follow in Year 9, 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 three 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 GCSE CURRICULUM

| CORE CURRICULUM | OPTIONS CURRICULUM |
|---|--|
| <ul style="list-style-type: none"> • English Language (G.C.S.E.) PG.A • English Literature (G.C.S.E.) PG.B • Maths (G.C.S.E.) PG.C • Maths – Numeracy (G.C.S.E.) PG.D • RE Equality & Diversity PG.E • Single Science (G.C.S.E.) PG.F • Welsh Baccalaureate (National) PG.G • Welsh (G.C.S.E.) PG.H <p>As well as:</p> <ul style="list-style-type: none"> • Core Games • Health & Wellbeing • P.S.E./SWEET | <ul style="list-style-type: none"> • Art & Design (G.C.S.E.) PG.1 • Business Studies (G.C.S.E.) PG.2 • Food & Nutrition (G.C.S.E.) PG.3 • Computer Science (G.C.S.E.) PG.4 • Construction (BTEC) PG.5 • 3D Product Design (G.C.S.E.) PG.6 • Drama (G.C.S.E.) PG.7 • Engineering (BTEC) PG.8 • French (G.C.S.E.) PG.9 • Spanish (G.C.S.E.) PG.9 (for pupils who have studied the language in year 9) • Religious Studies (G.C.S.E.) PG.10 • Geography (G.C.S.E.) PG.11 • Health & Social Care (BTEC) PG.12 • History (G.C.S.E.) PG.13 • Digital Technology (G.C.S.E.) PG.14 • Media Studies (G.C.S.E.) PG.15 • Music (G.C.S.E.) PG.16 • P.E. (GCSE) PG.17 • Photography (G.C.S.E.) PG.18 • Textiles (G.C.S.E.) PG.19 • Tourism (BTEC) PG.20 • Biology PG. 21 • Chemistry PG.22 • Physics PG.23 • Creative Media (PEARSON) PG.24 • Business Enterprise (BTEC) PG.25 • Leadership Through Sport (BTEC) PG.26 • Sociology (G.C.S.E.) PG.27 • Public Services (BTEC) PG.28 <ul style="list-style-type: none"> • Prince’s Trust PG.29 |

GUIDANCE:

CHOOSING YOUR OPTIONS.

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. You will be assigned a Mentor from the senior leadership team who will meet with you to offer help and support.
3. You will also have received a careers booklet that will help you but if you need more advice please contact natalie.baker@careerswales.gov.uk who again will be able to offer you advice.
4. There are lots of places where you can get impartial advice and guidance for your choices on the internet such as the 'Careers Wales Website' which is a really good start. You should also have been looking at potential careers in your WBQ lessons over the past couple of weeks.
5. Take it seriously. This is an important choice and worth spending the time thinking about.
6. If you are not sure which teacher to contact, although initially it is a good idea to contact your own teachers, then get in touch with the Head of Faculty for each subject and they will ensure a suitable teacher gets back to you for a chat. Their email addresses and the subjects they oversee can be found on the next page.

GUIDANCE:

CONTACT INFO.

| | | |
|-------------------------|---|--|
| ENGLISH | KELLIE TURNER KTURNER@MAESTEGSCHOOL.CO.UK | MEDIA STUDIES |
| SCIENCE | KIRSTY WADDEN KLWADDEN@MAESTEGSCHOOL.CO.UK | BIOLOGY PHYSICS CHEMISTRY |
| HUMANITIES | STUART HOGG SWHOGG@MAESTEGSCHOOL.CO.UK | RELIGIOUS STUDIES HISTORY GEOGRAPHY SOCIOLOGY TOURISM |
| FRENCH + SPANISH | ANNA GOODE AGOODE@MAESTEGSCHOOL.CO.UK | FRENCH SPANISH |
| PE | JENNIE HEATH JHEATH@MAESTEGSCHOOL.CO.UK | PE LEADERSHIP... HEALTH + SOCIAL |
| ART | DANIELLE FLEMING DFLEMING@MAESTEGSCHOOL.CO.UK | ART MUSIC TEXTILES PHOTOGRAPHY DRAMA |
| TECHNOLOGY | WILL JONES WEJONES@MAESTEGSCHOOL.CO.UK | CONSTRUCTION 3D PRODUCT DESIGN ENGINEERING FOOD AND N... |
| BUSINESS + ICT | SHARON CLARKE SCLARKE@MAESTEGSCHOOL.CO.UK | WELSH BAC... ICT BUSINESS... RETAIL COMPUTER SCI... MEDIA |

GUIDANCE:

CHOICE DEADLINES.

1. You will be expected to make your choices following your discussions with subject teachers and your interview with a mentor.
2. Please be advised that if numbers for a certain subject are low it might not be able to run and in this situation your mentor will call you and discuss an alternative subject with you. As always, we will endeavour to run the majority of subjects on offer.

Science Explained:

- You will be required, as a minimum, to choose 2 out of the 3 Sciences to study in years 10 and 11. You will choose 2 from Biology, Chemistry and Physics and will need to communicate this on your option form.
- If you wish to study Triple Science, Biology, Chemistry and Physics you will need to opt for triple in option column 1.
- A small number of pupils will study single science and these pupils will be contacted directly.

FURTHER INFORMATION:

CORE CURRICULUM.

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.)

COURSE INFORMATION



2023



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

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 nonfiction.
- Speaking and listening in a range of contexts, to communicate points of view.

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| <p>Unit 1 Oracy (20%)</p> <p>Unit 2 External Assessment Description, Narration & Exposition (40%)</p> <p>Unit 3 External Assessment Argumentation, Persuasion and Instructional (40%)</p> | <p>2 x 2 hour examinations.</p> <p>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.</p> <p>1 Controlled Assessment: Speaking and Listening</p> |
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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.

“Whenever you read a good book, somewhere in the world a door opens to allow more light in.” – Vera Nazarian

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.

Unit 1 External Assessment. Different Cultures and Poetry (35%)

Unit 2 External Assessment. Contemporary Drama and Literary Heritage (40%)

Unit 3 Non-examination Assessment, Shakespeare, and Welsh Poetry (25%)

2 x **2 hour examinations.**

Consisting of extract questions, essays and responses to poetry.

2 x **Controlled Assessment.**

Based on a specific theme from a Shakespearean play and an anthology of Welsh Poetry.

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

“If there is a God, she’s a great mathematician.” – Pauline Dirac

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 without the aid of a calculator.

There are 3 tiers of entry for this qualification. *Higher Tier:* Grades A* – C

Intermediate Tier: Grades B – E *Foundation Tier:* Grades D – G

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| Unit 1 Non-calculator written examination. | Higher 1 hour 45 mins (80 marks) Intermediate 1 hour 45 mins (80 marks) Foundation 1 hour 30 mins (65 marks) 50% of qualification |
| Unit 2 Calculator allowed written examination | Higher 1 hour 45 mins (80 marks) Intermediate 1 hour 45 mins (80 marks) Foundation 1 hour 30 mins (65 marks) 50% of qualification |

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.

“Whether you think you can or whether you think you can’t, you are probably right” – Henry Ford

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.

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| Unit 1 Non-calculator written examination. | Higher 1 hour 45 mins (80 marks) Intermediate 1 hour 45 mins (80 marks) Foundation 1 hour 30 mins (65 marks) 50% of qualification |
| Unit 2 Calculator allowed written examination | Higher 1 hour 45 mins (80 marks) Intermediate 1 hour 45 mins (80 marks) Foundation 1 hour 30 mins (65 marks) 50% of qualification |

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.

RELIGIOUS EDUCATION EQUALITY & DIVERSITY

NCFE

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

The Equality and Diversity *Level 2* 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 the workplaces have to take account of them.

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| <p>Unit 1 Equality and Diversity in Society.</p> <p>Unit 2 Equality and Diversity in the Community.</p> <p>Unit 3 Equality and Diversity in the Workplace.</p> | <p>3 x Assessment Booklets</p> |
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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.

“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.

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.

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| <p>Unit 1 Science in the modern world (40% of qualification)</p> <p>Unit 2 Science to support our lifestyles (30% of qualification)</p> <p>Unit 3 Task based assessment (20% of qualification)</p> <p>Unit 4 Practical assessment (10% of qualification)</p> | <p>2 x 1 hour & 30 minute externally assessed written Examinations: A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.</p> <p>Task based assessment 20%, externally assessed: - Carrying out a practical investigation in an applied scientific context (60 minutes) - Analysis of data in an applied scientific context (60 minutes)</p> <p>Practical Assessment 10%, externally assessed: - Obtain results from a given experimental method. (60 minutes.) - Analyse and evaluate the data obtained. (60 minutes.)</p> |
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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.

“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

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.

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

This qualification will help you to prepare for the future by developing skills, attributes and behaviours valued by Maesteg Sixth Form and potential employers.

WELSH SECOND LANGUAGE **WJEC**

There is a saying in Welsh “Gwlad heb iaith, Gwlad heb Genedl”

meaning A Country without Language is a Country without a Nation.

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.

Unit 1 Oracy response to visual material Non-examination assessment: **6-8 minutes** (pair)
9-12 minutes (Group of three) **25%** of qualification **50 marks**.

Unit 2 Communicate with others Non-examination assessment: **6-8 minutes** (pair) **9-12 minutes** (Group of three) **25%** of qualification of **50 marks**.

Unit 3 report, specific and instructional Written examination: **1 hour 30 minutes** **25%** of qualification **100 marks**.

Unit 4 Descriptive, creative and imaginative Written examination: **1 hour 30 minutes** **25%** of qualification **100 marks**.

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



YSGOL
MAESTEG



OPTIONS CURRICULUM

#MOTVATEDTOSTRIVE

*“Being creative isn’t a hobby, it is a way of life.”
- Tilia-May Gajda.*

“Creativity stands at the centre of all education.” - Bruno Bettelheim

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.

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

AS/A2 Level Art/Textiles, Foundation Art & Design, Degree courses in Art, Craft & Design are all progression and career opportunities that follow on from GCSE Art & Design. The industry is huge! Here are a few ideas for you; Art therapist, Ceramicist, Community arts worker, Conservator, Exhibition designer, Fashion designer, Game designer, Graphic designer, Illustrator, Interior designer, Jewellery designer, Make-up artist. Museum/gallery curator, Photographer, Press photographer, Stylist, teacher, Textile designer, Printmaker, Product designer and Web designer to name a few.

“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

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

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| <p>Unit 1 Business World – Written Exam: 2 hrs (62.5% of qualification) 100 marks</p> |
| <p>A mix of short answer and structured questions based on stimulus material covering all of the specification content.</p> |
| <p>Unit 2 Business Perceptions – Written Exam: 1 hr 30 (37.5% of qualification) 60 marks</p> |
| <p>Data response questions covering all of the specification content.</p> |

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.

“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

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.

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| <p>Unit 1 Principles of food and nutrition</p> <p>Written examination: 1 hour 30 Minutes</p> <p>(40% of Qualification)</p> | <p>Learners will be given the opportunity to develop their knowledge and understanding of the six areas of content. 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</p> |
| <p>Unit 2 Food and nutrition in action Non - examination assessment internally assessed, externally moderated.</p> <p>Assessment 1: 10 hours Assessment 2: 15 hours</p> <p>(60% of qualification)</p> | <p>Assessment 1 The food investigation assessment: 20% 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>Assessment 2 The food Preparation assessment: 40% 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> |

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 range 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.

“Computers themselves, and software yet to be developed, will revolutionize the way we learn.” - Steve Jobs

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.

Unit 1 Understanding Computer Science External Assessment (45%)

Unit 2 Solving Problems Using Computers External Assessment (30%)

Unit 3 Developing Computing Solutions Controlled Assessment (25%)

Unit 1 Pupils will prove their understanding of the theory content of the specification

Unit 2 A set of on screen set tasks based on a real scenario.

Unit 3 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.

6th form - Within Maesteg 6th 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.

“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.”
- former pupil, Morgan Pitman

BTEC Level 1/Level 2 First Award in construction and the built environment (eq:1GCSE). Mandatory Core Units:

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| Unit 1 Construction Technology | 1 hr External Exam |
| Unit 2 Construction and Design | Internal Coursework |
| Unit 3 Scientific and Mathematical Applications for Construction | Internal Coursework |

Optional Specialist Units:

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| Unit 6 Exploring Carpentry and Joinery Principles and Techniques | Internal Coursework |
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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.

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

Practically everything you use, see and touch in a day is designed by someone. So, design is key to everything out there; architecture, furniture design, electrical products, toys, fashion, packaging, graphics, jewellery and so on. 3D Product Design will allow you to identify and solve real problems by designing and making products using the latest technologies in CAD/CAM. This course will allow you to develop all your skills by allowing you to expand your imaginative, innovative thinking, creativity, and independence. You will develop and improve your technical knowledge and experience by learning to design and manufacture quality products using modern manufacturing techniques. It is a course focused around the evolving (iterative) design of by producing design concepts and 3D models used to finalise the final manufactured end prototype product.

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| Unit 1 Candidate Portfolio (60%) | <ul style="list-style-type: none">• This unit consists of a major practical project/theme-based portfolio and outcome/s with critical and contextual analysis. |
| Unit 2 Externally set task (40%) | <ul style="list-style-type: none">• Externally set task is set by the exam board. This will include research and preparation plus 10 hours to complete a final outcome |

What can 3D Product Design lead to?

Because 3D Product Design is such a wide topic it can lead to many different options as it equips you with other skills that are valued by many employers that can lead into apprenticeships in the public and private sector. 3D Product design can lead to A-level 3D Design or Engineering.

Beyond A level the option to progress to study a degree course in product or industrial design, engineering, architecture, interior design, graphics or one of the huge ranges of ‘designing’ courses now available. Alternatively, you might want to pursue a career in teaching or take up an apprenticeship.

“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

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: ‘Face’ by Benjamin Zephaniah in preparation for the written exam.

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| Unit 1 Devised Practical Performance (40%) | 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. |
| Unit 2 Performance from a Text (20%) | Perform a 10-15 minute performance from a published script. You will be expected to learn the lines and develop and research your character. |
| Unit 3 Written Examination (40%) | 1 ½ hour written exam focusing on your exploration and understanding of the play text ‘Face’. 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. |

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.

“Science can amuse and fascinate us all, but it is engineering that can change the world.”

Do you ever look around your home and think of handy products that could improve people’s lives or get inspired by the amazing feats of engineering all around you? Are you creative, and want to start building the skills you need for a successful career in the industry? If so, it’s time to uncover your potential – find out more about this exciting qualification today!

WJEC Level 2 Technical Award in Engineering

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| <p>Unit 1 Manufacturing engineering products - Portfolio (40%)</p> <p>Unit 2 Designing engineering products - Portfolio (20%)</p> <p>Unit 3 Solving Engineering Problems - 1.5 Hour exam (40%)</p> | <ul style="list-style-type: none">• Have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products.• Develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.• Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for Unit 1.• Introduced to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general. |
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Engineers are in high demand, as a result wages for engineers are higher than the national average by almost £10,000.

Beyond A level the career options are vast. Aerospace, Biomedical, Civil, Structural, Computer, Electrical/electronic, Environmental, Marine, Medical or Mechanical to name a few. Many students will continue their studies through apprenticeships or university degrees that allow them to specialise in their preferred industry. At Maesteg, we offer a BTEC Level 3 in Engineering in which we will spend time looking at our career paths and options available.

Engineering lends itself to a wide variety of subjects. There are several transferable skills that can be utilised in different industries: Communication, Critical thinking, Learning independently, Research, Taking on responsibility, Time management.

“73% of business across the UK state that they need employees that can communicate in a foreign Language.” - CBI

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

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

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.

“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

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.

Unit 1 Religion and Philosophical Themes

Christianity / Judaism / Issues of Life and Death / Good and Evil

Unit 2 Religion and Ethical Themes

Christianity / Judaism / Relationships / Human Rights

2 x 2 hour written exam
(100%)

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.

“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

GCSE 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

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| <p>Unit 1 Changing Physical and Human Landscapes Written examination: 1 hour 30 minutes (40% of qualification: 83 marks)</p> <p>Unit 2 Environmental and Development Issues Written examination: 1 hour 30 minutes (40% of qualification: 83 marks)</p> <p>Unit 3 Fieldwork Enquiry Non-examination assessment: 2 hours 30 minutes (20% of qualification: 44 marks)</p> | <p>Written examination: 1 hour 30 minutes</p> <p>Written examination: 1 hour 30 minutes</p> <p>2 hours 30 minutes (in exam conditions – high control)</p> |
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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!

“Each one of us can make a difference. Together we can make change.” - Barbara Mikulski

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.

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| <p>Year 10:</p> <p>Unit 1 Human Growth and Development:</p> <p>Exam: 40% 1 ¼ hours</p> <p>We study the theoretical knowledge and skills required to sit the Unit 2 exam through group work, presentations, and case studies.</p> <ul style="list-style-type: none">• Human growth and development.• The factors affecting growth and development.• The development of self-concept.• Life changes and sources of support. | <p>Year 11:</p> <p>Unit 2 Health, Social Care and Children’s Services:</p> <p>Coursework: 60%</p> <ul style="list-style-type: none">• 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.• Care needs of individuals.• Types of care services.• The ways of obtaining care services and the barriers to access.• The main work roles and skills of people who provide health, social care, and children's services.• The principles of care. |
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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

“Those who do not remember the past are condemned to repeat it.” - George Santayana

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

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.

“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

The WJEC GCSE qualification in Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively, and safely.

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| <p>Unit 1: Understanding ICT</p> <p>The Digital World On-screen examination 40% of qualification</p> <p>Content:</p> <p>Data.</p> <p>Digital Technology Systems.</p> <p>Digital Communications.</p> <p>Impact of Digital Systems on Organisations and Individuals.</p> <p>Securing Data and Systems changing Digital Technologies.</p> | <p>Unit 2: Solving Problems with ICT</p> <p>Digital Practices Non-exam Assessment: 45 hours of 40% of qualification.</p> <p>Content:</p> <p>Data Organisation.</p> <p>Data Analytics.</p> <p>Planning Digital Products.</p> <p>Developing Digital Products.</p> <p>Evaluating Completed Digital Products.</p> |
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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.

“Media study does not replace text. It broadens and deepens our understanding of texts.” - Phillip M. Anderson

- The purpose of a media studies is to look at the way media (including print, film, and television) affect society. 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.

Unit 1: Exploring the Media

- **Section A** – Representation of gender, ethnicity, and an event in advertising (print-based and audio-visual), video games and newspapers.
- **Section B** – The music industry.
This topic will involve an exploration of music magazines, music videos, social media and radio.

Unit 2: Understanding Television and Film

- This unit involves the in-depth study of two contrasting audio-visual media forms: British television and Hollywood film.

Unit 3: Creating Media

- This unit builds on previous learning by requiring learners to develop and apply their knowledge and understanding of the media through

Written examination: 1 hour 30 minutes **30%** of qualification
60 marks

Written examination: 1 hour 30 minutes **30%** of qualification
60 marks

Non-exam assessment: Pupils create a form of media **40%** of qualification
80 marks

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.

“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

This GCSE 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.

Listening and Appraising: 30%

A 1-hour written paper with questions based on musical extracts from the following areas:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on prepared extracts set by WJEC. Music by Welsh composers and performers is incorporated within the specified areas of study.

Performing Music: 35%

One solo performance
One ensemble performance
Both are recorded, internally assessed, and externally moderated 4-6 minutes in length. **One** of the pieces performed must link to an area of study of the learner's choice.

Composing Music: 35%

2 contrasting compositions
Internally assessed and externally moderated
One free choice and one from a choice of briefs

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 that gives you a broad base of skills, general and specific.

“Learning through portfolios allows me to keep a track on my performance.”

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 person’s 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.

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| <p>Written Paper (50%)</p> | <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> |
| <p>Controlled Practical Assessment (50%)</p> | <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> |

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.

“I find studying Photography relaxing and it allows me to use my creative flair.”
- Annaya Williams

“Photography is exciting! It’s fun to explore the different techniques.”
- Hannah Howe

“Photography allows me to express my emotion through a photograph
- Kiara Owen

GCSE Photography allows pupils to express their ideas and creativity through a wide range of Photographic techniques, which focuses on their strengths. Pupils will understand 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 professional photographers along with visiting galleries to gain experience of the photographic world.

As well as working digitally and using Adobe Photoshop, pupils also get taught traditional processes such as film and Darkroom methods to create their portfolio of work. Pupils will work on a digital portfolio, so this is easy to access from home as well as school. This is designed to encourage pupils to effortlessly record their photographic journey.

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

GCSE Photography allows pupils to progress to AS and A2 level. It promotes the development of their imagination and creative flair to produce unique outcomes supported by colourful and interesting portfolios.

Progression and career opportunities include Foundation Course in Art & Design and/or Degree courses in Photography and Media.

“Design can be art. Design can be aesthetics. Design is so simple, that’s why it’s so complicated.” - Paul Rand.

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.

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| 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 include:

- 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.

Tourism is the biggest industry in the world.

Tourism Level 1 + 2 Award:

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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| <p>Students complete 3 units over 2 years:</p> <ol style="list-style-type: none">1. Customer Experience2. The Business of Tourism3. Developing UK Tourist destinations | <p>Coursework (internal assessment) for Units 1 + 3</p> <p>Unit 2 is a 75 minute examination of three questions.</p> |
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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!

“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

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

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| Unit 1: Cells / Organ Systems / Ecosystems | 2 x 1 hour 45 minutes examinations. 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. |
| Unit 2: Variation / Homeostasis / Micro-organisms | Each examination is worth 45% of the final grade. |
| Unit 3: Biology Practical Assessment | Practical Assessment Students will need to obtain results from a given experimental method and analyse and evaluate the data obtained. The practical assessment is worth 10% of the final grade. |

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...

“Every aspect of the world today – even politics and International relations is affected by chemistry.”
- Linus Pauling

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.

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

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.

“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

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.

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

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.

“You can’t use up creativity. The more you use, the more you have.”
- Maya Angelou

Creative Digital Media Production Level 2 is a BTEC Qualification which looks at the application of creative media skills through their practical use. This course will provide learners with essential knowledge, transferable skills, and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The qualifications will encourage independence, creativity, and awareness of the digital media sector. Learners will ultimately be creating fit-for-purpose creative media products. The BTEC Tech Award in Creative Media Production will also challenge all learners, including high attaining learners, by introducing them to professional standard tools used within the digital media industry.

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| Unit 1 Exploring Media Products | Controlled Assessment: 10 hours supervised assessment. |
| Unit 2 Developing Digital Media Production Skills | Controlled Assessment: 10 hours supervised assessment. |
| Unit 3 Create a Media Product in response to a brief | Externally Assessed: 10 hours supervised assessment, externally assessed. |

Investigate media products: Learners will develop their understanding of the relationship between media products, their audiences, and purposes. Learners must explore media products from each of the three sectors: audio/moving image, print and interactive.

Engage audiences: Learners will develop their understanding of how media products combine genre, narrative and representation to create meaning for audiences.

Media Production Techniques: Learners will deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences. Learners may focus on techniques from one sector or combine techniques from across sectors.

This qualification leads to many fields of study or employment, including the growing creative industries, journalism or IT, animation, graphic design, publishing.

“If everything was perfect, you would never learn, and you would never grow.” - Beyonce (Owner and Manager of Ivy Park)

Enterprise is an important part of the business sector and plays a major role in the UK’s global economic status. Small and medium-sized enterprises account for 99.9 per cent of the business population in the UK. This BTEC qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work the Enterprise sector. Using realistic vocational contexts, learners will acquire sector-specific applied knowledge and practices, studying the characteristics of enterprises and entrepreneurs, researching internal and external factors affecting the business environment (customers, competitors, the external environment), and learning how to develop a business plan using marketing and financial knowledge. In addition, they will develop employability skills essential in business and many other contexts, such as market research, planning, decision-making, problem-solving, creativity and financial literacy, as well as personal skills and attributes such as time management, communication and the ability to evaluate and critically analyse their own performance and ideas.

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| Unit 1 Exploring Enterprises (30%) | Assessed through project work which requires pupils to research an entrepreneur in depth |
| Unit 2 Planning and Presenting a Microenterprise Idea (30%) | Assessed through project work which requires pupils to develop a business idea and create a <i>Dragons Den</i> style pitch |
| Unit 3 Marketing and Finance for Enterprise (40%) | Assessed through examination |

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. This course will be particularly useful if you are thinking about setting up your own business or being self-employed in the future.

“Learning through practical tasks has allowed me to improve my self-confidence and Leadership skills.” - Pupil Voice

Leadership Through Sport BTEC: The BTEC Level 2 Certificate in *Leadership through Sport* is an exciting new vocational qualification that allows pupils to study various aspects of sports and Physical Education and leadership through a variety of written and practical tasks/activities Each task has been specifically designed to enable learners to use different research methods while allowing pupils to develop as individuals or in small groups.

Throughout the course the pupils will look at what it takes to become a successful sports leader giving them practical experience in this area. The course is 100% coursework based. No Examination.

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| Unit 1 Planning and Leading Sports Activities | The aim of this unit is to give pupils an opportunity to inspire, motivate and improve the performance of a selected group through the delivery of a sports activity - coaching. |
| Unit 2 Injury in Sport | The aim of this unit is to develop pupil's knowledge of common sports injuries and illnesses and their treatment. It will consider risk assessment and how it is managed to prevent injury. |
| Unit 3 Planning and Running a Sports Event | This unit gives pupils the opportunity to be involved in the planning, organising, and running of a whole school sports event. Sports day, transition days. |

Progression and Career Opportunities include; 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.

“I love to study people, and that's basically what sociology is.”

- Kamaru Usman

“Sociology was born of the modern ardour to improve society.” - Albion Woodbury Small

“One of the key places where sociology should be used is in analysing 'the world' of our times, so that we can be more discerning. To resist the dangers of the world, you have to recognize the distortions and seductions of the world.”
- Os Guinness

The WJEC GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues. Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena.

In Unit 1, learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. Learners will be encouraged to contemplate how they acquire their individual identity. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide learners with a deeper, more theoretical understanding of the social world and an awareness that the process of socialisation is contested.

In Unit 2, learners will enhance their awareness of the social world through an examination of social structures and their influence on human behaviour. Learners will also develop an understanding of the nature and extent of inequality and will examine competing theories on the causes of inequality through a study of the ideas of the classical sociologists, and a more detailed study of crime and deviance.

Unit 1 Understanding Social Processes:
Key concepts and processes of cultural transmission / Families / Education / Sociological Research Methods

Written Examination:
1hr 45mins
50% of qualification

Unit 2 Understanding Social Structures:
Social differentiation and stratification / Crime and deviance / Applied methods of sociological enquiry

Written Examination:
1hr 45mins
50% of qualification

GCSE Sociology leads to AS/A2 Sociology which can lead to a degree in Sociology. You could find employment in, Counselling, Sociologist, Human Resources, Marketing and PR, Law, Psychologist, Social Worker and Teaching.

The BTEC Public Services teaches you a lot about how your daily life is affected by public services and its funding. The skills you develop in the course will help you in many different related courses and areas of work.

The *Pearson BTEC Award in Public Services* will give learners a broad knowledge of employment opportunities in the *Public Services* and jobs undertaken by those who work in it. It will enable learners to explore a range of career opportunities with a view to joining one of the *Public Services*.

This qualification will enable students to understand the vital role of public services and the need for them. Pupils will develop a variety of skills, including the ability to work effectively as both an individual and in a team.

Assessment

Mandatory/Core Units:

- **The Role and Work of the Public Services (1 x 60 mins external exam)**

Optional Units (Internally Assessed):

- **Working Skills in the Public Services**
- **Employment in the Public Services**
- **Health and Fitness in the Public Services**

This qualification will give learners the skills and knowledge recognised as important by society and employers while learning in a *Public Services* context.

The *Pearson BTEC Award in Public Services* will support learner's development and preparation for progression into employment, either directly or after further education.

Having completed The *Pearson BTEC Award in Public Services*, learners may wish to complete additional units to achieve the BTEC Diploma. Alternatively, learners may wish to progress to a Level 3 course such as BTEC National in Public Services.

PRINCE'S TRUST AWARD

“Princes trust is unlike any other subject I’ve chosen. I look forward to every lesson as we are always doing something different. It’s always hands-on and very practical. I find this way of learning far more beneficial.” – Pupil Voice

Prince’s Trust qualifications in personal development and employability skills, recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

Prince’s trust is developed with the aim of progressing pupils into further education and employment. At Maesteg school we believe that everyone should have the chance to succeed. We want our learners to have a positive experience when completing their work in lessons, so we are committed to ensuring that pupils engage in learning that is relevant to them and supports the development of personal skills and attributes that are essential for working life and employment.

This qualification prepares our learners for progression into further education, programs, apprenticeships, or other work-based learning while developing the *English* and *Mathematical* skills within a practical and relevant context.

6 Units (2 x Level 1 & 4 x Level 2)

Award is the equivalent of 2 x B’s at GCSE

Candidate Portfolio is made up of 6 units of work. These units will be selected by the class and completed over the two years.

What can Prince’s Trust lead to?

Prince’s Trust ensures learners have every opportunity to gain formal recognition of their skills and achievements as well as achieving qualifications that offer flexibility, choice, and pathways to progression. The Prince’s Trust Award certificate, Extended Certificate and Diploma and in Personal Developmental and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

FURTHER COURSE INFORMATION



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Thank you.



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