

KS4 Options



2024

WELCOME TO YOUR FUTURE!

OVERVIEW:

It is an exciting time to be in Year 9 at Maesteg School! You are about to embark on the next phase of your learning journey...



What is this booklet for?

Nothing is so essential as universal access to, and acquisition of, the *experiences, knowledge, and skills* that our young people need for employment, lifelong learning and active citizenship. We firmly believe in the importance of instilling our learners with passion and pride in themselves, their communities, and their country.

The **four purposes** are at the heart of our curriculum pathway.

Ultimately, the aim of our curriculum is to support our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

What is this booklet for?

This booklet contains information about each subject that may be available for you to study in more depth as you get older. You can learn a little about each subject and how you will be assessed.

What do I have to study?

When the options columns are released, you will notice some subjects are missing. They are the **compulsory** areas. This means you ***must*** study them, and they will form part of your curriculum pathway.

- English Language & Literature
- Mathematics and Numeracy
- Core Cymraeg
- The Sciences

You can learn more about them in this booklet.

What do I have to do?

1. Spend some time reading the information in this booklet. If you have any further questions, you can email your teacher or subject leader.
2. Soon the option columns will be released. You will need to click on the subjects you would like to study next year.
3. You will receive an invitation to meet with one of the Senior Leaders of the school. They will talk to you about your choices and help to answer any questions you may have.

Alternative Qualifications

You will notice there are some subjects in the booklet that you may not recognise.

- Princes Trust
- Sweet
- Equality and Diversity

At Maesteg School, we pride ourselves on offering an inclusive and varied suite of qualifications and learning journeys. In a pupil-centred environment, we will work with the learner, family and specialist staff to ensure we develop a personalised curriculum for those who require it.



GUIDANCE:

CONTACT INFO.

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Course Information



2024

*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. GCSE Core Cymraeg leads to A level Welsh. You could find employment in a wide variety of roles both in Wales and in the wider national picture.

GROUP ORACY ASSESSMENT

UNIT 1: RESPONDING TO A VISUAL STIMULUS

Non-examination assessment: Pair (6-8 minutes) or Group (8-10 minutes)

25% of qualification - 50 marks

Speaking (10%) Listening (15%)

A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate discussion. The assessment will consist of three parts conducted in the following order:

i. watches a visual stimulus lasting approximately 2 minutes.

10 minutes to prepare including watching the stimulus.

ii. discuss the content of the stimulus in a pair/group.

iii. an extended discussion on one of the main themes of the stimulus.

The use of dictionaries or any other resource is not permitted during the preparation.

This unit will be marked by the Centre and moderated by WJEC.

For an overview of your child’s potential pathway, please visit:

[WJEC: CORE CYMRAEG](#)

UNIT 2: RESPONDING TO VARIOUS SOURCES

Non-examination assessment: Pair (6-8 minutes) or Group (8-10 minutes)

25% of qualification - 50 marks

Speaking (20%) Listening (5%)

A task for a pair/ group of three based on a variety of sources provided by WJEC to stimulate discussion. The assessment will consist of three parts conducted in the following order:

- i. look at a stimulus sheet and then 10 minutes to prepare.
- ii. discuss the content of the stimulus in a pair/group.
- iii. express an opinion on the content of the stimulus sheet.

This unit will be marked by the Centre, and moderated by WJEC

WRITTEN EXAMINATION ASSESSMENT

UNIT 3: PREPARING FOR THE FUTURE

Written examination: 1 hour 30 minutes

25% of qualification - 100 marks

Reading tasks with non-verbal and written responses, for example descriptive, narrative, persuasive, informative, critical, analytical, and opinion writing and translanguage and translation tasks.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

UNIT 4: LITERATURE AND CREATIVE

Written examination: 1 hour 30 minutes

25% of qualification - 100 marks

Reading tasks with non-verbal and written responses, for example

descriptive, narrative, creative, imaginative, persuasive, analytical writing, expressing opinions and responding to literature. One set text will be assessed each series. Advance information will be published regarding which set text is being examined in each series.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

TEXTS FOR EXAM:

- Y Daith (Poem)
- Llwybrau (Poem)
- Y Rhigos a'r fan hufen iâ (Short story)
- Past Dannedd (Short story)

ENGLISH LANGUAGE AND LITERATURE: SINGLE + DOUBLE AWARD

WJEC

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

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

INTRODUCTION

The GCSE English Language and Literature Double Award enables you to appreciate how language connects you to the world around you, to engage with a rich range of texts from different periods by diverse writers, and to develop and apply your own use of language, through written and verbal communication.

WHAT WILL I STUDY?

Unit 1 CONTEXT AND MEANING – in Unit 1, you will study a range of poetry from the WJEC anthology, engaging with the concept of Context and Meaning.

Unit 2 BELONGING – in Unit 2, you will study a prose text, engaging with the concept of Belonging and themes of community, cynefin and citizenship.

Unit 3 INFLUENCE AND POWER – in Unit 3, you will study a range of non-fiction texts, engaging with the Influence and Power of writers, and how writers and speakers exert power and attempt to influence others.

Unit 4b MOTIVATIONS – in Unit 4b, you will have a choice to study a play or a prose text, engaging with the concept of Motivations of writers and characters, exploring reasons for attitudes, behaviours and beliefs.

Unit 5 CONTINUITY AND CHANGE – in Unit 5, you will study a Shakespeare play and pre-20th LC poetry. You will consider the concept of Continuity and Change, and how attitudes, ideas and language have changed over time.

Unit 6 CONNECTIONS – in Unit 6, you will study nonfiction texts, focusing on the concept of Connections.

You will explore links between different texts, relating texts to time, place, language, and relationships.

HOW WILL I BE ASSESSED?

Units 1, 4b and 6 are examined units, together worth 60% of your qualification. Each exam lasts 90 minutes and will consist of low-tariff extract-based questions, an extended essay response and a piece of creative fiction or non-fiction writing.

Units 2, 3 and 5 are non-examined assessments, together worth 40% of your qualification. Each unit will consist of two tasks, one that will assess your written response to the relevant text(s) and one that will assess your oracy skills.

WHAT SKILLS WILL I DEVELOP?

GCSE English Language and Literature is a core subject and as such helps to develop a wide range of skills for your future:

- Communication Skills – expressing yourself through clear and creative use of language
- Reading Skills – reading, listening to and researching a range of texts, analysing meaning and scrutinising reliability
- Contextual Analysis Skills – engaging with the significance of purpose, audience, and contexts of speaking, reading and writing
- Literacy Skills – developing and applying an understanding of grammar and uses of vocabulary.

CAREERS USING ‘ENGLISH LANGUAGE AND LITERATURE’

GCSE English Language and Literature is designed to equip you with a rich variety of skills for your future in education and the workplace. It is a widely valued qualification that provides a strong foundation for further study of literature, language, and a wide range of other academic subjects at A level and beyond. It can open the door to an array of career paths such as law, journalism, media production, advertising, marketing, teaching, politics, public relations, and publishing.

MATHEMATICS AND NUMERACY: DOUBLE AWARD

WJEC

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

The construct of GCSE Mathematics and Numeracy (Double Award) is based on the five interdependent proficiencies that make up the Curriculum for Wales’ principles of progression for the Mathematics and Numeracy Area. The qualification will:

- + Provide opportunities for learners to develop a conceptual understanding of mathematical concepts and ideas.
- + Provide opportunities for learners to develop an understanding of a wide range of mathematical language and to demonstrate this communication using symbols
- + Allow learners to demonstrate the use and application of mathematical and numerical skills fluently and accurately
- + Support learners to develop and apply logical reasoning when justifying and proving relationships between concepts
- + Provide opportunities for learners to independently demonstrate strategic competence when using mathematical ideas to solve problems.

Unit 1: Financial Mathematics + Applications of Numeracy **30% of Qualification**

Unit 2: Non-calculator Mathematics **30% of Qualification**

Unit 3: Calculator Mathematics **40% of Qualification**

For an overview of your child’s potential pathway, please visit:

[WJEC: MATHS + NUMERACY](#)

There will be two tiers offered to students a higher tier which has the potential grades of A* to D and a foundation tier which has the potential grades C to G.

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.

Unit 1: Equality and Diversity in Society

Unit 2: Equality and Diversity in the Community

Unit 3: Equality and Diversity in the Workplace

For an overview of your child’s potential pathway, please visit:

[**NCFE: EQUALITY + DIVERSITY**](#)

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.

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 an options column.
- A small number of pupils will study single science and these pupils will be contacted directly.

BIOLOGY

WJEC

“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.

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.

“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 |
|---|-----------|--|
| Individual Project | 50% | <ul style="list-style-type: none">• Planning and Organisation• Critical Thinking and Problem Solving• Digital Literacy |
| Enterprise and Employability Challenge | 25% | <ul style="list-style-type: none">• Creativity and Innovation• Personal Effectiveness• Digital Literacy |
| Community Challenge | 25% | <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.

For an overview of your child’s potential pathway, please visit:

[WJEC: WELSH BACC](#)

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50% Non-exam assessment. These assessments will focus on:

- Speaking 30%
- Listening 20%

Learners will have to communicate in a confident, spontaneous way. The assessments will take place in November and April of year 11.

50% Exam. These will be assessed through:

- Reading 25%
- Writing 25%

All exams will be taken in year 11.

Level 2 Award in additional Core Cymraeg:

Optional additional qualification will be available in the form of a level 2 qualification

Unit 1: A digital on line assessment covering speaking and listening

Unit 2: An assessment of writing covering the topic ‘Cymraeg in my area’

Both units must be successfully completed to be awarded a Pass, Merit or Distinction.

For an overview of your child’s potential pathway, please visit:

[WJEC: CORE CYMRAEG](#)

Options Curriculum



2024



“Art is like a therapy that relaxes you through your creativity” **Chloe Bowen**

“Every child is an artist” **Pablo Picasso**

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> <p>Unit 2 Externally set Task (40%)</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.• Externally set task is set by the exam board. This will include research and preparation plus 10 hours to complete a final outcome |
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Pathways include: 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. For an overview of your child’s potential pathway, please visit: [**GCSE: ART + DESIGN**](#)

“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 new GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals for the modern world. 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.

Unit 1 Introduction to the Business World – Written Exam: **1 hour 15 minutes (30% of qualification) 60 marks**

A mix of short answer and structured questions based on stimulus material covering all the specification content.

Unit 2 Key Business Considerations – Non-examination assessment: **5 hours (15% of qualification) 48 marks**

A written report which includes a brief and several tasks based upon two themes chosen by WJEC.

Unit 3 Business Strategies for Success– Written Exam: **1 hour 15 minutes (30% of qualification) 60 marks**

Objective response questions covering all content within the unit both short and extended answers based around applied situations.

Unit 4 Business Creation– Non-examination assessment: **8 hours (25% of qualification) 60 marks**

A written report which includes a brief and several tasks based upon all material within the unit.

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. For an overview of your child’s potential pathway, please visit: [GCSE: BUSINESS](#)

“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 + Mathematical Applications for Construction | Internal Coursework |

Optional Specialist Units:

| | |
|---|---------------------|
| Unit 6 Exploring Carpentry and Joinery Principles + Techniques | Internal Coursework |
|---|---------------------|

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. For an overview of your child's potential pathway, please visit: [EDEXCEL: BTEC CONSTRUCTION](#)

“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.

Learning within the subject will focus on key technology and terminology that is used to create computer systems whilst also including an awareness of new and emerging technologies such as machine learning and artificial intelligence.

Unit 1 Understanding Computer Science
External Assessment (**50%**)
1 hour 30-minute exam

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

Unit 2 Computer Programming
On screen examination on a pre released brief (**50%**)

Unit 2 A set of on screen set tasks based on a real scenario. The scenario will change each year

6th form – Within Maesteg 6th form this can lead on to A Level Computing and A Level IT courses but will also support Physics and Maths.

University – Enables pupils to move on to a number of different computing and IT 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. For an overview of your child’s potential pathway, please visit: [GCSE: COMPUTER SCIENCE](#)

CYMRAEG LEVEL 2 ADDITIONAL WJEC

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

WHAT’S THE FOCUS OF THIS COURSE?

- understanding the world around us
- enjoyment of Cymraeg and seeing value for Cymraeg outside the classroom
- using language associated with interests.
- developing the use of Cymraeg for socialising and the workplace
- a wide variety of opportunities for learners to hear, see and read material which is rich and diverse in Cymraeg.
- develop linguistic skills to use Cymraeg in a confident manner.

This qualification, specifically aimed at learners who enjoy GCSE Core Cymraeg and are keen to progress further along the Cymraeg continuum, enables them to further develop their use of Cymraeg in authentic and relevant contexts. Level 2 Award in Additional Core Cymraeg qualification must build on the skills and knowledge developed in GCSE Core Cymraeg, including understanding of language and grammar.

The Level 2 Award in Additional Core Cymraeg qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters for Languages, Literacy and Communication by giving learners opportunities to:
 - develop their understanding, empathy, and their ability to respond and mediate effectively.
 - interact, explore ideas, express viewpoints knowledge and understanding and build relationships.
 - experience and respond to a variety of diverse literature that gives them insight into the culture, people, and history of Wales as well as the wider world.
 - spark their imagination and creativity.

WHAT WILL LEARNERS BE ASSESSED ON?

Unit 1: A digital assessment covering speaking and listening. This will be marked by the awarding body.

Unit 2: An assessment of writing covering the topic 'Cymraeg in My Area'. This will be marked by teachers and moderated by the awarding body.

Learners will get a certificate if they successfully complete one unit. The units will be graded Pass, Merit or Distinction.

To be awarded the Level 2 Award they will have to successfully complete both units.

For an overview of your child's potential pathway, please visit:

[WJEC: ADDITIONAL CORE CYMRAEG](#)

“Great theatre is about challenging how we think and encouraging us to fantasize about a world we aspire to” **Willem Dafoe**

- The GCSE Drama specification is designed to give you a broad and balanced experience of Drama.
- You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: Lighting design Sound design Set design Costume, Hair and Make-Up Design
- You will collaborate in devising your own piece of theatre and perform in a performance from a text.
- You can choose to concentrate on acting or design.
- You will explore a range of texts and view a variety of live theatre productions.

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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 (30%) | Perform a 10-15 minute performance from a published script. You will be expected to learn the lines and develop and research your character through in lesson and after school rehearsals. |
| Unit 3 Written Examination (30%) | 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. |

The World Economic Forum’s Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future.

In Drama, you will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence.

Your practical skills will be refined and will demonstrate creativity, reflection, and resilience, as well as developing confidence and strong presentation skills. Studying drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. For an overview of your child’s potential pathway, please visit: [WJEC: Drama Specification](#)

“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.

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. For an overview of your child’s potential pathway, please visit: [PEARSON: BTEC CREATIVE MEDIA](#)

“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.

Unit 1 Understanding ICT

The Digital World On-screen examination (**40%**)

Content:

Data / Digital Technology Systems / Digital Communications / Impact of Digital Systems on organisations and individuals / Securing data and systems changing digital technologies.

Unit 2 Solving Problems with ICT

Digital Practices Non-exam Assessment: 45 hours of 40% of qualification.

Content:

Data Organisation / Data Analytics / Planning Digital Products / Developing Digital Products / Evaluating Completed Digital Products.

Unit 3 Communicating in the digital world

The Digital World On-screen examination - Coursework (**20%**)

Content:

A non-exam assessment looking at the creation of marketing digital assets (video, animation and games)

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.

For an overview of your child’s potential pathway, please visit: [**WJEC: DIGITAL TECH**](#)

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

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> | <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. |
| <p>Unit 2 Designing engineering products – Portfolio (20%)</p> | <ul style="list-style-type: none">• 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. |
| <p>Unit 3 Solving Engineering Problems – 1.5 Hour exam (40%)</p> | <ul style="list-style-type: none">• 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. |

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. For an overview of your child’s potential pathway, please visit: [WJEC: ENGINEERING](#)

“If everything was perfect, you would never learn, and you would never grow.”

Beyonce

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.

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 *Dragons Den* 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. For an overview of your child’s potential pathway, please visit:

[PEARSON: BTEC ENTERPRISE](#)

“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 40% of Qualification</p> <p>Written examination: 1 hour 30 Minutes</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 Investigation 20% of qualification</p> <p>Non – examination assessment internally assessed, externally moderated.</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>Unit 3 Food and nutrition in action 40% of qualification</p> <p>Non – examination assessment internally assessed, externally moderated.</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. For an overview of your child’s potential pathway, please visit: [GCSE: **FOOD + NUTRITION**](#)

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

Studying GCSE French and Spanish will give learners the opportunity to:

- Ensure that knowledge and skills in one language are transferred to and developed in other languages.
- Develop their understanding, empathy, and their ability to respond and to mediate effectively.
- Use languages to be effective as they interact, explore ideas, express viewpoints, knowledge and understanding.
- Provide them with literary experiences that can engage them as listeners, viewers, readers, narrators, and creators.

Learners will study:

- Language for leisure and wellbeing, for example: healthy mind and body, self and relationships, using technology and media
- Language for travel, for example: travelling around the world, the cultures of where the language is spoken, sustainability
- Language for study and work, for example: study and work opportunities, working with languages at home and abroad.
- Language that will allow them to demonstrate human rights awareness of the culture and society of the countries and communities where the language is spoken, and make connections with their own languages and culture.

Unit 1 Speaking and listening: **30%** of qualification - Non examination assessment

Unit 2 Reading and Writing: **15%** of qualification - Non examination assessment

Unit 3 Listening: **20%** of qualification - Written examination

Unit 4 Reading and writing: **35%** of qualification – Written examination

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. For an overview of your child’s potential pathway, please visit: [WJEC: FRENCH](#) | [WJEC: SPANISH](#)

“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

Unit 1 Our Physical and Human World

30% - 1 hour and 30-minute exam

Unit 2 Developing Fieldwork Skills

25% - non-examination assessment

Unit 3 Our Dynamic and Diverse World

30% - 1 hour and 30-minute exam

Unit 4 Sustainable Solution

15% - 6 hours exam

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! For an overview of your child’s potential pathway, please visit: [WJEC:](#)

[GEOGRAPHY](#)

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

The WJEC Health and Social Care GCSE 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.

This course comprises of two units:

Year 10 Unit 1 - Human Growth and Development.

This Exam is worth **40%** of the overall grade and will be sat in the summer term. It is a 1 hour and 30-minute exam where pupils can apply their theoretical knowledge and skills to answer a range of questions and case studies. The following topic areas will be assessed through this external exam:

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

Year 11 Unit 2 - Promoting and maintaining health and well-being.

This is a non-exam assessment (NEA): approximately 25 hours and is worth **60%** of qualification. This (NEA) is composed of two tasks externally set by WJEC. Pupils will spend approximately 25 hours in total writing up their NEA reports, completing the work under supervised conditions. The following topic areas will be assessed through this NEA:

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

For an overview of your child’s potential pathway, please visit: [**WJEC: HEALTH + SOCIAL CARE**](#)

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

GCSE History qualification supports Learners to:

- Develop their knowledge and understanding of specific historical events, periods and societies on a local, national and global scale
- Extend their understanding and appreciation of the identity, heritage and history of Wales and the world and to develop a sense of cynefin
- Become independent, critical and reflective historians through the skills of historical enquiry, questioning, and source analysis and evaluation
- Construct valid and realistic historical claims by using a range of sources in context to reach substantiated judgements
- Demonstrate critical appreciation of the concept of historical significance, including:
 - Why some people, events and developments are seen as historically significant
 - Why different interpretations have been constructed about historically significant people, events, and developments
- Acquire an understanding of different identities, including their own, within a complex, pluralistic, and diverse society

Unit 1 - Wales and the early Tudors, c.1485–c.1547 – **1 hour exam – 30%**

Unit 2 - The Black Death c.1330–c.1360: a case study in medieval society – **3 hour on screen assessment – 20%**

Unit 3 - Russia and the Soviet Union c.1861–c.1953 – **1 hour exam – 30%**

Unit 4 – Non-examination assessment – **4 hours and 15 minutes – 20%**

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. For an overview of your child’s potential pathway, please visit: [WJEC:](#)

[HISTORY](#)

“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. For an overview of your child’s potential pathway, please visit:

[WJEC: MEDIA STUDIES](#)

“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 makes up **35%** of this subject. There is a 1-hour 30 minute digital 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

The 90 minutes digital listening paper will cover a wide range of different musical styles. Pupils will study two set works in detail: Palladio by Karl Jenkins and One Day Like This by Elbow. Pupils will be required to learn about musical notation and a variety of instrumental ensembles and will answer a range of questions based on these things.

Performing Music makes up **32.5%** of this subject. This will include one solo performance and 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 makes up **32.5%** of this subject. This will include 2 contrasting compositions that are 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 can study *A Level music* as it gives a good foundation for *A Level* requirement. Following on from *A Level* you could study for a Music degree that gives you a broad base of skills, general and specific. For an overview of your child's potential pathway, please visit: [WJEC: MUSIC](#)

“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 on 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%) | 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%) | 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. For an overview of your child’s potential pathway, please visit: [WJEC: Three-Dimensional Design](#)

“The arts make a bridge across this world in ways nothing else can.” Julie Andrews

- Level 1/2 Vocational Award Performing Arts (Technical Award) in performing Arts has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study.
- It provides learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Unit 1: Performing

You will learn the skills and techniques needed to produce a successful performance of an existing work, such as a piece of music or an extract from a play or show. This unit can be completed through any of the following disciplines: Drama, Music, Music Technology or Musical Theatre (which may incorporate dance).

Unit 2: Creating

You will learn how to create and refine your own original work in performing arts, such as choreography, designing costumes or composing music. This unit can be completed through any one of the following disciplines: Devised drama, Choreography, Composition, Composition using technology, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.

Unit 3: Performing Arts in Practice

- You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching own idea.

For Units 1 and 2 you will undertake projects (not exams) in response to briefs.

The project for each Unit will take 10 hours and be worth 30% of your qualification.

For each one you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will be worth 40% of your qualification.

You will be given a scenario and will need to undertake a number of tasks.

You will develop a range of skills which are attractive to employers, colleges and universities including communication, confidence, learning independently, organisation, problem solving, research, self-discipline, stamina, taking on responsibility, time management. For an overview of your child's potential pathway, please visit: [WJEC: PERFORMING ARTS](#)

“Photography allows you to express yourself through a lens and manipulate the way you view the world” **Mackenzie Thomas**

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. For an overview of your child’s potential pathway, please visit: [WJEC: PHOTOGRAPHY](#)

“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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| Written Paper (50%) | 1 x 2 hour examination paper. Section A: Short answers and extended writing questions based on video clips to test knowledge on fitness. Section B: Short answers and extended writing based on understanding of physical, physiological and technical/tactical factors that have an influence on performance, health, and wellbeing. |
| Controlled Practical Assessment (50%) | 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. One activity is a major activity which will have a personal fitness programme linked to the activity. |

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. For an overview of your child’s potential pathway, please visit: [WJEC: PE](#)

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. For an overview of your child's potential pathway, please visit: [**PRINCES TRUST**](#)

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)**
- **Working Skills in the Public Services – Coursework**

Optional Units (Internally Assessed coursework)

- **Employment in the Public Services - Coursework**
- **Health and Fitness in the Public Services - Coursework**

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. For an overview of your child's potential pathway, please visit: [**PEARSON: BTEC PUBLIC SERVICES**](#)

“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**

GCSE Religious Studies supports learners to:

- Develop knowledge and understanding of religious and non-religious beliefs, values, teachings, practices, and philosophical convictions
- Engage with contrasting lived religious and non-religious experiences
- Develop curiosity about the purpose of life
- Explore ways in which religious and non-religious ethical and philosophical convictions have influenced human experience and society.
- Explore evidence from a range of religious and non-religious sources that engage with philosophical, ethical, and moral issues

Unit 1: Religious and non-religious beliefs, teachings and practices **Written examination: 1 hour 30 minutes – 30%**

Unit 2: Religion and relationships non-examination assessment – **6 hours – 60 marks - 20%**

Unit 3: Roles, rights and responsibilities **Written examination – 1 hour 30 minutes - 30%**

Unit 4: Religion and human rights non-examination assessment – **6 hours – 60 marks - 20%**

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. For an overview of your child's potential pathway, please visit: [WJEC: RS](#)

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

Textiles will help pupils to express their ideas and creativity through a wide range of techniques, which focuses on their strengths. Pupils will understand 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.

For an overview of your child’s potential pathway, please visit: [WJEC: TEXTILES](#)

“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. For an overview of your child's potential pathway, please visit: [WJEC SOCIOLOGY](#)

SPORT LEADERSHIP

WJEC

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

In BTEC Leadership Through Sport you will learn about:

A wide range of areas related to a variety of sports and the issues surrounding them, including:

Planning and Leading Sports Activities / Lifestyle and the Sports Performer / Planning and Running a Sport Event

You will learn by:

Developing your knowledge of the sports and leisure industry as a diverse sector with a wide range of qualification and employment opportunities. The Certificate in Leadership Through Sport will cover various aspects of this sector, developing your confidence in sport subject knowledge, leadership, coaching ability and teamwork. This is the course for you if you learn through a variety of practical and theoretical sessions. We give you the opportunity to learn new skills and put them into action. *This flexible course is **100%** assessed through coursework and practical tasks or projects.*

You will be assessed by:

Learners are assessed using a variety of styles to help them develop a broad range of transferable skills. This course is **100% internally assessed**, Learners will complete assessments using a range of different approaches, such as practical assessments, written coursework, and presentations. Each unit has specified learning outcomes and assessment criteria and to pass each unit learners must meet all the assessment criteria.

Recommended entry requirements:

- *Exemplary Record of bringing kit on a regular basis and maintaining standards in all lessons.
- *A keen interest in Anatomy and physiology.
- *A keen interest in developing technical and tactical knowledge of physical activities.

What can you do with this subject after GCSE / Level 2?

Completion of the Certificate of Leadership through Sport can lead to many opportunities such as further study of courses such as A Level PE and Level 3 vocational qualifications in sport. The qualification can lead into a range of careers including leisure attendant, sports coach, PE teacher, sport tutor, lecturer, development officer, sports journalist, physiotherapist and many more. For an overview of your child's potential pathway, please visit: [**PEARSON: BTEC LEADERSHIP IN SPORT**](#)