

Radyr Comprehensive School **Ysgol Gyfun Radur**

“Respect, Commitment and Success”



Year 8 Options

Subject Information

2021/2022



Radyr Comprehensive School
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Dear Parent/Guardian

I hope that you find this booklet helpful in providing information about the choices available to students in Year 8 and how to set about making such choices. **We would like to welcome students and parents/carers to our Year 8 Virtual Options Evening. This can be accessed through the school website: <https://radyrcs.co.uk>. Here you will find presentations from members of the senior leadership team regarding the process and from departments about the subjects they offer.**

Students will be encouraged to discuss option choices in pastoral time and there will be an opportunity to discuss any concerns with members of the KS3 team and members of the senior leadership team, contact details can be found on page 9.

The National Curriculum requirements combined with the way we structure our timetable means that all students will take a wide range of subjects. Nevertheless, it remains important to make choices in a way that does not preclude later options in terms of careers and educational opportunities. This is why we have tried to make sure that there is ample opportunity for you to discuss the proposed choices.

In the meantime, it is clearly important to help your son or daughter to think through the implications of their choice. You may find it helpful to consider the following points in your discussions:

1. Options take up almost one third of the school week. This is a lot of time to spend on something you do not particularly enjoy. A liking for the subject is, therefore, clearly important. Most young people work much better in a subject they like.
2. Opting for a subject is regarded as a **three-year** commitment.
3. Do have reserve choices in mind. In a world of limited resources, it is not always possible to meet everyone's first preferences. For example, it is possible that numbers opting for a course will be so low that it is not possible to run it economically. Equally, it may be that a course attracts more youngsters than can be accommodated. In such an event we shall discuss the matter with your child and with you before deciding on allocation to groups. In reaching a decision we shall take into consideration the individual's ability to benefit from the course. Particular attention will be paid to career aspirations and needs (if known) and to evidence of previous commitment to the subject (where appropriate).
4. We shall be offering a 'Qualifications Plus' option in the belief that some students will benefit more from extra support across a range of subjects. This will be discussed with those pupils for whom this may prove beneficial. This may take up one or two option blocks.

May I take this opportunity to wish your child every success in their studies throughout Years 9, 10, 11 and beyond. Please do contact the school if you need any further information at this stage.

Yours faithfully

Richard Jenkins
Assistant Headteacher

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QUALIFICATIONS AT THE END OF YEAR 11

GCSE - General Certificate of Education

This is probably the most familiar qualification in KS4. Most of the courses we offer at Radyr are GCSE courses. GCSE grades A*-G are all pass grades. Sometimes, however, schools, colleges, universities or employers specifically ask for Grades A*-C in some subjects. Some specifications are currently under development.

L2 Vocational Qualification

Level 2 vocational qualifications, like those offered in Qualification Plus, are high quality qualifications that blend the needs of the classroom with those of the working world, giving students a greater choice for their future.

BTEC

BTECs provide both Key Stage 4 and Post-16 learners with the opportunity to take a vocational qualification in their chosen area of study. These qualifications are designed to equip both sets of learners with the skills and knowledge they will need to progress to further study.

National Skills Certificate

All students in Wales are required to have completed the National Skills Challenge Certificate. This is delivered through the subject Ethics, Philosophy and Skills. Further details regarding this qualification can be found at the back of this booklet.

BASIC SKILLS

Skills in both literacy and numeracy will be developed throughout the whole of the curriculum.

EXAMINATION BOARDS

Welsh Government has stated that all students studying at Level 2 must study courses from the WJEC (Welsh Joint Examination Committee). However, if a course is not available from their suite of qualifications an alternative may be used.

THE CURRICULUM IN KEY STAGE 4

Our curriculum meets the statutory requirements of the National Curriculum. It retains breadth and balance whilst giving students maximum choice. It also recognises the different needs and abilities of individual students – with the variation in the number of GCSE and vocational courses that are available.

ALL students study a **CORE** curriculum of subjects, which include:

- English
- Mathematics
- Science
- Ethics, Philosophy and Skills (EPS)
- Welsh (2nd Language)
- Core Physical Education

In addition to the core, students have the opportunity to choose a **further 4 subjects** which form their option choices. The three year structure is shown below:

Subject	Yr9	Yr10	Yr11
English	8	7	7
Maths	8	7	7
Science	9	9	9
Welsh	4	4	4
Ethics, Philosophy & Skills	3	5	1
Core Physical Education	2	2	2
Option A	4	4	5
Option B	4	4	5
Option C	4	4	5
Option D	4	4	5
Total (per fortnight)	50	50	50

We would advise students to select four subjects from a range of areas in order to ensure a broad and balanced curriculum. Learning pathways are designed to maximise the levels of achievement and attainment of all pupils moving into Year 9. Pupils will be guided towards suitable courses if we feel it would support their development in KS4 and maximise their chances of success. For example, some pupils will be guided towards considering a vocational course if we feel that it will be more accessible for them due to being less ‘exam led’, than a GCSE route.

Some students would benefit from taking the ‘Qualifications Plus’ course in either one or two blocks. This is new and is designed to support learners throughout Key Stage 4. Students will receive support from staff in OASIS, to assist with communication, numeracy and support the core and option subjects. Further details can be found in this booklet.

Reporting at the end of KS3

Throughout Year 9, students and their parents will receive regular feedback in the form of progress and full written reports. As a school, we are statutorily obliged to report progress at the end of Key Stage 3 in levels. Therefore, the last Current Working Level will be converted and used. In the core and in those subjects taken as an option, progress can still be made against National Curriculum programmes of study. In 2020, End of Key Stage 3 in levels were cancelled. Parents will be advised of any changes to the reporting calendar once confirmed by the Welsh Government.

Examinations and Non Examined Assessment (NEA) in KS4

The nature of our curriculum structure allows us to spread assessments throughout KS4. NEA is class work that is conducted under examination conditions. NEAs may have different levels of conditions, depending on the subject. Students may undertake elements of this throughout KS4. In some subjects, students will have external examinations in Year 10. However, the majority of the examinations taken in KS4 will be done in Year 11. Details

regarding the examination requirements are included in this booklet. Further details regarding assessment dates and deadlines will be provided at appropriate times during KS4.

WHAT IF YOU WANT TO CHANGE YOUR COURSE DURING YEAR 9?

Very few students actually change course during Year 9.

Why Change Course?	What You Should Do
Do you feel as if you are not coping?	<ol style="list-style-type: none"> 1. GCSE courses are different from Year 8. Many, if not most students have an initial panic! You may simply need a little more time to adjust to the new demands. 2. Check with your teacher. It may be that you simply lack confidence in your own ability. ([Very common!]) 3. Be honest with yourself - are you managing your time properly and keeping on top of the work?
It is not what you expected?	<ol style="list-style-type: none"> 1. Check out the specification again. 2. Discuss with your teachers. It may only be a small part of the course that has taken you by surprise.
Not enjoying the course?	<ol style="list-style-type: none"> 1. Be clear about what exactly you are not enjoying. 2. Is it because of one of the other reasons listed? If so, look at the advice alongside. 3. Whatever the reason you MUST discuss it with your teachers and parent/s.

SO YOU STILL WANT TO CHANGE COURSE?

FIRST BE CLEAR ABOUT THE IMPLICATIONS

If you want to drop one course and wish to start another, then you **MUST BE AWARE** of the difficulties of starting a new course. You will have missed all the introductory preparation and will have to work very hard to catch up with the other students.

YOU REALLY DO WANT TO CHANGE COURSE?

**YOU MUST COMPLETE A CHANGE OF COURSE FORM TO MAKE YOUR REQUEST.
THIS MUST BE HANDED IN BY THE END OF SEPTEMBER 2021.**

Your request may NOT be granted if any of the signatories advise against or if your new course is full.

- Change of Course Forms are available from your Academic Progress Leader, Miss Thomas.
- In order to complete the form, you **MUST** discuss the proposed change of course with the following people (and get their signatures):
 - The teachers of the subject you wish to drop
 - The Head of Department of the subject you wish to drop
 - The Head of Department of the subject you wish to study instead
 - Your parents
 - Your Academic Progress Leader – Miss Thomas

OPTION GUIDANCE

Taking options can prove to be challenging for both pupils and their parents. The option process has been designed so that pupils are supported throughout the process.

However, there are many ways parents can help. Here are just a few:

- Discuss your son or daughter's future career ideas and encourage them to consider all the options.
- Offer advice and suggestions of your own but be prepared to have them criticised or rejected.
- Review comments and progress tracking in the Full Written Report.
- Read through the Options booklet with your child.
- View the virtual options evening materials available on the School's website.
- Encourage them to speak to teachers in lessons about the courses offered.
- If you have any concerns, contact subject leaders using the contact details provided.
- Discuss option suitability with teachers and members of the Senior Leadership Team at the Parents' Consultation Event on Wednesday 3 March 2021 (an invite to make appointments via SchoolCloud will be sent).
- Support them with their school work and encourage them to reach their full potential.
- Be realistic and ensure they have a back-up plan should their original plans fall through.

Try to encourage:

- Out of school activities that help develop skills (when conditions allow).
- Visiting the Careers Wales website to do a little research:
<https://careerswales.gov.wales/courses-and-training/year-8-and-9-subject-options>
- Positive attitudes towards equal opportunities and avoid 'stereotyping' a subject.

The deadline for submitting the options form is
Monday 15 March 2021

CONTACT DETAILS

If parents require support, we are more than happy to assist. This page contains the contact names of those people directly responsible for the options process. Please do not hesitate to contact us to discuss any concerns you may have.

Name	Role	How can we support you?	Email Address
Mr R Jenkins	Assistant Headteacher	Support with option blocks	r.jenkins@radyr.net
Mr M Gubb	Director of KS3	General support through process	m.gubb@radyr.net
Miss J Thomas	KS3 Academic Progress Leader	General support through process	j.thomas@radyr.net
Miss J Howlett	ALNCo	Support for ALN during process	j.howlett@radyr.net
Mrs C Powell	KS3 Wellbeing Officer	Emotional wellbeing and support	cc.powell@radyr.net
Miss D Baker	Careers Advisor	Advice with options /career paths	Danielle.baker@careerswales.gov.wales d.baker@radyr.net

KS4 Subject	Contact	Email address
Art & Design (GCSE)	Mrs C Hutchins	c.hutchins@radyr.net
Business (GCSE)	Mrs E Williams	e.williams@radyr.net
Computer Science (GCSE)	Mr K Allen	k.allen@radyr.net
D&T: Product Design (GCSE)	Mr C Bright	c.bright@radyr.net
D&T: Fashion & Textiles (GCSE)	Mrs C Miccoli	c.miccoli@radyr.net
Digital Technology (GCSE)	Dr K Allen	k.allen@radyr.net
Drama (GCSE)	Miss C Dixon	c.dixon@radyr.net
English Language & English Literature (Core GCSE)	Mrs S Thomas	s.thomas@radyr.net
Ethics & Philosophy (Core GCSE)	Mrs N Clarke	n.clarke@radyr.net
Geography (GCSE)	Mrs A Knight	a.knight@radyr.net
Health and Social Care and Childcare (GCSE)	Mrs K Slade	k.slade@radyr.net
History (GCSE)	Mrs J Hicks	j.hicks@radyr.net
Food & Nutrition (GCSE)	Miss L Lloyd	l.lloyd@radyr.net
Mathematics (Core GCSE)	Mr M Wagner	m.wagner@radyr.net
Media (GCSE)	Mrs S Thomas	s.thomas@radyr.net
Modern Languages - French & German (GCSE)	Miss B Dinnick	b.dinnick@radyr.net
Music (GCSE)	Mrs R Power	r.power@radyr.net
Qualifications Plus (L2 Vocational)	Mr R Pullen	r.pullen@radyr.net
Physical Education & Sport (GCSE/BTEC)	Mr N Roberts	np.roberts@radyr.net
Religious Studies (GCSE)	Mrs N Evans	n.evans1@radyr.net
Science (Core GCSE)	Mr M Stephens	m.stephens@radyr.net
Sociology (GCSE)	Miss M Murphy	m.murphy@radyr.net
Welsh (Core GCSE)	Mrs N Morgan	n.morgan@radyr.net

Why Study Art & Design?

Art develops the minds creativity, which is fundamental in all areas of life and business. It enables us to develop ideas, think outside the box and apply this to other areas of expertise. It can also have the added benefit of allowing the mind to relax, and in doing so, open up its capability to problem solve, think rationally and approach challenges with consideration and clarity. This is a thoroughly relevant, enjoyable and stimulating course that has been constructed to develop students’ skills and creativity. Students will complete one unit of coursework by following a structured programme of study and will be introduced to a variety of experiences, employing a range of media, processes and techniques. Pupils are encouraged to work to their strengths and follow their personal preferences whilst exploring a range of two-dimensional and three-dimensional approaches.

The Art Department provides the teaching expertise for pupils to work in a wide range of materials and techniques. As well as producing a portfolio of ideas which supports their coursework unit, students can respond by creating and developing their work in a choice of the following areas:

- Canvas painting
- Printing
- Watercolour painting
- Silk painting
- Mixed media pieces
- MDF construction
- Three-dimensional ceramics
- Photography
- Fashion and textiles
- Graphics and illustration

HOW THE COURSE IS ASSESSED

Tiers of entry	Unit 1 (Portfolio) Coursework	Unit 2 Externally Set Assignment	Grades possible
No different tiers.	1 Unit of work consisting of preparatory sheets and a final outcome.	10 weeks preparation time with a 2-day examination	A*-G
Weighting for each element	60%	40%	

Art & Design is a popular subject and we are proud of our students. As a department we work closely with the WJEC and students’ work from GCSE, AS and A Level is regularly loaned for moderator training and as samples of excellent practice to show other establishments. We are also classed as a centre of excellence when working in Ceramics.



Business Studies GCSE 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.

Students will appreciate how businesses operate in a dynamic and competitive environment. The subject content enables learners to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

The course is split into six clear topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources



Learners are required to develop an understanding of how these contexts impact on business behaviour and will gain an understanding of the important role played by these business organisations in the economy of Wales and the rest of the UK.

HOW THE COURSE IS ASSESSED

UNIT		WEIGHTING	DESCRIPTION
Unit 1: Business World written examination:	2 hours	62.5% of qualification	100 Marks - A mix of short answers and structured questions based on stimulus material covering all of the specification content
Unit 2: Business Perceptions written examination:	1 hour 30 minutes	37.5% of qualification	60 Marks - Data response questions covering all of the course content

Progression And Career Opportunities

Studying Business can lead to a number of career paths such as Banking and Finance, Law, Accountancy, the Civil Service, Business and Management. It is part of the training in several of these careers, many of which are incredibly well paid.

This is a course that has real relevance in our modern world. Whilst learners will no doubt already have some knowledge of computers and related areas, this course gives them an in-depth understanding of how computer technology actually works and a look at what goes on “behind the scenes”. A part of the GCSE computing course is the study and development of computer applications using computer programming. Many learners find this element of the course extremely interesting.

Through this study of computer programming, the course helps learners develop critical thinking, computational thinking, analysis and problem-solving skills. For many, it is a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In these ways, the course stimulates interest and engagement with technology and technology-related careers.

Looking to the future

Information technologies continue to have a growing importance. There will continue to be a bigger demand for professionals who are qualified in the area of computing and programming.

If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping-stone. Learners who have taken a Computer Science GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

HOW THE COURSE IS ASSESSED

Unit 1: Understanding Computer Science	
45%	
External Assessment: 1½ hours	90 Marks (90 UMS)
This examination will assess understanding of the theory content of the specification with a mixture of short, medium and longer answer questions.	
Unit 2: Solving Problems Using Computers	
30%	
External Assessment: 2 hours	30 Marks (60 UMS)
This assessment consists of a series of tasks set and marked by WJEC and completed on screen by candidates. These tasks will assess the practical application of knowledge and understanding.	
Unit 3: Developing Computing Solutions	
25%	
Controlled Assessment: 15 hours	50 Marks (50 UMS)
This controlled assessment will give candidates the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by WJEC.	



Are you creative and interested in fashion? If you enjoy...

- Thinking creatively
- Problem solving
- Following fashion trends
- Designing exciting products

... then **GCSE Fashion and Textiles** is the ideal subject for you.

Fashion and Textiles allows you to explore a range of **creative techniques** and gives you the opportunity to design and make an exciting range of products. You could design and make a fashion garment or a laser-engraved leather item. If you enjoy developing your own ideas, being creative and using the latest technology this would be the perfect subject for you.

This course includes garment making as well as creative textiles and appeals to both male and female students. You would experiment with silk-painting, batik, quilting, decorative machining and many other popular techniques. Students are encouraged to be innovative in their approach and would benefit from a new computer suite, industrial grade laser cutter and 3D printer. You would use CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) to design products just as designers in industry would.

Design and Technology is a STEM subject (Science Technology Engineering Maths), possessing valuable, transferable skills held in high regard by both employers and universities. The course provides excellent links into careers in fashion, designing for the stage, textiles design, fashion journalism, graphic design, craft, fine art, media, film, photography, games design, architecture, retail, teaching etc. It also links into further and higher educational courses, e.g. Art Foundation, BA (Hons) Fashion, Textiles, Costume Design, Fashion Journalism.

HOW THE COURSE IS ASSESSED

Year 11	Written Paper	50%	2 Hours
Year 11	Controlled Assessment (design and make task)	50%	35 Hours

Further information

This course aims to develop each student's enjoyment of textiles. It positively encourages them to be creative, develop ideas into an actual textile product and to be able to communicate their design ideas to others.



WHY STUDY PRODUCT DESIGN?

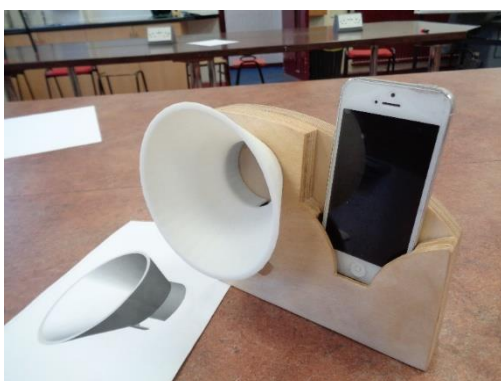
This is an exciting time for designing and making products. In our lives we are surrounded by inspirational design. Think of all the products you come into contact with in a single day, every one of them has been created as the result of the input of a designer. Their appearance, the way they work, their ability to be used effortlessly is all a result of the designer’s decisions.

In Product Design you will learn how to design and make things from a range of materials and technologies. If you are the sort of person who enjoys working independently and as a team, using ICT and computer aided design, problem solving, being inventive and making your ideas real; then Product Design would be a good subject for you.

Product Design is planned to be sufficiently broad, balanced and relevant to interest all candidates. The specification enables learners to:

- Actively engage in the processes of design and technology to develop as effective and independent learners
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Understand that design influences cultures and societies, recognising that products therefore have an impact on a person’s lifestyle.

The Faculty is fortunate to benefit from a new computer suite, industrial grade laser cutter and two 3D printers. Students will learn how to use these throughout the course. We have also built strong links with Renishaw in Miskin, who are world leaders in 3D printing in metal, and will look to incorporate this within the course structure.



HOW THE COURSE IS ASSESSED

Year 11	Written Paper	50%	2 Hours
Year 11	Controlled Assessment	50%	35 Hours

The course appeals to both male and female students. There are opportunities to design and make a range of products in Year 9 and Year 10, including lighting systems, concept gaming controller and storage units. The Non Examined Assessment in Year 11 consists of a sketchbook, an A3 design folio and one high quality practical outcome. In the past this has involved designing and making designer lights, innovative storage solutions, ‘helping hand’ disability aids and products out of recycled materials. However, there is scope for the student to develop their own briefs within a specific context given by the WJEC.

The course has become very popular and has a clear pathway to AS/A2.

This is an awesome new course from the WJEC for first delivery in September 2021 because the demand for ICT skills is growing. As an emerging field, Digital technology jobs generally pay very well and provide leadership challenges and opportunities that contribute to a satisfying career. Consequently, Digital technology offers a unique opportunity in the curriculum

Employers were petitioned to determine what skills they felt employees should have. In collaboration with many national and international organisations the GCSE in Digital Technology was born.

-
- *Do you want to know how to create a fully functioning **website** with database integration?*
 - *Do you enjoy **designing games** and would like to take your skills further by actually making one with professional grade software like Unity? Check the web address for inspiration <https://www.thegamer.com/unity-game-engine-great-games/>*
 - *Are you keen to **develop animation** to a professional standard using the Adobe toolset?*
 - *Do you want to enhance your skillset in **Photoshop**?*
 - *Do you want to **produce an online promotional marketing** campaign to be implemented through a social media platform?*
-

By using Digital tools such as multimedia and web authoring software, game-engine-software, image-editing software, animation software, word processors, databases, spreadsheets and publishing software to create solutions to problems, learners demonstrate the ability to:

- think creatively, logically and critically;
- select, use and integrate ICT tools and techniques to meet needs;
- find, select and evaluate information for its relevance, value, accuracy and plausibility;
- manipulate and process data and other information, sequence instructions, model situations and explore ideas;
- communicate data and information in a form fit for purpose and audience;
- adopt safe, secure and responsible practice when using ICT;
- develop appropriate and effective ICT-based solutions in a range of contexts.

HOW THE COURSE IS ASSESSED

	On Screen Exam Paper	Coursework	% Weighting of each element
UNIT 1 – The Digital World 1 ½ hr On Screen Examination	✓		40%
UNIT 2 – Digital Practices [45 hrs] Students interrogate data then create a website incorporating either an animation or a game related to a set context.		✓	40%
UNIT 3 – Communicating in the Digital World [15 hrs] Candidates will create digital assets and then formulate an online digital communications campaign using Social Media.		✓	20%

Drama is a good choice for students who wish to extend their working knowledge of the theatre together with their own performance skills. The course will involve trips to the theatre and students are taught to develop a critical appreciation of plays they watch and to evaluate their own performance. Students must be able to work as a team member with self-discipline and motivation. Most of the practical work involves group work so it is essential that pupils enjoy working with others.

Practical work includes group improvisation and scripted works where not only acting skills are taken into account but commitment to the group and teamwork are also important elements.

One set text is studied from a dramatic point of view. The emphasis is on how the student would present the play, taking into consideration set, costume, make-up, direction, character development and performance.

There are two examined practical assessments. One is taken from a published script and externally assessed. The other is created by groups of up to five and needs to be based on a theme and linked with the ideas of a practitioner or genre.

Students should be aware that Drama is not an easy option. It requires commitment and dedication. Although practical ability is important, 40% of the final assessment is in written form.

HOW THE COURSE IS ASSESSED

Tiers of entry	Exam papers	Coursework	Oral/Practical	Grades possible
One level	1 written paper 1½ hrs	1 Assignment Devised performance report	2 Practical Assignments <ul style="list-style-type: none"> Devised project assessed by teacher and externally moderated Scripted piece assessed by External Examiner 	A*-G
Weighting for each element	20%	20%	60%	



What does the English Language course look like?

The ability to communicate effectively in speech and writing and to listen with understanding is essential in today's world. Within an integrated programme of speaking and listening, reading and writing, pupils will be given the following opportunities:

- to talk and listen in a variety of contexts and for a range of purposes, adapting talk to different audiences and situations and reflecting on their own contributions and those of others;
- to read a wide variety of literature, non-fiction and media texts, which will develop their appreciation of different genres and styles, extend their ideas and their moral and emotional understanding, and encourage independent wider reading;
- to write for a range of purposes and in a variety of forms, including writing for aesthetic and imaginative purposes, to inform others and to develop their thinking.

Speaking and Listening

Pupils will deliver **one individual, researched presentation** based on WJEC set themes. It is expected that an individual presentation will last between five and seven minutes, including responding to questions from the audience. Pupils will also take part in **one group discussion** which will be based on a topic set by the WJEC. The discussion should take about ten minutes.

Due to the strict new rules imposed by the examination board, pupils will be informed of the themes/topics one week before they deliver their presentation or take part in the discussion. During this week, pupils can work under limited supervision in order to research their chosen topic by using the Internet, reading newspapers/magazines/reference books/leaflets, listening to radio/television programmes or asking other questions. Teachers can offer guidance and general advice but this will be based on skills pupils need to display and not the content of the presentation. In line with the new demands, presentations and discussions will have to be recorded and a sample of the recordings will be sent to the WJEC.

Reading

Throughout the two years of the course, pupils will read a range of fiction and non-fiction texts as well as continuous and non-continuous texts. Continuous texts could include, but not be limited to, autobiography, biography, diaries, speeches, travel writing, short stories, reviews, articles, leaflets, blogs and letters. Non-continuous texts include advertisements, graphs, diagrams, lists, tables and schedules. Pupils will also read and study the set texts for the Literature course and part of the Language preparation will be completed through this study.

Writing

Pupils will develop their skills in description, narration, exposition, persuasion and argumentation. In addition to this, pupils will also be required to proofread and edit texts as this is a requirement on the new Language examination paper. Half of the marks available for the writing tasks are allocated to accuracy of spelling, punctuation and grammar.

How is the English Language course assessed?

The new GCSE English Language qualification is un-tiered, i.e. the higher and foundation tiers no longer exist; all pupils sit exactly the same paper. Therefore, all assessments allow candidates to access the full grade range of A*-G.

Non-Examination Assessment - 20%

Oracy (Speaking and Listening – Unit 1)

Pupils will be required to complete **two** Speaking and Listening tasks through the exploration of ideas, texts, problems and/or issues. The tasks will cover the following areas:

- individual, researched presentation or talk, answering questions and responding to feedback based on WJEC set themes (10%);
- group discussion responding to written or visual material provided by the WJEC (10%).

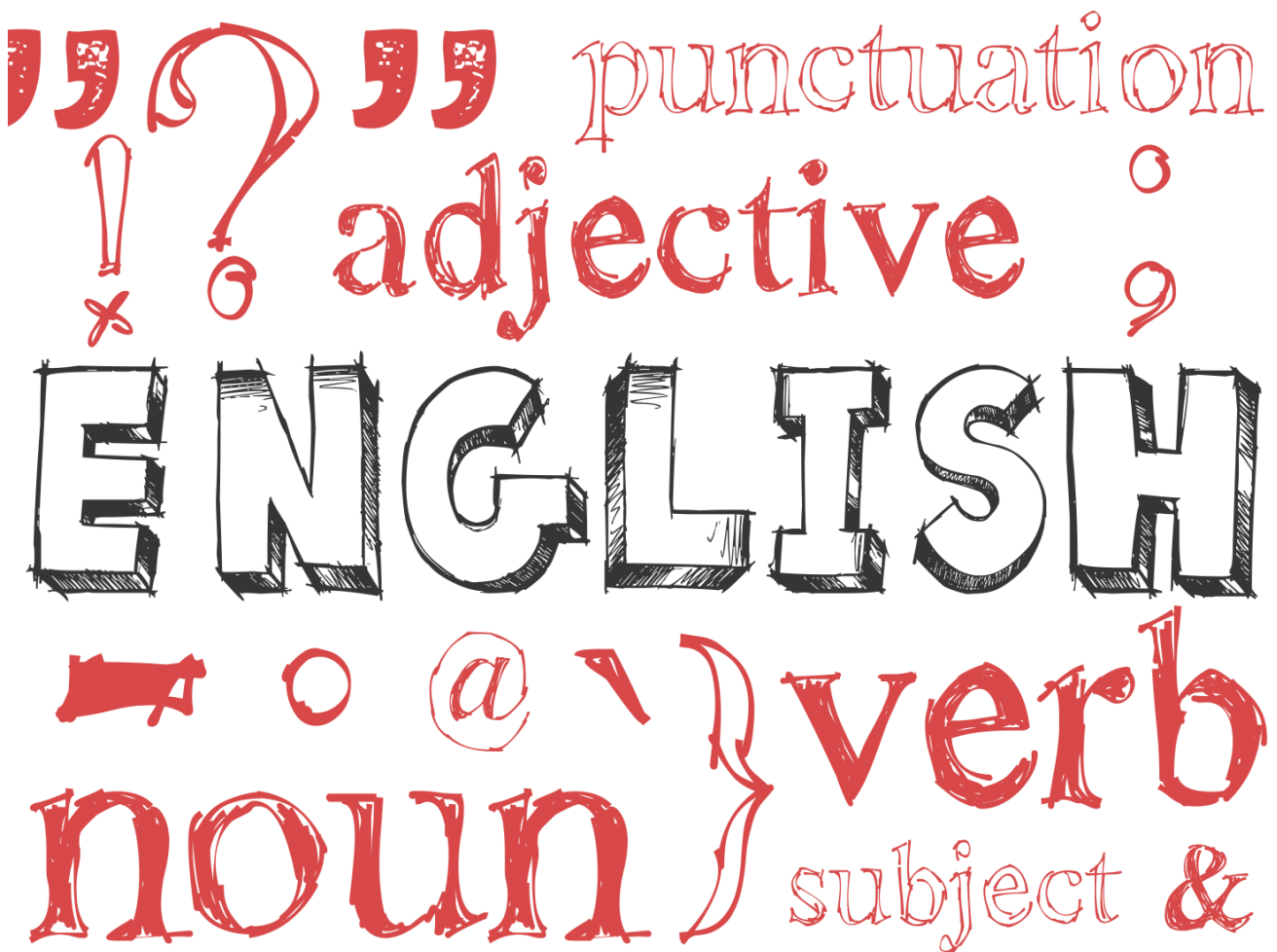
External Assessment - 80%

Pupils will sit **two** written examinations in June of Year 11:

- Unit 2 - 2 hours:
 - **Section A – Reading:** Pupils will be presented with a range of different texts, whole texts and extracts, both fiction and non-fiction, and tested on their understanding of them through a number of questions. Some of these questions will be multiple choice and only worth one mark, whereas some will require extended responses. A total of forty marks will be available.
 - **Section B - Writing:** Pupils will be given one proofreading activity which will be worth five marks and will test a pupil's ability to spot spelling, punctuation or grammatical errors. They will also be given an extended writing task; they will be given a choice of two and will choose just one. Both tasks will link to the reading material offered in the reading section.
- Unit 3 - 2 hours:
 - **Section A - Reading:** This will be similar to the reading section in Unit 2 but pupils may only be presented with non-fiction texts.
 - **Section B - Writing:** Pupils will be given two transactional writing tasks, for example a speech and a letter. Both must be completed and each one is worth 20 marks. Each task will be linked to material available in the reading section.

When will the English Language course be assessed?

Unit 1, speaking and listening non-examination assessments will take place during the summer term of Year 10 and autumn term of Year 11. (Dates to be confirmed). Pupils will sit both the English Language examinations at the end of Year 11.



What does the English Literature course look like?

The ability to be a critical, insightful reader and to respond to a variety of texts is of huge value to all students. Whilst studying English Literature, pupils will be given the following opportunities:

- to read, understand and respond to a wide range of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
- to be aware of social, historical and cultural contexts and influences in the study of literature;
- to construct and convey meaning in speech and writing, matching style to audience and purpose.

Non-Examination Assessment (Shakespeare Essay and Poetry Essay) 25%

Pupils will study a Shakespeare play for this assessment and write an essay on a theme specified by the WJEC, analysing the text and providing a personal response. They will also compare and contrast poems by selected poets.

Unit 1 Examination - Different Cultures Prose and Contemporary Poetry - 2 hours - 35%

Pupils will study "Of Mice and Men" by John Steinbeck and answer two questions: an extract question, which requires close reading of a short section of the text, and an essay question, which tests their understanding of the whole text.

Pupils will also be asked to write about an unseen poem. They will study a range of contemporary poetry in preparation for the unseen poetry element of the examination. (Pupils read this text in Year 9).

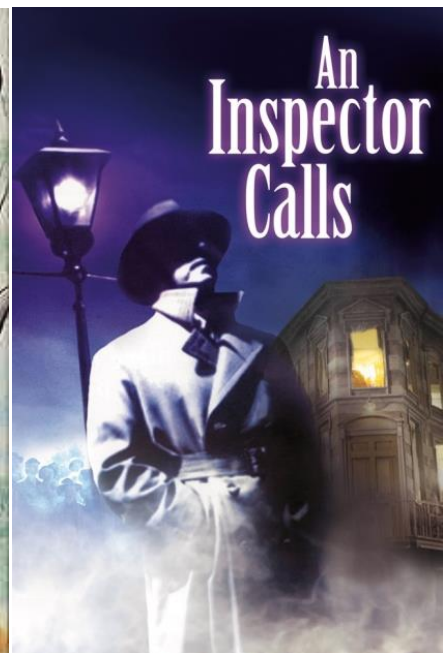
Unit 2 Examination - Drama and Prose - 2 hours - 40%

In preparation for the second Literature examination, pupils will read and study 'A View from the Bridge' (Miller) and 'Lord of the Flies' (Golding) or 'Heroes' by Robert Cormier and 'An Inspector Calls' by J.B. Priestley. They will answer an extract question and an essay question on each of these texts. Pupils are not permitted to take copies of the texts into the English Literature examinations.

How is the English Literature course assessed?

25% of the course is assessed through non examination assessment. This will take place in Year 10.

75% of the course is assessed in 2 examinations. These will take place in Year 10.



The Ethics, Philosophy & Skills is a Core component of the curriculum and is a combination of statutory Religious Education (RE) and Personal & Social Education (PSE) and is used as a vehicle to deliver the National Skills Challenge Certificate.

All students study statutory RE as part of the Key Stage 4 curriculum. Religious Education is taught throughout the school and forms part of the common core in all years. A multi-faith, non-denominational approach is taken to the subject which emphasises the acquisition of knowledge and the development of skills such as understanding and evaluation.

PSE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The emphasis is on knowledge, understanding, attitudes, values and skills. Students are encouraged to develop interpersonal, social and communication skills through reflection and discussion of a wide range of issues.

Formerly known as the Welsh Baccalaureate, the central focus of the National Skills Challenge Certificate at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers. The emphasis in the course is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. The National Skills Challenge Certificate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.

Through the National Skills Challenge Certificate, learners will raise their skill levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society.

Alongside and through the development of skills, the National Skills Certificate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

The National Skills Challenge Certificate consists of four components which are followed by all learners:

- ✓ Individual Project
- ✓ Enterprise and Employability Challenge
- ✓ Global Citizenship Challenge
- ✓ Community Challenge

HOW IS IT ASSESSED?

National Skills Challenge Certificate Components		
Name	Skills	Weighting
Individual Project- Year 10&11	✓ Planning and Organisation ✓ Critical Thinking and Problem Solving ✓ Digital Literacy	50%
Enterprise and Employability	✓ Creativity and Innovation ✓ Personal Effectiveness	20%

Challenge Year 9	✓ Digital Literacy	
Global Citizenship Challenge Year 10	✓ Critical Thinking and Problem Solving ✓ Creativity and Innovation	15%
Community Challenge Year 10	✓ Planning and Organisation ✓ Personal Effectiveness	15%

Grading

Component achievement is based on a learner’s ability to meet the learning outcomes. Each component is awarded a summative grade:

- ✓ **Level 1 Pass**
- ✓ **Level 2 Pass**
- ✓ **Level 2 Merit**
- ✓ **Level 2 Distinction**

Assessors will allocate a score for each learning outcome and collate the points across the whole component to provide a total score. The summative grade for the component will be calculated from the total score.

Example of how this works:

Learner A

Components	Weighting	Grade
Individual Project	50%	Level 2 Distinction
Enterprise and Employability Challenge	20%	Level 2 Distinction
Global Citizenship Challenge	15%	Level 2 Distinction
Community Challenge	15%	Level 2 Distinction

Learner A would be awarded a National Skills Challenge Certificate at grade **A***

Learner B

Components	Weighting	Grade
Individual Project	50%	Level 2 Pass
Enterprise and Employability Challenge	20%	Level 1 Pass
Global Citizenship Challenge	15%	Level 2 Pass
Community Challenge	15%	Level 2 Pass

Learner B would be awarded a National Skills Challenge Certificate at grade **C**

If you enjoy practical based subjects, Food and Nutrition could be the subject for you. This three-year course includes practical, theoretical and investigation work and you will have the opportunity to work with your friends as well as on your own.

We all need to eat and our choice of food will influence our health. Our focus will be diet and health and as your skills improve you will be able to produce a wide variety of sweet and savoury dishes suitable for different groups of people.

There has been much publicity linked to 'Food Safety' and this GCSE will provide you with all the information required to make sure that the food you prepare is safe to eat. Food poisoning is not fun!

Most students enjoy tasting and testing new food products and trying to design their own. ICT in the department will help us evaluate and analyse the nutritional content of such products. Our Faculty is fortunate to benefit from a computer suite and this will be available to students opting for this subject.

We must remember that the food industry is the largest industry in the UK and studying this subject could open many doors for you. Everyone needs food - this is education for life!

Students will be expected to provide ingredients as and when required.

HOW THE COURSE IS ASSESSED

Written Paper	1 Tier	40%	1 Hour 30 Minutes
Year 10	Controlled Assessment	20%	10 Hours
Year 11	Controlled Assessment	40%	15 Hours



Geography is a subject that spans the divide between Arts and Science. Students enjoy the scope of the material they cover, the insight it provides them in understanding the world around them, and the sheer contemporary nature of the issues it tackles. Geographers are taught a wide-ranging combination of skills drawing in ideas from many sources, and they develop the ability to view issues from a wider perspective. Statistics show that Geographers are amongst the most employable because they possess the skills and abilities that employers are looking for. The course is evenly balanced between physical and human themes which are studied at a variety of scales and places. Students will develop their geographical skills and understanding, as well as gaining knowledge of the six 'core' themes, and three 'option' themes:

You will study 4 'CORE' topics:

1. **Landscapes and physical processes** - What are river processes and what landforms do they create? How should rivers be managed? How do we describe the geography of Wales?
2. **Rural Urban links** - Where do people live? What will happen to the world population? In what ways are European city centres being renewed? How do changes in European consumer choice have a global impact? What's happening to our green belt? What are the problems in urban areas in LEDC's?
3. **Development and Resource issues** - How are global patterns of development identified? What progress is being made towards achieving the Millennium Development Goals? How and why is the demand for water changing?
4. **Weather, climate and ecosystems** - What are the causes and evidence for climate change? What are the alternative futures? Why are some of our ecosystems fragile? What is our ecological footprint? How can we manage our actions to conserve our environment? What are the causes and consequences of Hurricanes?

You will study 2 'OPTION' topics:

5. **Coastal Hazards and management** - Why are some coastal communities vulnerable to erosion and flooding? How are the coasts managed? How should coastal environments be managed in the future?
6. **Social development** - How is social development measured? What are the health care issues in sub-Saharan Africa? How do AIDS and HIV affect people's lives in sub Saharan Africa? What has been the impact of the EBOLA epidemic in sub Saharan Africa?

HOW IS THE COURSE ASSESSED

Tiers of entry	Exam papers	Fieldwork Enquiry	Grades possible
Only one tier	<p>Paper 1 Changing Physical and Human Landscapes Written examination: 1 hour 30 minutes</p> <p>Paper 2 Environmental and Development Issues Written examination: 1 hour 30 minutes Exams are taken at the end of Year 11.</p>	An enquiry based on fieldwork. This is a narrowly focused task based on fieldwork and supportive secondary data and presented as a short report with illustrative data.	A*-E
Weighting	80%	20%	

The GCSE in Health and Social Care, and Childcare is an exciting new course for students who are interested in learning about the development and care of individuals throughout the life cycle from conception to later adulthood. Learners will develop both a critical and analytical approach to problem solving whilst gaining an understanding of personal development, health and social care sectors and services set within contemporary case studies.

There are two units:

Human Growth, Development and Well-being: We will investigate the major milestones people reach in their physical, intellectual, emotional and social development from birth to old age. We will also study the factors that affect peoples' health and well-being, such as diet, lifestyle, disabilities and relationships.

Promoting and Maintaining Health and Well-Being: What is health and well-being? Does this change over time? How do health professionals protect people and help them to make positive choices about their health? We will look at a variety of current health promotion campaigns to see how they are designed to give people information and advice. We will also find out how health professionals work together to make sure individual's needs are met.

Students will be expected to provide materials and ingredients as and when required.

HOW THE COURSE IS ASSESSED

Written Paper	1 Tier	40%	1 Hour 30 Minutes
Year 10	Non-Exam Assessment: Service Provision	20%	10 Hours
Year 11	Non-Exam Assessment: Health Promotion	40%	15 Hours



Do you ever wonder why the World is as it is? GCSE History helps you make sense of it. The GCSE course at Radyr is designed to engage students with an emphasis on skills. Our teaching is very much in this spirit: creative, engaging, lively and dynamic learning that actively involves students in their studies. History is not only a useful qualification for a career in the media, law, journalism or politics; it provides a way of looking at the World that will stay with you for life.

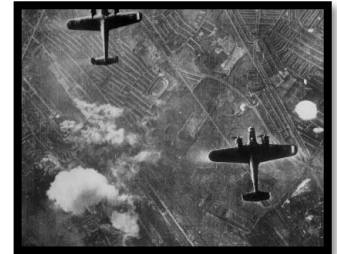
HOW THE COURSE IS ASSESSED

Depth Study: Depression, War and Recovery, 1930-1951

Have you ever wondered why Britain didn't succumb to fascism? Was Britain lucky to win World War II? How has World War II shaped our lives today? You will discover the answers to these questions, and many more! In particular we will study:

- The Great Depression;
- The threat of Germany and the Blitz;
- Britain's recovery in a post-World War World.

The hunger marches, appeasement, Dig For Victory, war damage and the NHS – 21 years of hardships and victories.



Depth Study: The USA: A Nation of Contrasts, 1910-1929.

America is regarded as the land of the free, a great superpower and has the biggest economy in the World. Yet it is also a country where discrimination, corruption and extreme poverty exists. Why is this? We will focus on:

- Racial tensions - lynching and the rise of the KKK;
- Celebrity gangsters such as Al Capone;
- Flappers and the Jazz Age.

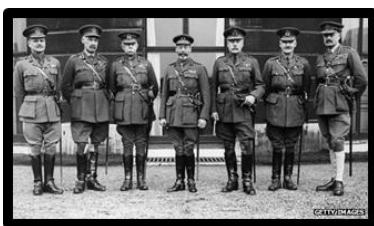
Students will uncover an age of religious and racial intolerance combined with government corruption and the rise of xenophobia!

Thematic Study: Changes in Health and Medicine, c.1340-present day

When we compare medical practice today to medical practice a thousand years ago, how much improvement has there been? We will study one thousand years of medical history from the Black Death to the Great Plague to Florence Nightingale and the work of Aneurin Bevan. We will study:

- Changing ideas about the cause of disease;
- Changing approaches to the treatment and prevention of disease;
- The influence of religion, industrialisation, science and technology.

A fascinating and fast-moving course, covering 1000 years of History, the history of medicine is grisly, gruesome and gripping!



Controlled Assessment: World War One

Students will produce 'coursework' in controlled conditions.

Task A: A study of the position of women during World War One.

Task B: An assessment of the 'Lions lead by Donkeys' debate.

Tiers of entry	Exam papers	Non Exam Assessment	Grades possible
No different tiers.	3 papers Depth studies - 50% Thematic study - 30%	One internally-assessed, externally moderated task, completed under full exam conditions.	A*-G
% Weighting for each element	80%	20%	

Mathematics is a **core** subject in the National Curriculum and as such occupies one of the central places in the curriculum of the school. Students are taught in ability sets. There is movement between sets to ensure each student is being challenged appropriately.

Mathematics is used in many other subjects such as Science, Geography, Economics and Technology but for many students it is a satisfying and enjoyable subject in its own right. A good understanding of mathematics is an asset in life and the mathematics department endeavours to develop each student's full potential.

Students will undertake the two WJEC qualifications, **GCSE Mathematics - Numeracy** and **GCSE Mathematics**.

GCSE Mathematics - Numeracy will build on the levels of numeracy expected at the end of Key Stage 3 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 focus on mathematics in contexts that are relevant to the real world. The content of **GCSE Mathematics** will overlap with that of GCSE Mathematics - Numeracy and will also extend into aspects of mathematics needed for progression to scientific, technical or further mathematical study.

There are three tiers of examination for each qualification. In each tier, students will study all areas of mathematics as defined in the National Curriculum including number, algebra, geometry, statistics and probability, as well as how to apply these areas of mathematics to solve problems.

GRADES AVAILABLE AT EACH TIER

Higher					C	B	A	A*
Intermediate			E	D	C	B		
Foundation	G	F	E	D				

HOW THE COURSE IS ASSESSED

(There is no coursework or controlled assessment in either of the mathematics GCSE qualifications).

Tier of entry	Exam papers	Grades possible
Higher	2 papers of 1¾ hours duration	A* - C
Intermediate	2 papers of 1¾ hours duration	B - E
Foundation	2 papers of 1½ hours duration	D - G
Weighting for each element	Each paper is worth 50 % of the qualification	

In each case, the first paper is non-calculator and the second paper is with calculator. On each paper, two marks will be awarded for organising, communicating and writing mathematics accurately. Candidates must sit both papers of a qualification at the same tier, e.g., GCSE Mathematics Paper 1 and GCSE Mathematics Paper 2 both at the intermediate tier. They can, however, sit the two qualifications at different tiers, e.g., GCSE Mathematics - Numeracy at the intermediate tier and GCSE Mathematics at the higher tier.

Further information can be obtained from:

<http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/>

Why study GCSE Media?

Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. You can apply many of these skills to GCSE English too – students often do better in English when they take Media Studies as well.

Hoping for a career in the exciting, innovative and competitive entertainment and media industries? GCSE Media Studies will give you a great head start.

Today we are surrounded by media wherever we look. There is the Internet, TV, film, radio, magazines, papers ...the list goes on.

“In the modern world, media literacy will become as important a skill as Maths or Science.”

Tessa Jowell (Former Secretary of State for Culture, Media and Sport).

What will you study?

Unit 1 (30%) Exploring the Media

- Section A: Representations – advertising, video games and newspapers. For this section there is one stepped question based on unseen print-based resource material related to advertising, video games or newspapers.
- Section B: Music. For this section, there is one stepped question and two single questions assessing knowledge and understanding of media language, representation, media industries and audiences.

Unit 2 (30%) Understanding Television and Film

- Section A: Wales on Television. For this section, there is one stepped question based on the set ‘Wales on Television’ product chosen by the exam board and will assess knowledge of media industries, audiences, media language and representation.
- Section B: Contemporary Hollywood Film. For this section, there is one stepped question and two single questions assessing knowledge and understanding of media industries, audiences and media language.

Unit 3 (40%) Creating Media: Non-exam assessment

Candidates must create:

- a media production, including individual research and planning, created in response to a choice of briefs set by the exam board;
- an individual reflective analysis of the production.

HOW THE COURSE IS ASSESSED

Units 1 and 2 - The external examinations which, combined, are worth 60% will be sat at the end of Year 11.

Unit 3 - The non-examination assessment worth 40% of the marks will be completed at the start of Year 11.



The study of a modern foreign language has been recognised by the Welsh Assembly Government as a highly desirable skill for students who will be working in a society which has such close links with Europe. The ability to speak a European language has been proven to enhance future career opportunities and is enjoyable and rewarding in its own right.

All students may choose French and those who have started German this year may choose German as well as or instead of French. Students can therefore study one or two modern foreign languages.

The new GCSE specification in French and German will enable learners to develop understanding of the language in a variety of contexts, develop knowledge of the language and language learning skills, develop the ability to communicate effectively in the language and develop awareness and understanding of countries and communities where the language is spoken.

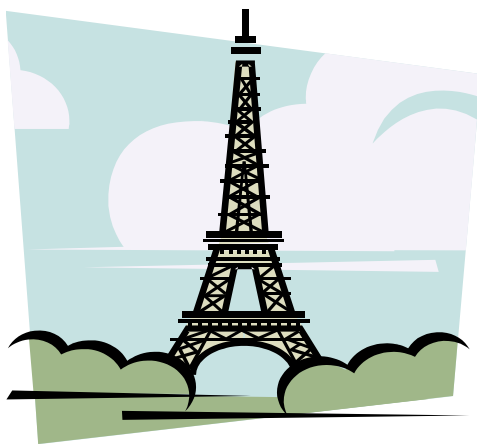
In lessons we cover a range of topics and grammar. Topics covered over the three year course in both languages include:

- Youth culture;
- Life style;
- Customs and traditions;
- Local Community;
- The World of Work;
- Jobs and future plans.

HOW THE COURSE IS ASSESSED

(The course is assessed at the end of Year 11 by testing the four skills).

Skill	% GCSE	Length of paper (Foundation level)	Length of paper (Higher level)	Tasks
Listening	25%	35 minutes	45 minutes	Non-verbal and written responses.
Speaking	25%	7-9 minutes	10-12 minutes	Role play, photo card discussion, conversation.
Reading	25%	1 hour	1 hour 15 minutes	Non-verbal and written responses; a translation from French/German into English.
Writing	25%	1 hour 15 minutes	1 hour 30 minutes	Written tasks including a translation task from English into French/German.



The syllabus is designed to offer all candidates a varied and interesting course based on the three primary musical activities of performing, composing and appraising. One of the main aims is to stimulate and develop an appreciation and enjoyment of music through an active involvement in each of these three musical activities. A GCSE in Music offers opportunities to study Music or Music Technology in the Sixth Form.

The GCSE Music syllabus is designed to ensure that the highest grades are accessible to the ordinary classroom musician. GCSE Music is available to students of ALL musical abilities.

Students are expected to make frequent use of music technology to produce their compositions. All students will develop skills for individual and group performance.

Areas of study include:

- ♪ **Musical Forms and Devices.**
- ♪ **Music for Ensemble.**
- ♪ **Film Music.**
- ♪ **Popular Music.**

HOW THE COURSE IS ASSESSED

Unit 1 Performing	Unit 2 Composing	Unit 3 Listening Skills
<p>A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. 30%</p> <p>A programme note for one of the pieces chosen for performance, linked to an area of study. 5%</p>	<p>Two compositions (total playing time of 3-6 minutes), one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief. 30%</p> <p>An evaluation of the piece composed in response to a brief set by WJEC. 5%</p>	<p>This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. 30%</p>
35%	35%	30%
Assessed internally and externally moderated	Assessed internally and externally moderated	1 hour listening exam in May/June of Year 11



If students select PE/Sport they will undertake a foundation year in Year 9, completing a programme that would benefit both courses. Towards the end of Year 9 a decision will be made by the department regarding the most suitable pathway for students to follow. Below is a breakdown of the two pathways:

Physical Education (GCSE)

This is a challenging and enjoyable course for students interested in all aspects of Physical Education. Students need to be aware that being a capable gymnast, athlete or team player is not the only requirement for success in this course because 50% of the work is theory-based.

The main areas of Theory which all students study:

- **Fitness:** The principles and methods of attaining physical fitness. Assessing and evaluating fitness. Effects of exercise and training on the body’s systems. Exercise programmes.
- **Psychological Influences on Health, Lifestyle and Performance.**
- **Anatomy and Physiology:** How the body works.
- **Sociological Aspects of Sport:** Factors affecting participation and provision in sporting and health activities.
- **Diet.**

Practical Areas / Coursework:

- Candidates are assessed in 3 practical activities:
 - One team sport, one individual sport and one other (**this MUST be carefully considered if considering PE/Sport**).
- All pupils will be assessed in a personal fitness programme for one of their chosen sports.
- The areas of activity are gymnastic activities, dance activities, adventurous activities, games activities, swimming activities, athletic activities and health, fitness and wellbeing.

HOW THE COURSE IS ASSESSED

Tiers of entry	Exam papers	Coursework	Grades possible
No different tiers	2 hour paper	Practical Assessment in 3 sports and personal fitness programme	A*-G
Weighting for each element	50%	50%	

This course is perfect for students who love all aspects of sport. The course is designed to allow students to enjoy practical lessons, without the pressure of practical performance. The course is also suitable for students who enjoy producing coursework and assignments and working through their course, rather than toward a final exam.



HOW THE COURSE IS ASSESSED

Pearson BTEC Level 1/Level 2 First Award in Sport			
Unit	Mandatory units	Assessment method	GLH
1	Fitness for Sport and Exercise	External	30
2	Practical Performance in Sport	Internal	30
3	Applying the Principles of Personal Training	Internal Synoptic	30
Optional specialist units			
4	The Mind and Sports Performance	Internal	30
5	The Sports Performer in Action	Internal	30
6	Leading Sports Activities	Internal	30

Pupils must complete ALL mandatory units (Unit 1, 2 and 3), Unit 6 is our chosen optional unit.

Unit 1 - This unit is externally assessed using an onscreen test.

The exam board sets and marks the test. The test lasts for one hour fifteen minutes and has 60 marks. Learners will complete an onscreen test that has different types of questions including short-answer and extended open response questions. Where appropriate, questions contain graphics, photos, animations or videos.

Unit 2 - This unit focuses on your own and others' sporting performances. Here pupils complete assignments which are set and marked by their teacher. These assignments will all have strict hand in deadlines which must be adhered to. The assignments will focus on rules & regulations of sports, analysis of pupils' own and other's performances as well as creating effective training programmes to improve their performance.

Unit 3 - This unit is all about the individual performers' improvement, the process of Physically training to improve and enhance their own personal fitness for one activity/sport they participated in for Unit 2. This unit also provides the opportunity to safely explore the many different training methods pupils may not previously have had experience of. Finally, pupils will also explore the Anatomy and Physiology of how their body responds to the training sessions. This unit is synoptic and designed so that pupils think about all of their learning from across the qualification, and use it to respond to the assessment. Therefore, it will be taken in the second year of the course.

Unit 6 - This unit introduces pupils to sports leadership, enabling them to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. Pupils will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate their ability to lead a sports activity session or component of a session.



This option has been specifically designed to support those learners who may find choosing four options challenging. Some students may choose Qualifications Plus in one block, others may choose or be guided to taking it in two. This subject will support learners in the development of communication and numeracy skills required in the core and option subjects. As well as receiving support, students may undertake up to two vocational qualifications:

Sweet*

Sweet* is an innovative, flexible vocational qualification in Personal and Social Development. The learning and skills development programme offers a specialist BTEC Level 1 or 2 qualification (GCSE Equivalent). It supports the work completed for the National Skills Challenge Certificate.

Sweet* is well placed to respond to many of the recommendations published in the Welsh Government's 'Successful Futures', a review of the school curriculum.

Who is it for?

The engaging format is designed and tailored to suit learners of all abilities. The qualification can be claimed from the age of 14.



Financial Capability

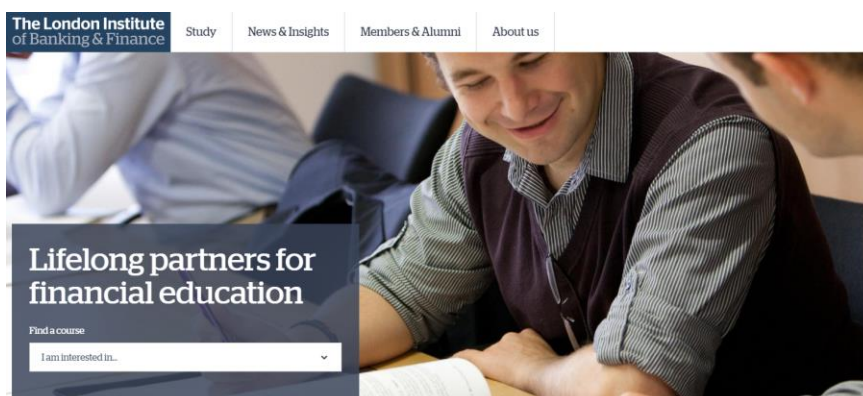
The Certificate in Financial Capability and Careers Development (CeFCCD) is a level 2 qualification that has been designed for people who are, or, will shortly be, reaching a life stage when they no longer depend on others for their financial provision.

Unit 1 – Personal Financial Encounters (PFE) - PFE aims to increase students' understanding of the sources of money and the importance of budgetary control, enabling them to make informed decisions about their finances.

Unit 2 - Money Management Solutions (MMS) - The aim of MMS is to develop students' understanding of the banking systems available to them. This will enable them to make informed choices about their bank accounts and spending decisions.

Unit 3 - Personal Finance Management (PFM) - The aim of PFM is to increase students' understanding of personal finance, taking into account affordability, choice and protection.

Unit 4 - Careers in Finance (CIF) - CIF aims to provide students with an understanding of the careers available in financial services and the key entry routes, providing them with ways of enhancing their employability.



You don't really believe the story that you only do Religious Studies to become a vicar do you?

Anyone who:

- Is curious, inquiring, interested in people,
- Cares about the world we live in,
- Is keen on reading,
- Doesn't believe everything he/she is told,
- Is prepared to listen to other viewpoints and express an opinion,
- Likes visiting places,
- Has a sense of fair play,
- Has a sense of humour.

You do not have to be religious to study Religious Studies. It is a course for anyone who is interested in people and the things they find important.

The areas of study include:

Christianity

Islam

Good and Evil

Life and Death

Relationships

Human Rights

For each, you will investigate what people believe, how they express their beliefs in worship and the impact of these on their family and community. There will be plenty of opportunity to discuss the relevance of religious belief and social issues. So, if you have an enquiring mind, appreciate different viewpoints and can make a balanced decision, then this course could be right for you.

Religious and Careers

For many people-orientated careers, a qualification in Religious Studies is ideal: personnel work, broadcasting, teaching, community work, the police force, publishing and journalism.

HOW THE FULL GCSE COURSE IS ASSESSED

Tiers of entry	Exam papers	Grades possible
One tier	2 written papers (2 hours)	A*-G
Weighting for each element	100%	

Science is a **core** subject and makes up a minimum of **two** mandatory GCSEs in the new Welsh curriculum.

At the heart of the course is a desire to make school science more relevant to everyday life. The curriculum is based on teaching the skills necessary to access science in everyday situations, to develop research and investigative skills, and to provide a depth of science qualifications to suit all abilities.

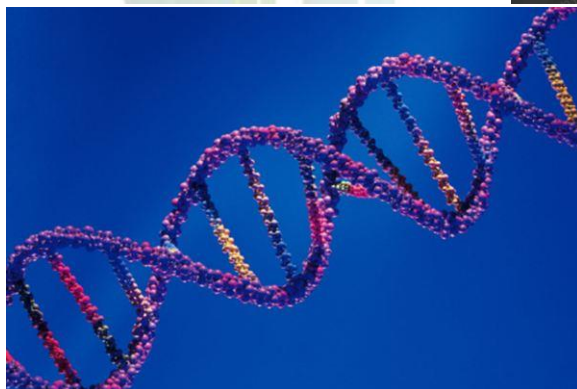
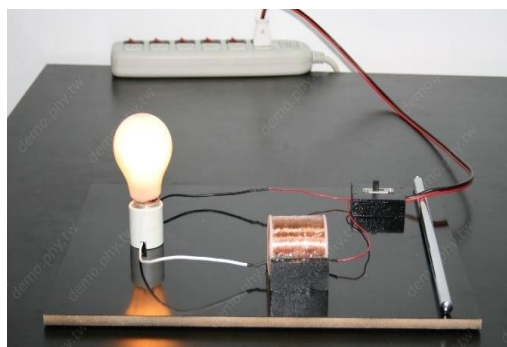
Students study topics across the three sciences that enable them to find out more about how science fits into the world about us.

Practical work is at the heart of learning in science. Practical investigations will form the basis of examined assessments that contribute significantly towards the final GCSE grades. Students will devise their own models and evaluate them. They will also manage risks, trial their own plans and consider the evidence they gather. They analyse data in order to form conclusions which can be linked back to their original hypothesis, and the supporting evidence they gathered.

Most students will follow a course where they take double award science. This is a GCSE course that is worth two GCSE qualifications. Students sit exam modules at the end of Year 10 and Year 11 that combine into a Double GCSE qualification. This will allow students to progress to A-level studies in Biology, Chemistry, Physics and Applied Science or to follow a science based course at college as an alternative to A-levels.

Selected students may also follow a route leading to three separate GCSE grades in Biology, Chemistry and Physics. This forms part of the schools gifted and talented provision and is available to selected students. To follow this pathway, students will be selected based on prior attainment in Science, Maths and English.

There is limited fluidity between these pathways dependent on progress made by individual students in Year 10.



Sociology seeks to account for the varied forms of human society focusing on the impact that culture and organisations have on individual lives.

Structure of the Course:

Unit 1	Understanding Social Processes	50% of the course
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Compulsory Core - Students will focus on:

The themes of socialisation, identity and culture. Learners study the key concepts of cultural transmission, including socialisation and the acquisition of identity.

- **Gaining an understanding of the interrelationships between individuals, groups, institutions and society** by focusing on the socialisation process, influence of culture, effects of stereotyping and deviance.
- **Sociological debates and theories with reference to people and society.** The focus will be on different social groups and cultural variations, the social construction of identity with reference to labelling and status, the structure of social control in society that can be seen through power, deviance, sanctions etc.
- **Understanding the study of society** by focusing on the sources, methods and techniques employed by sociologists to acquire information.

Family

In this module, learners will gain an understanding of the family as a key agent of primary socialisation. In the family, norms and values are set and central to our understanding of how culture is transmitted between the generations. Learners will explore the effects of social changes on the family structure and relationships over time.

Education

In this module, learners will gain an understanding of education as a key agent of secondary socialisation. Over time, some patterns of educational achievement have changed and some remained the same. Learners will explore the role that factors within the school culture and factors in wider society can affect educational attainment.

Unit 2	Understanding Social Structures	50% of the course
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Compulsory Core - Students will focus on:

Social differentiation, power and stratification. This includes the theme of power, issues of social order and social control studies through crime and deviance.

- **Understanding the interrelationships between individuals, groups, institutions and society** by focusing on the concepts of social exclusion, prejudice, poverty etc.
- **Sociological debates and theories with reference to social issues** with an exploration of the causes and consequences of inequality with a focus on concepts such as stereotyping, scapegoating, folk devils etc.
- **Understanding the study of society** by focusing on the sources, methods and techniques employed by sociologists to acquire information. Learners also study applied methods of sociological enquiry.

Crime & Deviance

Factors such as class and ethnicity are linked to patterns of crime and deviance. Sociologists consider who commits crime, who victims of crime are, and whether treatment by the criminal justice system is equal.

HOW THE COURSE IS ASSESSED

Unit 1: 50% of the course			Unit 2: 50% of the course		
Core Module: Understanding social processes	Module Families	Module Education	Core Module Understanding social structures	Module Crime & deviance	Module Applied Sociological Methods
1 hour 45 minutes written paper			1 hour 45 minutes written paper		

Welsh is a **core** subject. Knowledge and understanding of the Welsh language is increasingly important in Wales today where the ability to speak Welsh can open up many career prospects in Wales. By now, one in five people in Wales speak the language and there has been a huge increase in the number of Welsh speakers under the age of 16. Around 40% of young people between the age of 5 and 15 can speak Welsh. Therefore, in the future there will be a demand for people within the job market in Wales who can work bilingually. Studying Welsh as a full course allows students to become far more fluent and at the end of the two year course, they will have a good grasp of the language.

We strongly believe that it is vital for our students to be able to use their Welsh outside of the classroom so we arrange many trips and events for the Welsh students. For example, trips to Glan Llyn and visits from companies who use Welsh in the workplace.

During the GCSE course, students use and respond to both written and spoken Welsh in a variety of situations. They will build upon the language skills that they have learnt in KS3.

The course which we follow prepares the pupils for using the language in the workplace. There are 4 units altogether.

Unit 1 and 2 – The World Around Us and The World of Work.

Unit 3 and 4 – The Future and Using Welsh in the Workplace.

HOW THE COURSE IS ASSESSED

External Examination	Internal Assessment	% Marks
Unit 1 – Reading and Writing Examination	Individual Presentation, Reading and Writing tasks	20%
Unit 2 – Controlled Assessment		30%
Unit 3 – Controlled Assessment	Speaking, writing and reading	30%
Unit 4 – Group oral examination		20%



