

# Parents Guide to KS4



Information about all the subjects studied  
throughout the Key Stage and how you can help

**2018-2020**



# Key Dates at Penyrheol

## SCHOOL TERMS AND HOLIDAYS 2018/19

Mid Term Holidays						
Term	Term Begins	Terms Ends	Begins	Ends	Term Begins	Term Ends
<b>Autumn 2018</b>	Monday 3rd September	Friday 26th October	Monday 29th October	Friday 2nd November	Monday 5th November	Friday 21st December
<b>Spring 2019</b>	Monday 7th January	Friday 22nd February	Monday 25th February	Friday 1st March	Monday 4th March	Friday 12th March
<b>Summer 2019</b>	Monday 29th April	Friday 24th May	Monday 27th May	Friday 31st June	Monday 3rd June	Tuesday 22nd July

## IMPORTANT DATES:

### 2018

Year 11 Parents' Evening	24th September 2018
Year 10 Interim Report Issued	30th November 2018
Year 10 Parents' Evening	3rd December 2018
Year 11 Mock Examinations	10th -19th December 2018

### 2019

Year 11 Reports	25th January 2019
Year 11 Parents' Evening	28th January 2019
Year 10 Mock Examinations	1st-5th April 2019
Year 11 GCSE Examinations	7th May-14th June 2019
Y10 Reports Issued	17th May 2019
Year 11 Study leave starts	3rd June 2019
Y10 Work Experience	15th-19th July 2019

## CONTACT INFORMATION:

If you have any queries, please do not hesitate to contact the school.

Telephone:	01792 533066
Head of Year:	Ms. E. Rees
Pastoral Support Officer:	Mrs. K. Lee

**Website: [www.penyrrheol-comp.net](http://www.penyrrheol-comp.net)**

# Making a Difference

## Parents – How you can make a difference.

**E**ducation has changed so much over the years what with different courses (GCSEs, Vocational GCSEs, BTECs etc.), coursework, modular exams, entry tiers and controlled assessments. The names of the different stages have also changed – your child has now entered Key Stage 4 (Years 10 and 11). With so many different systems in place, it is easy to feel at a loss on how you can help your child fulfil their potential. As a school, we need to work with you in ensuring your child gets the best possible GCSE results – and that is the point of this Parental Guide.

**Y**our involvement can make an enormous difference – the difference between a pass or a fail. Research tells us that parental support is **eight times** more important in determining a child's academic success than social class. Parental involvement can mean the difference between an A\* and an 'also-ran' at GCSE. (TES, 10th October 2003).

**T**his parental guide will hopefully provide clear and practical information on how you can best help your child during their GCSE years at Penyrheol. Of course the school has an important role to play too. It will provide the expertise and resources to help your child acquire the knowledge, skills and understanding they need to succeed.

**H**opefully, by working together, we can help your child reach their full potential. We value the partnership that exists between home and school. Please keep us informed of situations at home that are likely to impact on your child's performance, ensure your child attends school regularly and keep a check on their homework and coursework deadlines. Parents' Evenings are held once a year in Year 10 and twice in Year 11 – please attend and find out how your child is doing and how you can help them improve.

**P**erhaps the hardest demand on Year 10 and Year 11 pupils is that of understanding the long term importance of doing the best they can now and putting aside short term fun in the interest of long term benefits. That is certainly not to say that Key Stage 4 has to be no fun at all, but there needs to be a balance and you can help your child achieve that. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam years.

**W**hatever your individual child's needs, your chief role will always be that of person who cares most in the world, admirer of every achievement and provider of every need.

**Penyrheol Comprehensive School**  
**Telephone: 01792 533066**

If you have any concerns about your child's progress, we want to hear from you.

Please do not hesitate to get in touch.





# English

**Head of Department: Miss K. Jones**

## **English Language/Literature G.C.S.E.**

The following table is an outline of the work undertaken by pupils in Year 10.

<b>Term</b>	<b>Studying</b>	<b>Informaion for Parents</b>
<b>Autumn (1st half term)</b>	An introduction to GCSE. Study of a range of text types.  Narrative writing	
<b>Autumn Term (2nd half term)</b>	Literature Controlled assessment task – study of a play by Shakespeare. This controlled assignment is worth 12% of the Literature GCSE.	This assignment will be completed under teacher supW work to be done at home
<b>Spring Term (1st half term)</b>	English Language examination preparation Non-fiction writing	Past paper questions will be given for homework
<b>Spring term (2nd half term)</b>	English Language oral assessments - Individual presentations. English Language examination preparation.  Writing fiction	Preparation at home – research/note making/practise
<b>Summer Term</b>	First reading of set novel and set play for Literature examination. Past paper practice	Pupils may purchase copies of the texts for ease of use/revision. The novel and play- as well as the notes given for revision- should be read and reread

### **How parents can help:**

- Work in bold will involve homework tasks and parents can therefore monitor that pupils are working on these in the term indicated.
- Deadlines for coursework/homework will be in pupils' planners and parents can check that these are met
- Parents can read the text being studied and discuss this with pupils
- Parents may read through pupils' preparation notes and offer general advice e.g. check spelling/write more/punctuation
- Although there are copies of the examination set text in school that can be given on loan, most pupils purchase their own so that they can text mark and highlight for ease of study/revision
- Parents can ensure that pupils read and reread the set text, making notes, revising from revision notes given and learning quotations. Many parents read the novel so that they can discuss characters and plot with their child and help them to revise.

# English

The following table is an outline of the work undertaken by pupils in Year 11. All English written coursework is completed under teacher supervision in lesson time. Pupils will sit English Literature unit 1 in January and English Literature (Unit 2) and English Language (Units 2 and 3) at the end of Year 11.

Term	Studying	Information for Parents
<b>Autumn (1st half term)</b>	English Literature Controlled Assessment task – poets writing in Wales	Teacher supervised assignment. However, preparation and research tasks will be given for homework
<b>Autumn Term (2nd half term)</b>	Reading and study of set novel 'Of Mice and Men' Study of poetry and how to tackle unseen poetry	Pupils may purchase a copy of the text for ease of use/revision. The novel- as well as the notes given for revision- should be read and reread
<b>Spring Term (1st half term)</b>	Second reading and study of set novel – pupils will read and study a second novel in preparation for the June examination	Once again, pupils may purchase copies of the texts for ease of use/revision. The novel and play- as well as the notes given for r Spring Term revision- should be read and reread.
<b>Spring term (2nd half term)</b>	Second reading and study of set play – pupils will read and study a play in preparation for the June examination.	
<b>Summer Term</b>	Revision period for all examinations	
<b>GCSE English Language Units 2 and 3 and English Literature Unit 2 will be sat in the Summer Term</b>		

## How parents can help:

- Work in bold will be given as homework tasks and parents can therefore monitor that pupils are working on these in the term indicated
- Deadlines for coursework/homework will be in pupils' planners and parents can check that these are met
- Parents may read through pupils' first drafts and offer general advice on redrafting e.g. check spelling/write more/punctuation
- Pupils may present oral tasks to parents in order to prepare for examination/assessment
- It is absolutely essential that work in the revision packs is revised thoroughly and that pupils go into the examination having learnt formats and different styles of writing
- Private reading and research will be hugely beneficial at this time.





# Mathematics

**Head of Department: Mr. G. Roberts**

**P**upils will work over the course of two years towards two GCSE qualifications at three tiers of entry. To achieve the Welsh Baccalaureate qualification, learners need to also have passed either the GCSE Numeracy or GCSE Maths. It is unclear at this time whether employers will prefer one qualification over the other or whether they will expect learners to have both.

## Numeracy GCSE

**N**umeracy is generally thought of as the Maths skills that are transferable through many everyday life contexts and applicable in other curriculum areas. This is a new qualification that has been designed alongside employers to highlight how important these skills are for the future job market.

**G**CSE Numeracy will build on and progress from the levels of numeracy expected at the end of Key Stage 3 through the Literacy and Numeracy Framework and will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas. This specification is designed to encourage learners to be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study. It will hopefully help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society. It will have an emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. It will prepare learners to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problem-solving cycle will feature within the specification as well as the more numerical aspects of mathematics. There will also be opportunities for learners to make informed decisions about the use of technology, the management of money and the use of statistics.

### The GCSE specification in Numeracy will enable learners to:

- develop knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts required for everyday life, in the world of work, and in other general curriculum areas
- select and apply appropriate mathematics and statistics in everyday situations and contexts from the real world
- use mathematics to represent, analyse and interpret information • acquire and use strategies for problem solving and modelling in context
- understand that models may need refining and that there may be more than one way to solve a problem
- interpret mathematical results and draw and justify conclusions that are relevant to the context
- communicate mathematical information in a variety of forms.

## Assessment

**T**he syllabus aims to test your child's ability to apply their numeracy skills in contextualised situations. It is assessed purely on two exams, one non calculator paper (unit 1) and one calculator paper (unit 2). Both of these papers will feature all questions in a context. A large part of the assessment will be identifying which information is relevant to solve the problem. Developing reading skills will be very beneficial to help with this aspect.

*Our aim is for pupils to sit the Numeracy GCSE early (either June of Y10 or Nov of Y11). However, this is dependent upon a current review by the Welsh Government into whether, early entry for GCSE's is going to be allowed to continue. We will inform you of the decision and when your child will be sitting Numeracy.*

# Mathematics

**Head of Department: Mr. G. Roberts**

## GCSE Mathematics

**G**CSE Mathematics will build on and progress from the levels of mathematics expected at the end of KS3 through the National Curriculum Programme of Study for Mathematics. Whilst GCSE in Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

**I**t will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically-related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage learners to employ and evaluate different mathematical techniques.

**The GCSE specification in Mathematics should enable learners to:**

- develop knowledge, skills and understanding of mathematical methods, techniques and concepts required for progression into mathematics or mathematically-related disciplines or employment routes
- make connections between different areas of mathematics
- select and apply mathematical methods in both mathematical and real-world contexts
- reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences
- develop and refine strategies for solving a range of mathematical and realworld problems • communicate mathematical information in a variety of forms
- interpret mathematical results and draw and justify conclusions that are relevant to the context
- communicate mathematical information in a variety of forms.

## Assessment

**T**his course is assessed with two exams, again one non calculator and one calculator. It is important to note that ALL of the numeracy skills in the GCSE numeracy can be assessed again in the GCSE Maths.

**The Mathematics GCSE will be sat in the Summer Term of Year 11.**

### Adult Attitude to Maths - Is This You?

**“My first thoughts of mathematics are fear, not being able to do it and feeling inferior”**

**If it is you, try your best not to pass this on to your child as the fear of being wrong is one of the biggest barriers to success as it makes pupils afraid to try!**





# Mathematics

## Tiers of Entry

**B**oth GCSE Numeracy and GCSE Mathematics are offered at three tiers of entry.

### Higher tier

**Grades A\* to C are available.**

If a child does not achieve a grade C a grade U (unclassified) would be given  
This course is designed for pupils aiming for A and A\* grades

### Intermediate tier

**Grades B to E are available.**

This course will be suitable for most pupils

### Foundation tier

**Grades D to G are available.**

Grades D to G are available. There is an obvious disadvantage to this course as a grade C isn't available. However, it may be that your child hasn't developed enough Mathematically yet, to sit the Intermediate tier and may run the risk of not getting a grade at all if they are entered for it. It is much more beneficial to spend the time ensuring they can achieve a D at foundation and continue with Maths in college. However, depending on the result of the Numeracy exam at the end of year 10 they may have the opportunity to re-sit at Intermediate level during year 11. This means that it is crucial that your child works hard during year 10 to achieve a level of success to enable this chance.

**Y**our child does not have to sit both exams at the same tier and this is something we will be monitoring throughout Year 10 and 11.

It is important to note that although there is no continual assessment that will count towards your child's final grade, we will be assessing regularly to make a judgement on the best tier of entry for your child.

**T**his table shows how the papers are structured with 25% of the content allocated to each grade.

	A*	A	B	C	D	E	F	G
Higher	25%	25%	25%	25%				
Intermediate			25%	25%	25%	25%		
Foundation					25%	25%	25%	25%

**I**t is important to realise that these new exams are designed to be considerably more demanding in the way questions are structured with a much bigger focus on problem solving which does take time to develop..



# Science

**Head of Department: Mrs. S. Goulden**

## Year 10 Triple Science

Your son/daughter will study the WJEC GCSE Biology, Chemistry and Physics courses, which make up triple science. Grades A\*-G are available in each science discipline. This course will give the best foundation for studying science A Levels.

GCSE Biology		
Year 10	Unit 1 Biology	Unit 1 Biology 1h 45 minute examination at the end of Year 10
Topics studied include: respiration, digestion, circulation and photosynthesis		
Year 11	Unit 2 Biology	1h 45 minute examination at the end of Year 11
Topics studied include: DNA and inheritance, evolution, the nervous system and the kidney.		
Year 11		Practical Examination

GCSE Chemistry		
Year 10	Unit 1 Chemistry	1h 45 minute examination at the end of Year 10
Topics studied include: atomic structure, elements and compounds, the periodic table and water.		
Year 11	Unit 2 Chemistry	1h 45 minute examination at the end of Year 11
Topics studied include: chemical structures, acid reactions, extraction of metals, and crude oil.		
Year 11		Practical Examination.

GCSE Physics		
Year 10	Unit 1 Physics	1h 45 minute examination at the end of Year 10
Topic studied include: features of waves, generating electricity, seismic waves and electromagnetism.		
Year 11	Unit 2 Physics	1h 45 minute examination at the end of Year 11
Topics studied include: the universe, radiation and Newton's Laws.		
Year 11		Practical Examination

**Each unit is a separate examination and 45% of the final GCSE grade.**

**Each practical examination takes 2 hours and is 10% of the final GCSE grade.**





# Science

## Year 10 Double Award Science

Your son/daughter will study the GCSE Double Award Science and attain two GCSE grades, from A\*-A\* to G-G.

This course will allow your son/daughter to study science A Levels.

### Year 10:

Unit 1 Biology	1h 15 minute examination at the end of Year 10
Topic studied include: respiration, digestion, circulation and photosynthesis.	
Unit 2 Chemistry	1h 15 minute examination at the end of Year 10
Topic studied include: atomic structure, elements and compounds, the periodic table and water.	
Unit 3 Physics	1h 15 minute examination at the end of Year 10
Topic studied include: features of waves, generating electricity, and electrical circuits	

### Year 11:

Unit 4 Biology	1h 15 minute examination at the end of Year 11
Topics studied include: DNA and inheritance, evolution, the nervous system and immunity.	
Unit 5 Chemistry	1h 15 minute examination at the end of Year 11
Topics studied include: chemical structures, acid reactions, extraction of metals, and crude oil.	
Unit 6 Physics	1h 15 minute examination at the end of Year 11
Topics studied include: the universe, radiation and Newton's Laws.	

### Year 11: Two Practical Examinations.

Each unit is a separate examination and 15% of the final GCSE grade.

Each practical examination takes 2 hours and these are 10% of the final GCSE grade.

# Science

## Year 11 Double Award Applied Science

Your son/daughter will study the GCSE Double Award Applied Science and attain two GCSE grades, from A\*-A\* to G-G.

This course will not allow your son/daughter to study science A Levels.

### Year 10:

Unit 1	1h 30 minute examination at the end of Year 10
Topic studied include: cells, respiration, generating electricity, and water.	
Unit 2	1h 30 minute examination at the end of Year 10
Topic studied include: the universe, the environment, health, fitness and immunity.	

Each unit is a separate examination and 22.5% of the final GCSE grade.

### Year 11:

Unit 3*	1h 30 minute examination at the end of Year 11
Topics studied include: materials, forensics and food processing.	
*This unit is a separate examination and 25% of the final GCSE grade.	
Unit 4 Task Based Assessment	This is a school based assessment and is 20% of the final GCSE grade.
Unit 5 Practical Examination	This is 10% of the final GCSE grade.

### How Can Parents Help?

- \* Providing effective support and an appropriate home environment that gives pupils time and space to study and complete homework.
- \* Engaging in valuable discussions to gauge progress and feelings regarding GCSE science.
- \* Telling us if you feel you or your son/daughter has a problem!
- \* Noting the dates of GCSE examinations in year ten and eleven and supporting your son/daughter in preparing for these examinations.
- \* Supporting and encouraging your son/daughter in developing their revision skills.
- \* Enabling your son/daughter to access other resources e.g. internet sites such as 'Bitesize' ([www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)) and [www.s-cool.co.uk](http://www.s-cool.co.uk).
- \* Encouraging your son/daughter to attend revision classes beyond school hours.
- \* Promoting excellent attendance and ensuring that no term time holidays are taken.

These GCSE courses are extremely challenging and based heavily upon learning/understanding key scientific concepts and then applying these ideas to any given context. The greatest success in science is achieved when pupils work hard to understand the scientific ideas that are taught during lessons, and then engage in effective revision on a continual basis.

For the latest updates on Homework, Department News etc, follow us on **Twitter: @penyrheolsci**





# Statutory Courses

## Physical Education

**P**upils participate in 1 hour a week of Physical Education. The emphasis is to encourage the pupils to engage in healthy active lifestyle through regular physical activity and also improve their knowledge and abilities in the areas studied. Pupils participate in a range of activities including team games, individual games and fitness activities; this includes free induction and use of the Leisure Centre fitness suite. They are also involved in other roles such as coaching and officiating. Pupils who are excused due to medical reasons are involved in the less physical requirements of the activities for example officiating and coaching.

All pupils are expected to bring suitable sports kit for the lessons including trainers.

## Personal and Social Education

**T**his is a compulsory part of every child's education. Although it does not constitute an examination subject, it is designed to fully prepare young people emerging into a society which is changing with confusing rapidity. Pupils will attend three whole days during the year where lessons will be based on the following themes:

- Health Education, including Sex Education
- Personal Development
- Community, Rights and Responsibilities
- Study Skills
- Careers Guidance

# Art

## Head of Department: Miss. V. Hine

**A**rt and Design is both a form of communication and a means of expression of ideas and feelings. Studying Art enables pupils to be imaginative and creative whilst acquiring a range of skills. Pupils learn to develop their cultural understanding of historical and contemporary contexts and societies and cultures. There is an emphasis on drawing skills and annotation for the 2016 specification.

### The Course

Year 10 September – July	Unit 1 – Coursework worth 60% of their overall mark at GCSE level
Pupils that have chosen to study Art at GCSE level will choose a theme within ‘Our Environment’ that has strong elements of line, tone, shape, scale, structure, colour, pattern and texture. During Year 10 at least 5 well-presented boards based on their chosen theme will be produced. Pupils will research information by collecting images, taking photographs & researching various artists and cultures. Ideas will be recorded using a range of various materials and techniques. They will annotate all work discussing processes of materials, likes/dislikes of techniques and apply written information on the artists studied. Pupils will produce a final outcome of a ceramic piece, print, sculpture or large painting based on their studies	
Year 11 January – April	Unit 2 – Examination worth 40% of their overall mark at GCSE level
Students will be given an examination paper where they will choose one question to produce a body of work. Specified preparation time will be given as students produce at least 4 well-presented boards focusing on the same assessment objectives as coursework. Students will complete their final outcome under examination conditions where they will be allocated 10 hours to complete their final response.	

### Additional support from Parents:

- Provide a range of Art materials for use at home.
- Encourage your child attend after school or during the lunch hour.
- Visit Art Galleries & Museums to collect research and take photographs.
- Ensure your son/daughter is completing a double page of an artist in sketchbooks based on ‘Our environment’. Imagination and experimenting is vital.

**M**embers of the Art Department will be able to assist and guide pupils with advice about their coursework. Students will work to a brief ensuring they are meeting the GCSE assessment objectives

**T**he Art facilities are welcome to be used after school or during the lunch hour for those who wish to work on their portfolio further. ICT is also an important element to Art and is encouraged, pupils can manipulate images using Photoshop or with iPad apps.





# Business Studies

**Head of Department: Miss. S. Morgan**

The range of subjects offered in secondary schools has broadened over the last few years and pupils opting for GCSE Business Studies will never have had experience of this subject before Year 10. They are therefore going to come across new subject specific words and concepts and the vast majority of pupils cope extremely well and develop a healthy interest in local and national business stories, the economy and current affairs. Pupils take part in current competitions and attend trips to bring business theory to life.

## Modules studied will include:

- ♦ Business activity
- ♦ Influences on businesses
- ♦ Business operations
- ♦ Finance
- ♦ Marketing
- ♦ Human Resources

## Examinations

There are **two** examinations which are both taken at the end of **Year 11**. There is **no** controlled assessment in this GCSE course.

Unit	Name of Unit	Length of Paper	Maximum Marks	% of Overall Qualification
1	Business World	2 Hours	100	62.5%
2	Business Perceptions	1 Hour 30 Mins	60	37.5%

This new specification requires pupils to have a competent numeracy level to undertake calculations and interpret business data. Examples of numeracy tasks include calculating:-

- ♦ Percentage changes
- ♦ Averages
- ♦ Gross profit and net profit
- ♦ Expenses in a cash flow forecast

## How can you help with the subject content?

- ♦ Go over subject-specific vocabulary.
- ♦ Help reinforce learning by taking an interest in business stories in the news. Buy a good quality newspaper and discuss business issues.
- ♦ If your child is absent through illness remind them to collect any resources and catch up on the work missed.
- ♦ Make sure your child revises thoroughly for the end of module tests and the mock examinations.
- ♦ Ensure that your child completes all homework set and takes the feedback on board
- ♦ Purchase a GCSE Business Studies revision guide from the school.
- ♦ Make learning fun! The following websites are an excellent source of information relevant to the course and some contain fun games and quizzes to test theoretical knowledge:

# Business Studies

[www.bbc.co.uk/business](http://www.bbc.co.uk/business)

Real business stories updated a couple of times a day. See all the business theory come to life!

<https://revisionworld.com/gcse>

This contains lots of theory notes, games and quizzes

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

Your child may have used this for other subjects, and the business studies section is very good.

## How can you help your child get the most out of the exams?

**E**xamination technique improves as exemplar questions from the exam board are tackled. There are no past papers available as this is a new specification. Encourage your child to complete all exemplar papers given to them in school and take note of advice given by the teacher on how to improve.

**E**nsure thorough revision is carried out prior to the exam. The more active your child can be in the revision process, the better! This could take the form of retrieval, creating mind maps or spider diagrams, making own notes, reading aloud, using parents or brothers or sisters to test them, completing on-line quizzes and other activities on relevant websites.

**E**ncourage your child to attend published after school revision sessions. Each pupil will receive a timetable of topics to be covered in the sessions after school and they can choose which to attend. The benefits of this include re-visiting topics in an informal, small group situation where they can ask lots of questions and clear up any misunderstandings.

**E**nsure your child has the right equipment. They will be severely disadvantaged without a calculator and ruler (for drawing break even graphs, for example) in the exam!

## Specification Link

<http://www.wjec.co.uk/qualifications/business-studies/r-business-gcse-2017/>

**O**n this page, you will find the WJEC Business Studies specification along with sample assessment materials





# Computer Science

**Head of Department: Mr. R. Marks**

## **Topics studied each term:**

### **Computing Systems**

- ◆◆ The Central Processing Unit, its purpose, function and characteristics.
- ◆◆ Binary Logic - logic gates and truth tables
- ◆◆ Memory – RAM, ROM, virtual memory, cache memory and flash memory
- ◆◆ Input and Output devices – computer controlled situations and users with specific needs
- ◆◆ Secondary Storage – optical, magnetic, solid state storage devices and their capacity, speed, portability, durability and reliability.
- ◆◆ Ports and connectivity

### **Software**

- ◆◆ Operating systems, user interfaces, memory management, peripheral management, multi-tasking and security
- ◆◆ Utility software – antivirus, firewalls, disk organisation, defragmentation, system clean-up tools, automatic updating
- ◆◆ Custom written, off the shelf, open source and proprietary software
- ◆◆ Applications – Word processing, spreadsheets, presentation, database, drawing.

### **Representation of data in computer systems**

- ◆◆ Units - define the terms bit, nibble, kilobyte, megabyte, gigabyte, terabyte
- ◆◆ Number – mathematical problems involving denary, binary and hexadecimals
- ◆◆ Characters – binary character codes, character sets, ASCII and Unicode
- ◆◆ Images – pixels represented in binary, colour depth and resolution
- ◆◆ Sound – sampling sound in digital form, sampling intervals, quality of playback

### **Databases**

- ◆◆ Database concepts
- ◆◆ DBMS and customise data handling applications
- ◆◆ Relational databases
- ◆◆ Networks, Internet & Communications
- ◆◆ Networks – stand-alone computers, LANs, switches, hubs, Wi-Fi, IP addressing, protocol, stacks, security, back-ups and disaster recovery
- ◆◆ The Internet – modems, routers, DNS, HTML, JPEG, GIF, PDF, MP3, MPEG

### **Programming & Algorithms**

- ◆◆ Algorithms – flow diagrams, pseudo code (create and interpret)
- ◆◆ Programming languages – high level code, machine code, constants, variables, data types, assemblers, compilers, interpreters, run-time environments, IDEs
- ◆◆ Control flow in imperative languages – IF and CASE statements, FOR, WHILE and REPEAT loops
- ◆◆ Handling data in algorithms – variables, constants, Boolean data, arrays
- ◆◆ Testing – syntax errors and logic errors

### **Ethical, Social & Legal**

- ◆◆ Ethical standards, behaviour, confidentiality and legislation relevant to all aspects computing and appropriate use in the workplace.



# Computer Science

**What we expect the pupils to achieve by the end of Year 10:**

**P**upils will aim to complete Unit 3 in Year 10 – Developing Computer Solutions. This is a project based on the Python programming language and is completed under Controlled Assessed conditions. Pupils can only complete the work in the classroom but they can practise their programming and complete elements of research at home

**The Assessment of the course comprises of the following:**

Unit 1 Understanding Computer Science	45%	90 marks	Written Paper 1 ½ hours
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This is a question paper that includes a mixture of short and long answer questions on all of the aspects covered in the course, some of which will require pupils to write program code.

Unit 2 Solving Problems Using Computers	30%	30 marks	On-Screen Assessment Approx. 2 hour
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These tasks will assess their practical application of programming knowledge with HTML, Javascript and Assembly Code.

Unit 3 Developing Computing solutions	25%	50 marks	Controlled Assessment Approx. 15 hours
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Pupils will need to create algorithms to help them design a program that solves a specific problem. They will code their solutions in a suitable programming language. Pupils' solutions must be tested at each stage by themselves to ensure they solve the stated problem. Pupils will follow a task brief from a choice of two issued by WJEC

**Trips connected to the topic:**

**T**here have been previous trips to Sony in Bridgend and to the Computer Science department at the University of Wales Trinity Saint David campus in Mount Pleasant. We hope to make contact with these organisations again this year to organise an excursion for the Year 10 Computing group.

**How parents can help:**

**C**omputer Science is a subject that requires pupils to practise and investigate new skills that they have learned at home as well as in class. Parents can help by ensuring that pupils practise using the Python programming language. This can be downloaded and installed from the following website:- <http://www.python.org/download>. They will also need to also research effectively for their Controlled Assessments at home.

**Department Twitter**  
[@PenyrrheolIct](https://twitter.com/PenyrrheolIct)





# Design & Technology

**Head of Department: Mr. M. Rees**

**A** GCSE course in Design and Technology offers an opportunity for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. As a fundamental part of their course, candidates should design and make products. Design and Technology develops candidates' interdisciplinary skills, all six of the key skills, and their capacity for imaginative, innovative thinking, creativity and independence. During Key Stage 3, pupils will have experienced all of the Design and Technology Disciplines. At Key Stage 4, they are able to choose and concentrate on just one focus area for the two GCSE years.

Food and Nutrition	WJEC Exam Board
<p><b>The course is split into 6 commodities;</b></p> <p>Fruit and Vegetables, Milk, Cheese and Yoghurt, Cereals, Breads, Meat, Fish and Poultry, Butter, Oils, Margarine and Sugar, Beans, Nuts Seeds and Soya.</p> <p><b>For each of the commodities, pupils will have to explore how each is grown, reared and processed. Nutritional values and food science is also included in this course.</b></p>	

Resistant Materials Technology	Edexcel Exam Board
<p>Investigate and produce a product made from either Wood, Metal or Plastic or a combination of these materials. An understanding of the influences and demands that affect the design and production of resistant material products.</p>	

Textiles Technology	WJEC Exam Board
<p>Investigating and producing contemporary textile products from a combination of different materials. An understanding of the influences and demands that affect the design and production of a textile product.</p>	

**P**arents can assist their children by:

- Students will have regular homework. This is likely to be a continuation of the theory work that underpins the course.
- Showing an interest in the work they are doing in Design and Technology – the subject has changed massively since you were in school!
- Keep checking the D&T section of the school website for information relating to deadlines etc for these courses!

# Child Development

**Head of Department: Mr. B. Harland**

The GCSE course in Child Development helps pupils to understand how a child develops from conception up until the age of five years old. The focus of the course is on the role of the family in a child's development, the care of the child in these early years and a child's physical, emotional, and intellectual development. The course requires pupils to observe a child's development over a period of up to six months. During this time, pupils will make observations as to how the child they are observing has developed. Over the two year course pupils will study:

Year 10	Year 11
Family and Child Physical Development Intellectual Development	Social and Emotional Development Food and Health Pregnancy

## How your child will be assessed

Pupils will be assessed on the knowledge they have acquired during the course through an external examination at the end of the course. Pupils will also complete two pieces of controlled assessment work, one is completed in Year 10 the other in Year 11.

Grades Available - A* - G		
Unit 1: Examination (40%)	Unit 2: Child Study (30%)	Child Focused Study (30%)
The written exam paper lasts 1.5 hours. This paper contains both short and long answer questions. This paper is targeted at the full range of GCSE grades. Pupils in year 10 will sit a mock examination during the summer term.	Pupils will be undertaking a study of a young child (under the age of five) for a period of six months (November to April inclusive). Each pupil needs to organise their own visits to study the child. The focus for the study will be on physical growth and development. Pupils will need to take detailed notes on their visits and use these notes for classwork.	Pupils will complete this in the Autumn term of Year 11.

## Ways you can help your child

Due to the nature of the course and the assessment procedures many pupils are able to reach their potential in Child Development, culminating with an academic qualification that is well respected and will set them in very good stead in the future. It provides many of the skills and knowledge required for further study, including A levels, BTEC Nationals and NVQ'S in Child Care and Health & Social Care, and other similar courses. Your child may need help with:

- \* Getting access to a young child (under the age of five) for their Child Study
- \* Help organising visits (One visit per month from November to April inclusive)
- \* Taking photos and keeping detailed notes of their visits





# Drama

## Head of Department: Mrs. A. Williams-Sheaf

60% teacher assessed & 40% externally examined  
Exam Board is WJEC. GCSE Drama consists of 3 units.

### UNIT ONE: Devised Practical Performance 60% - Controlled Assessment

#### Task One 40% Devised Performance

- Candidates will devise a practical performance based on a theme, linked with a theatre practitioner or genre.
- Teachers record the work on DVD
- Internally assessed and externally moderated with task two

#### Task Two 20% Devised Performance Report

- Candidates complete a written report on the practical work completed in Task One
- Internally assessed and externally moderated with task one

### UNIT TWO: Performance from a Text 20% - External Assessment

- A visiting examiner will mark this 20% externally assessed component.
- Candidates will be assessed on their acting in a scene from a published play
- Examined in April/May of Year 11

### UNIT THREE: Written Examination 20%

- This is a written paper of 1hr 30mins
- Pupils are assessed on their ability to analyse one set text from the point of view of an actor, director and designer
- They also answer a question that evaluates the practical work completed in Unit 2 Performance from a Text

**H**ow you can assist your child on their journey to reaching their potential:

1. Take them to theatrical performances and discuss the productions.
2. Encourage them to participate in extra-curricular activities in school e.g. School Production and assemblies.
3. Provide them with relevant reading materials e.g. plays, websites and theatre reviews in newspapers.
4. 100% attendance to lessons is crucial. In GCSE Drama, it is very difficult to 'copy up' missed work.
5. Ensure coursework deadlines are met and Drama Journals are up to date.

# Geography

## Head of Department: Mr. M. Hyndman

The new WJEC specification 'A' explores the relationship between humans and planet earth. The syllabus is divided up into 3 sections. The course is modular with examinations and the end of Year 10 and Year 11.

Year 10 Modules – 40%	
Physical Geography Plate Tectonics (Earthquakes and Volcanoes) Rivers Environmental Geography & Climate Change	Human Geography Population Change Development Rich & Poor Countries Globalisation

**AT THE END OF YEAR 10 PUPILS SIT AN EXTERNAL EXAMINATION WHICH CONTRIBUTES 40% TO THE FINAL GRADE.**

Year 11 Modules – 35%
Weather & Climate (We now have our own school weather stations) Coasts Tourism

Coursework – 25%
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Pupils complete 2 pieces of coursework. One will involve a day's fieldwork and write up. Previously we have done an Urban Study of Swansea, a River Study and Coastal Study. The second will be a piece of work relating to the digital weather system.

In 2010 the Geography Department visited the volcanic area of southern Italy around Sorrento and in 2013 we went to Iceland, a trip which included geysers and whale watching. Closer to home all pupils have 2 days fieldwork at a national park, coastal location or river area.





# Health & Social Care

**Head of Department: Mr B Harland**

**B**TEC Health & Social Care is a popular and successful option at key stage four. The course is designed to provide pupils with a wide variety of skills that are essential for careers in a range of health and social care jobs, such as social and counselling work, childcare and play work, psychologist, paramedic, nursing, physiotherapy and many other jobs related to this sector. We currently study the latest Edexcel BTEC level 1/2 specification that fulfils all of the UK Government's recent educational changes. The course is highly relevant and can be studied further at college (level 3) and degree level.

## What's it all about?

In this course you will be learning about...

- \* Human growth and development across life stages
- \* Factors that affect human growth and development and how they are interrelated
- \* Different forms of communication used in health and social care settings
- \* Barriers to communication in health and social care
- \* The effects of balanced and unbalanced diets on the health and wellbeing of individuals
- \* The specific nutritional needs and preferences of individuals.
- \* The purpose, types and benefits of health promotion
- \* How health risks can be addressed through health promotion

## How is the course assessed?

The course is assessed by examination and coursework.

Unit	How is it Assessed?	% of Course
Human Lifespan Development	Examination (1 hour) January 8th 2018	25%
Health and Social Care Values	Coursework – completed in Year 10 (February to June 2018)	25%
Promoting Health and Wellbeing	Coursework completed in Year 11	25%
The Impact of Nutrition on Health and Wellbeing	Coursework completed in Year 11	25%

BTEC Grade BTEC Grade GCSE equivalence	
Level 2 Distinction *	A*
Level 2 Distinction	A
Level 2 Merit	B
Level 2 Pass	C
Level 1 Pass	E

## Ways you can help your child...

**T**he examination in January 2018 will focus on all theory work covered by pupils from September to December 2017. It would be beneficial for your child (with your encouragement) to spend time practising past paper questions and undertaking revision in order to guarantee success in this first module.

# History

Head of Department: Dr. C. Rees

**G**CSE History is a rewarding, but demanding course. During their two years of study, students will be expected to expand and enhance their knowledge base of a wide range of historical topics.

**Without this knowledge and the continual revision needed to expand it, they will FAIL the course.**

**T**he History Department follows the WJEC Specification and the topics currently studied are:-

Unit 1 – 1 hour examination	The Elizabethan Age 1558-1603
<b>During the course students will study the following topics, which will be undertaken in Year 11:-</b> <ul style="list-style-type: none"><li>· Elizabethan government · Lifestyles of rich and poor · Popular entertainment</li><li>· The problem of religion · The Catholic threat · The Spanish Armada · The Puritan Threat</li></ul>	
Unit 2 – 1 hour examination	Germany in Transition 1919-1939
<b>During the course students will study the following topics:-</b> <ul style="list-style-type: none"><li>· Impact of the First World War · The recovery of Weimar · End of the Weimar Republic</li><li>· Nazi consolidation of power · Nazi economic, social and racial policy · Terror and persuasion</li><li>· Hitler's foreign policy</li></ul> <p><b>N.B. – Students will sit this examination at the END OF YEAR 10.</b></p>	
Unit 3 – 1 hour 15 minutes examination	Changes in Crime and Punishment c.1500 to the present day
<b>This thematic study will be undertaken in Year 11 and will consist of the following topics:-</b> <ul style="list-style-type: none"><li>· Causes of crime · Nature of crimes · Enforcing law and order</li><li>· Methods of combating crime · Attitudes to punishment · Methods of punishment</li><li>· A study of an historic site – ‘China’: the growth of crime in industrial Merthyr in the nineteenth century</li></ul>	
<b>Controlled Assessment</b>	
<b>This is a vital component of the course and the successful completion of this element will enable students to improve their overall grade. For the next three years the controlled assessment task will be on:-</b> <ul style="list-style-type: none"><li>· The lives of black Americans in the first half of the twentieth century</li><li>· The role of Martin Luther King in the Civil Rights movement</li></ul> <p><b>All controlled assessment is expected to be completed under supervised classroom conditions and will count for 20% of the final mark.</b></p>	

## How you can help...

- Reinforce the message to your child that without regular review and revision they will FAIL the course.
- Stress the need to write full, detailed responses.
- Test your child regularly on their historical knowledge of the topics covered.

For the latest updates on homework, department news etc.

Follow us on Twitter: [@penyrheolhanes](https://twitter.com/penyrheolhanes)





# I.C.T

## Head of Department: Mr. R. Marks

The GSCE course in Information and Communication Technology offers a unique opportunity in the curriculum or candidates to identify and solve real problems. This is done by designing information and communication systems in a wide range of contexts relating to their personal interests.

Information and Communication Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence. The syllabus encourages the investigation and study of Information and Communication Technology in a variety of contexts. The candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information and communication systems.

Candidates from all cultures and both genders can develop their interest in and enjoyment of information technology as an integral part of modern society.

### This specification in ICT enables learners to:

- become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society
- acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts
- think creatively, logically and critically
- develop ICT-based solutions to solve problems
- evaluate ICT-based solutions
- develop their skills to work collaboratively
- develop their understanding of current and emerging technologies and their social and commercial impact
- develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT as well as discuss issues of risk, safety, security and responsible use of ICT
- recognise potential risks when using ICT, and develop safe, secure and responsible practice
- 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



# I.C.T

The GCSE course consists of the following units:

Unit	Assessment	Length	Percentage
Unit 1	Examination paper - Understanding ICT	1½ hours	(Full course 20%)
Unit 2	Coursework – Solving Problems with ICT (Controlled Assessment)	22½ hours	(Full course 30%)
Unit 3	Examination paper - ICT in Organisations	1½ hours	(Full course 20%)
Unit 4	Coursework - Developing Multimedia ICT Solutions (Controlled Assessment)	22½ hours	(Full course 30%)

The WJEC are responsible for setting a different assignment each year for each of the coursework units.

The importance of the theory element of the course must not be underestimated. Homework is generally based on this component of the course and from the spring term of Year 11 will become more focussed on developing pupils' examination technique and testing their knowledge of subject content.

## How can parents help?

Pupils will be given advanced notice of lessons that will be used to complete sections of each controlled coursework assessment. It is vital that pupils' attend these lessons or inform the member of staff concerned prior to the lesson taking place.

**For the latest updates on homework, department news etc.**

**Follow us on Twitter: [@penyrheolict](https://twitter.com/penyrheolict)**





# Media Studies

**Head of Department: Mrs. L. Morgan**

**A**t GCSE, Media Studies is split into **THREE** distinct areas of work:

**F**or most of Year 10, pupils study a wide range of media texts through the GCSE study areas of genres, representations, narratives, audience and organisations. They will complete a variety of 'mini-projects,' designed to develop their fluency in analysis and production, as well as introducing pupils to media language, media terminology and media theory. Texts studied and/or created include:

- \* News webpages
- \* Photography
- \* Newspapers
- \* Magazines
- \* News bulletins
- \* CD covers
- \* Film posters
- \* Film and film trailers
- \* Photo Stories
- \* Animation
- \* Music videos
- \* Television drama

**40% of the grade will consist of a large production project.**

**60% will be two examinations on set topics.**

**The production Project will consist of:**

- \* Planning processes: mock-ups, scripting, storyboarding, story writing, sketching, characterisation, photography
- \* Producing a professional media text
- \* Self-evaluation

This is a creative and enjoyable task which the pupils enjoy.

In **Year 11**, there is an in-depth study of the examination topics:

- ◆ Franchises
- ◆ Wales on TV and representation in the media.

# Media Studies

## What pupils need:

**P**roduction is at the heart of this course, so pupils studying Media Studies will need a camera or mobile device with a lead to up-load photographs and videos;

- \* A USB stick;
- \* Drawing equipment, including good quality pencils and fine liners;
- \* Internet access;
- \* Use of MovieMaker and Photoshop or similar editing programs.

**M**edia Studies holds an after-school drop-in session every Wednesday lunchtime. Access to all of the above is available during that time.

## How parents can help:

- \* Support production work: encourage pupils to take interesting photographs from different angles and using different shots. Be involved in their film-making projects.
- \* Check pupils' planners regularly: homework is given relevantly in Year 10 and pupils are expected to conduct research, take photographs, work collaboratively on film projects, as well as consolidate ideas learnt in class. In Year 11, pupils are expected to be working on research for their controlled assessments and preparation for the exam topics.
- \* Know the controlled assessment deadlines: the production project which accounts for 40% of the final grade is to be completed during the Autumn term in Year 11.
- \* Talk to pupils about their progress: it is important that pupils select the right topics to study for controlled assessments. What have they enjoyed studying? What have they got their best marks in? Are they able to work on their chosen topic at home?
- \* Be aware of the examination topics: This year's Year 11 pupils will be studying TV News and News Websites for their final exam (60 %) in Year 11. Look at these texts with your child and talk about them.
- \* Support the revision process: Pupils need to revise media terminology and theory; they need to prepare detailed case studies; they must learn subject specific information; and they must prepare pre-production designs. All pupils will be given a revision pack in Year 11 – encourage your child to work through this booklet.





# Modern Foreign Languages

Head of Department: Mrs C. Young

## French and Spanish

**P**upils continue to learn through the four skills; Listening, Speaking, Reading and Writing.

**Topics studied include:**

Youth Culture - e.g. Self & Relationships
Lifestyle - e.g. Health & Fitness
Customs & Traditions - e.g. Food & Drink
Home & Locality - e.g. Local Areas of Interest
France & French Speaking Countries - e.g. Holidays & Tourism
Spain & Spanish Speaking Countries - e.g. Holidays & Tourism
Global sustainability - e.g. Environment
World of Work - e.g. Part Time Work
Jobs & Future Plans - e.g. Career Plans
Current Study - e.g. School Life

**How can you help your child?**

- Ensure they complete homework and revise.
- Encourage them to attend revision sessions.

**Useful website addresses/apps:**

[www.duolingo.com](http://www.duolingo.com) - for vocabulary practice and games

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - for revision and exam practice

[www.wjec.co.uk](http://www.wjec.co.uk) – for revision, exam practice and up to date information

[www.aqa.org.uk](http://www.aqa.org.uk) – for revision and exam practice

**O**ur languages lessons are fun, challenging and inspiring. Get involved and develop your language skills, making you stand out for future business and job opportunities.

# Modern Foreign Languages

## Formal Assessment/Exams

Candidates may entered for either Foundation Tier or Higher Tier:

Tier Grades Available
Higher A*, A, B, C, D
Foundation C, D, E, F, G

Candidates will be examined through the 4 skills; listening, speaking, reading & writing.

### Summary of Assessment

Unit 1: Speaking		
Oral test: 7-9 minutes (Foundation Tier) 10-12 minutes (Higher Tier)	25% of qualification/60 marks	Role play Photo card discussion Concersation Part 1 and Part 2
Learners are not permitted to use dictionaries in any part of the assessment.		
Unit 2: Listening		
Written examination: 35 minutes (Foundation Tier) 45 minutes (Higher Tier)	25% of qualification/60 marks	Listening comprehension tasks with non-verbal and written responses.
Learners are not permitted to use dictionaries in any part of the assessment.		
Unit 3: Reading		
Written examination:		
1 hour (Foundation Tier) 1 hour 15 mins (Higher Tier)	25% of qualification/60 marks	Reading teasks with non-verbal and written responses, including one translation task from French or Spanish into English/Welsh
Learners are not permitted to use dictionaries in any part of the assessment.		
Unit 4: Writing		
Written examination: 1 hour 15 mins (Foundation Tier) 1 hour 30 mins (Higher Tier)	25% of qualification/60 marks	Writing task including one translation task from English/ Welsh into French or Spanish
Learners are not permitted to use dictionaries in any part of the assessment.		

### Class Assessment

You will be given regular homework  
 Weekly vocabulary tests (pass mark 80%)  
 Listening, reading, speaking, writing class assessments





# Music

**Head of Department: Mrs. L. Phipps**

The WJEC GCSE course is very varied and exciting in content with an emphasis on the practical enjoyment of music. 70% of the final mark is coursework based which takes the pressure off those pupils who do not work best under examination conditions.

**The breakdown is as follows:**

Component 1	Performing 30% + 5%
1 x solo 1 x Ensemble	Total time = 4-6 minutes
Completed and assessed in school in the Spring term of Year 11	
A programme note on one of the two chosen pieces (5%)	

Component 2	Composing 30% + 5 %
2 x compositions Composition 1 = Free composition Composition 2 = in response to a brief, set by the WJEC in September Year 11	
An evaluation of the piece composed to a brief (5%)	

Component 3	Listening Exam 30%
1 Hr 15 Mins written exam in May/June of Year 11, based on the 4 areas of study and 2 set works: AoS1 - Musical Forms and Devices AoS2 - Music for Ensemble AoS3 - Film Music AoS4 - Popular Music	
Set work1 - Rondeau from Purcell's Abdelazar Set work 2 - Handbags & Gladrags	

All pupils taking GCSE music are given the opportunity to have extra lessons on guitar (electric/acoustic/bass), drum kit, voice, keyboard or any orchestral instrument in order to help them with the performance element of the course. In addition the music of the extra-curricular activities, such as the senior choir and orchestra is selected to support the GCSE students and the demands of the course. It is **compulsory** for pupils to participate in school ensembles that will further develop their performance skills.

Pupils are expected to make full use of the PCs, iPads, PA equipment and digital multi-track recorders the department has purchased specifically for the GCSE classes. Pupils are able to use the music rooms and these facilities any lunchtime or after school in order to complete coursework or rehearse.

**For updates on Homework and Department related news, follow us on Twitter**  
**@penyrheolmusic**

# Physical Education

**Head of Department: Mr A. Clapperton**

All pupils have one lesson a week and are often taught in mixed gender groups. A choice of activities is given every half term. Pupils have the opportunity to develop fitness, knowledge, skills and understanding in a number of practical activities, these include Badminton, Dance , Dodgeball. Cricket football, Netball, Rounders, Rugby, Softball, Table Tennis and a range of fitness activities.

## Assessment

Assessment is based on participation, progress and attainment in each practical activity.

## Participation

It is very important pupils participate regularly in lessons. Through physical activity pupils develop fitness, acquire confidence, self esteem, respect for themselves and others and develop a commitment to a healthy life style. It is also an opportunity to have a break from the pressure of academic work as they do not sit an exam. Pupils can only be excused with a letter from home. Long term non participation requires a medical reason and a Doctor's note. Kit – Pupils are required to change for lessons, due to health, safety and hygiene.

Suitable PE kit includes – Trainers (secured safely) Penyrheol PE T shirt / ) Shorts/ Joggers/ Tracksuit Trousers/Sports Leggings.

## How parents can help..

Ensure pupils bring suitable kit to school and they participate regularly.

**For the latest updates on fixtures, homework etc, follow us on Twitter:  
[@penyrheolpe](https://twitter.com/penyrheolpe)**





# Physical Education

**P**.E. offers the opportunity to develop skills in a wide range of sports and activities and help improve performances. Pupils learn about exercise, how the body works to help you exercise and then through training how performance can be improved.

WJEC GCSE PE	
<b>Unit 1: Theory</b>	<p>Introduction to Physical Education (2 hour exam Year 11 )</p> <p>Learners will be assessed through a range of short and extended questions based on audiovisual stimuli and other resources</p>
<p><b>Topics Covered:</b></p> <p style="color: #0070C0;"><b>Health training and exercise</b> health fitness and wellbeing, Diet and Nutrition, Components of fitness, measuring health and fitness, methods of training, training zones, principles of training, Warm up, Cool down</p> <p style="color: #0070C0;"><b>Exercise Physiology</b> Muscular skeletal system, Cardio-reparatory and vascular system, aerobic and anaerobic exercise, short and long term effects of exercise.</p> <p style="color: #0070C0;"><b>Personal fitness programme</b></p>	
<b>Unit 2: Practical</b>	<p>The active participant in Physical Education- In year 11 pupils will be assessed in three different activities in the role as a performer one individual, one team and one other. One activity will have a personal fitness programme linked to the activity. (This is assessed as written Personal Exercise )</p>
<p><b>Practical Coursework</b></p> <p>Pupils will participate in a number of individual and group/team activities which are listed in the WJEC syllabus. The course includes - performing skills and techniques, decision making skills. Problem solving solutions ,understanding rules and tactics, being a team member. The PE Department will assess pupil's strengths to choose the 3 appropriate activities for assessment in Year 11. All pupils also follow a fitness programme based on one of their activities. A sport studied regularly in a club out of school can be offered for assessment with consultation with the PE Department.</p>	

## How you can help your child achieve their potential:

### Practical

- Ensure your child participates in all practical lessons with appropriate kit
- Attend regular sports sessions, out of school or extra curricular school activities.

### Theory

- Help/encourage pupils revise for end of module assessments and exams
- Complete homework tasks
- Copy up any work missed due to absence

**Department Twitter Address: : follow us on Twitter**  
**@penyrheolpe**



# Public Services

**Head of Department: Mr. B. Harland**

**B**TEC Public Services is a popular and successful option at key stage four. The course is designed to provide pupils with a wide variety of skills that are essential for careers in a range of Public Sector jobs, such as the Fire Service, Police Force, Armed Forces, Education and Health and Social work. We currently study the latest Edexcel BTEC level 1/2 specification. The course is highly relevant and can be studied further at college (level 3) and degree level.

## **In this course you will be learning about...**

- \* The different public services and their work
- \* What working skills are used in the public services
- \* The importance of teamwork and communication skills
- \* Career planning and self-assessment for entry in the Public Services.
- \* You will also participate in public service fitness tests.

## **How is the course assessed?**

The course is assessed by coursework.

Unit	How is it assessed?
Teamwork and Communication Skills	Coursework
Employment Skills in Uniformed Organisations	Coursework
Career Planning and Self-Assessment	Coursework
Volunteering	Coursework
Improving Health and Fitness	Coursework
Adventurous Activities	Coursework
Sport and Recreation	Coursework

## **Ways you can help your child**

**Y**our child will enjoy Public Services if they are interested in a career working with and for the public. Jobs range from working in the armed forces to uniformed services such as the police force and fire service. There are a range of non-uniformed roles such as social work and teaching that may interest your child in the future.

**T**his BTEC in Public Services is a great route into these careers. Public Services can be studied as a level three course at Gower College and as a degree at university. There are over 5.7 million people employed in the public sector. In Wales 25.6% of people in work, work in the public services! The BTEC Public Services course is assessed through 100% coursework and so it is vital that your child keeps up to date with their work.

**T**he first unit of work on Teamwork and Communication Skills requires all pupils to work in various teams (not necessarily with their friends) to complete a number of tasks. It would be beneficial to encourage your child to participate fully in these tasks and to ensure that they are in school to take part in them.

**All pupils have to complete a minimum of six teamwork tasks to pass the first unit of work.  
Pupils have to pass each unit to gain this qualification.**





# Religious Studies

## Y10 - 'New Specification' (WJEC)

**Head of Department: Mrs. L. Picton**

The options which are studied for GCSE are Religion and Philosophical Themes Unit 1 and Religion and Ethical Themes, Unit 2. The course is all exam based. Two separate examinations are taken, each worth 50% of the total mark. The course provides pupils with the opportunity to:

- develop their knowledge, skills and understanding of religion.
- express their personal responses and informed insights on fundamental questions and issues.
- develop their ability to construct well-argued, well informed and balanced written arguments.

Unit 1 - Religion and Philosophical Themes		
Part A - Christianity and Judaism	Part B - Content from a Christian and Jewish Perspective	
<p>Core beliefs, teachings &amp; practices</p> <p><b>Christianity:</b>  <b>Beliefs</b> - e.g. Creation, Nature of Humanity, Free Will.  <b>Practices - Morality</b> eg: The teachings of Jesus, Diversity, Forgiveness etc.</p> <p><b>Judaism:</b>  <b>Beliefs</b> - The Synagogue, Differences between Orthodox Reform and Liberal.  <b>Practices</b> - Why the Kippah and Tallith are worn, Observing Kashrut etc.</p>	<p><u>Theme 1:</u></p> <p><b>Issues of Life and Death</b>            (This unit is also studied from a non-religious perspective)            e.g. The world, Creation of the Universe, Big Bang Theory, Evolution, etc.</p> <p><b>The Origin and Value of Human Life</b>            e.g. Abortion, Euthanasia, Sanctity and quality of life, Death, Afterlife etc.</p>	<p><u>Theme 2:</u></p> <p><b>Issues of Good and Evil</b>            e.g. Crime &amp; Punishment, The Death Penalty, Pacifism, Just War, Peace and conflict, Forgiveness, Suffering, Jewish responses to the Holocaust etc.</p>
<p><b>This is a 2 hour examination which candidates can sit in the Summer of 2018</b></p>		

Unit 2 - Religion and Ethical Themes		
Part A - Christianity and Judaism	Part B - Content from a Christian and Jewish Perspective	
<p>Core beliefs, teachings and practices</p> <p><b>Christianity:</b>  <b>Beliefs</b> - e.g. The Bible, The afterlife, Judgement etc.  <b>Practices</b> - e.g. Life's journey, Pilgrimage etc.</p> <p><b>Judaism:</b>  <b>Beliefs</b> - Sacred texts, The Covenant etc.  <b>Practices</b> - Symbols; example, The Mezuzah, Bar/Bat Mitzvah etc.</p>	<p><u>Theme 1:</u></p> <p><b>Issues of Relationships</b>            e.g. The nature and purpose of marriage, divorce, family life, Equality &amp; gender etc.</p>	<p><u>Theme 2:</u></p> <p><b>Issues of Human Rights</b>            e.g. Social justice, prejudice and discrimination, including Martin Luther King and equality.</p> <p><b>Issues of Wealth &amp; Poverty</b>            e.g. Charities, Christian Aid etc.</p>
<p><b>This is a 2 hour examination which candidates will sit in the Summer of 2019</b></p>		

There is no coursework in Religious Studies at GCSE level. The paper is non-tiered and pupils can gain an A\* - G. Pupils need to revise thoroughly for their module tests which are a preparation for their final exam. Assessments are set after each module topic.

# Religious Studies

## Y11 - 'Legacy' (WJEC)

### Head of Department: Mrs. L. Picton

The options which are studied for GCSE are Religion and Life Issues and Religion and Human Experience, the course is all exam based. Two separate examinations are taken, each worth 50% of the total mark. The course provides pupils with the opportunity to:

- develop their knowledge, skills and understanding of religion.
- express their personal responses and informed insights on fundamental questions and issues.
- develop their ability to construct well-argued, well informed and balanced written arguments.

#### Year 11 GCSE Religious Studies Option Examination Board WJEC Specification B

##### Unit 1: Religion and Life Issues

**Relationships** - Issues of love, marriage and divorce

**Is it Fair** - Issues of justice and equality, human dignity, wealth and charity, social responsibility, the media, prejudice and discrimination, racism (Martin Luther King), the Holocaust.

**Looking for Meaning** - Issues about God, life and death, symbolism, responses to God.

**Our World** - Exploring creation and our place in the world, stewardship, caring for the world and the environment and animal rights.

There is **no coursework** in Religious Studies at GCSE Level. Pupils sit the actual GCSE Unit 1 Religion and Life Issues examination paper of 1 hour 45 minutes, in the summer of 2017.

Religious Studies GCSE is a non-tiered paper and pupils can gain an A\* - G. Pupils need to revise thoroughly for their module tests which are a preparation for their final examination. Assessments are set after each module topic. Pupils will go on to study the second course in Year 11 for the second GCSE examination paper, of 1 hour 45 minutes on unit 2 Religion and Human Experience.  
(Each paper is worth 50% of the total mark)

#### Year 11 GCSE Religious Studies Option Examination Board AQA Specification B

##### Unit 2: Religion and Human Experience

**Religion and Conflict** - Issues of peace, forgiveness and conflict. suffering, conflict and war, the just war and non violent protest

**Religion and Medicine** - Issues of medical ethics and sanctity of life. Abortion, Euthanasia and IVF

**Religious Expression** - Issues of expressing ones faith. The work of religious charities and organisations, expressing faith through what is worn; through symbols in places of worship; through pilgrimage.

**Authority - Religion and State** - Issues of law and order in religion and society, human rights, justice, duty, punishment, capital punishment, examples of conflict.

Pupils will sit the actual GCSE Examination on Religion and Human Experience, Unit 2, in the summer of 2018. Re-sits for Unit 1 Religion and Life Issues will take place in the summer of 2018..





# Religious Studies

## You can help by

- Encouraging your child to use the library for reading material, revision and research.
- Encouraging your child to use the internet (if available) for research and revision purposes, using the suggested websites in the set textbooks.
- Encouraging your child to write full, detailed responses, particularly with evaluation answers and essay questions.
- Testing your child on the spelling and meaning of key words.
- Checking through written work and helping your child to be accurate with punctuation and grammar.
- Ensuring that all set homework is completed.
- Ensuring that thorough revision is carried out for the end of module tests and for the actual GCSE examinations.
- Practising past questions, particularly, evaluation answers, to improve examination techniques to ensure success at GCSE level.
- Ensuring there are no pieces of unfinished work in your child's booklets and exercise book.
- Encouraging your child to use revision resources e.g. departmental booklets, Textbooks, Bitesize, CGP etc when and where appropriate throughout the year.
- Discussing work that is being done and offering ideas and suggestions.
- Encouraging your child to be organised by bringing the correct books and equipment to school.
- Being supportive at this very important time, encouraging self belief and helping them to seize the opportunity to secure future success.

# Welsh

**Head of Dept: Mr. N. D. Binding**

**GCSE Short Course Welsh - Exam Board: WJEC**

**T**his is a vocational-style GCSE Course which has 2 units of study. Unit 1 focuses on tourism (in the local area & beyond) & bilingualism. Unit 2 deals with Welsh in the workplace. Pupils will have 1 statutory lesson a week & will be entered for the GCSE Short Course exam achieving  $\frac{1}{2}$  a GCSE grade.

**There will be 2 tiers of exam entry:**

Higher Tier with grades A* - D available	Foundation Tier with grades C - U available
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**It is possible to achieve higher than a C grade at Foundation Tier level if controlled assessment tasks are above 45/60.**

UNIT 1	
The World Around Us is studied in Y10 & used for the 3 controlled assessment tasks:	
Individual presentation (speaking)	worth 40% of the final GCSE grade
Written task based on the individual presentation	worth 10%
Reading task	worth 10%

**P**lease kindly note that all pupils will need to provide the exam board with evidence of personal research completed outside of lesson time. It is essential that pupils prepare thoroughly for each controlled assessment task and attend after school sessions, usually on a Friday, if they miss any lesson when preparing for a certain task.

**The World Around Us deals with:**

- \* Tourism: local & national attractions
- \* The local area + amenities: sport & leisure, the environment & the use of Welsh
- \* Wales, the world & famous Welsh personalities

UNIT 2	
The World Of Work is studied in the Summer Term of Y10 & throughout Y11.	
Pupils will sit an external 1 hour reading/written exam in the Summer of Y11 with 2 reading and 2 written questions	worth 10% each of the final grade awarded (40% in total).

**T**his part of the course deals with the following topics:

- \* Applying for a job: adverts, forms, letter of application, part time work
- \* In the workplace: office skills (proof reading / translating), work experience
- \* Rules + Regulations: signs, policies, health & safety

**F**urther details of both units will be given to pupils by their class teacher e.g. the expected length of speaking/written tasks for both Foundation Tier and Higher Tier. Alternatively, visit [www.wjec.co.uk](http://www.wjec.co.uk) and enter Welsh Second Language Applied in the Find Qualification drop down menu.





# Welsh

**Head of Dept: Mr. N. D. Binding**

**GCSE Full Course Welsh Exam Board: WJEC**

**F**ull Course GCSE Welsh will re-visit some of the topics covered during Key Stage 3. These include: Personal details (me), school & leisure activities from Y7, area, family & friends from Y8 as well as holidays & sports from Y9. New topics to be studied will include famous Welsh people, voluntary & part-time work, Wales, the environment, special occasions, technology, alcohol, drugs, smoking and keeping fit/healthy. There will be 2 tiers of exam entry:

<b>Higher Tier</b> with grades A* - D available	<b>Foundation Tier</b> with grades C - U available
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**T**he course is assessed by 4 units, each worth 25% of the final GCSE grade: Further details of topics & units will be given to pupils in the Summer Term of Year 9 when certain themes to be examined in the Unit 1 exam will be covered.

**P**upils will receive a detailed list of which topics will be assessed by Units 1-2 & Units 3-4 as well as the expected length of speaking/written tasks for Foundation Tier & Higher Tier from their class teacher:

2016-17: Miss B. R. Davies (A2)	2017-18: Mr. N. D. Binding (A1)
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**U**nit 2 themes will be covered during Y10. All controlled assessment work will be completed prior to work on the other 3 units. Please kindly note that the exam board requires evidence of personal research, completed outside of lesson time, for each of these assessments.

The Unit 3 Oral Exam will be sat in the Easter Term of Y11 & Units 1 & 4, the 2hr. reading/written exam will be sat in the May/June of Y11.

Unit 1 1 hr. exam	2 reading questions (15%) 2 written questions (10%)
Unit 2 Controlled Assessments	Individual presentation 10% Pair/Group speaking task (10%) Written task, based on pair work's theme (5%)
Unit 3 Oral Exam	Pair/Group speaking task (25% Foundation, 20% Higher) Higher Tier only to complete a reading task, based on pair work's theme (5%)
Unit 4 1 hr. exam	2 reading questions (15%) 2 written questions (10%)

**Further details of the course can be found on the exam board's website: visit [www.wjec.co.uk](http://www.wjec.co.uk) and enter Welsh Second Language in the Find Qualification drop down menu.**

# Welsh Baccalaureate

**WBQ Coordinator: Mrs T. L. Tate**

**Exam Board: WJEC**

## **Aims of the course**

The Welsh Baccalaureate aims to enable learners to develop and demonstrate an understanding of the essential employability skills. These are the skills that employers and further education establishments value and which learners need for learning, work and life. The seven essential and employability skills are:

Literacy  
Critical Thinking & Problem Solving  
Numeracy  
Planning & Organisation  
Digital Literacy  
Creativity & innovation  
Personal Effectiveness

Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning.

## **How your child will be assessed?**

There is no Welsh Baccalaureate 'examination', although pupils will be required to complete the assessments for the Skills Challenge Certificate over the 2 years. The Skills Challenge Certificate consists of four components which are followed by all learners:

Individual Project Global Citizenship Challenge  
Enterprise and Employability Challenge Community Challenge

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level. Each unit of work is teacher assessed and graded as follows:

Level 1 Pass Level 2 Merit  
level 2 Pass Level 2 Distinction

The National Skills Challenge Certificate is graded A\* - C. For a National award, the learner must achieve all of the components, the Individual Project and the three Challenges, with a minimum of 80% at level 2 and the further 20% at level 1.





# Welsh Baccalaureate

**T**he Supporting Qualifications include two mandatory GCSEs of English Language together with Mathematics or Numeracy. A further three GCSEs are also required, of which two may be of equivalent qualifications. To meet the National Welsh Baccalaureate requirements all five of the Supporting Qualifications must be achieved at grades A\*-C. Similarly, for the Foundation Welsh Baccalaureate the Supporting Qualifications must be achieved at grades A\*-G.

## Future Opportunities

**D**ue to the nature of the course and the assessment procedures, many pupils are able to reach their potential in the Welsh Baccalaureate. Throughout the Welsh Baccalaureate learners will raise their skill levels and confidence enabling them to take their place as responsible and active citizens within a diverse society. They will have 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.

## What you can do to help your child...

**I**t is vital that your child keeps their Welsh Baccalaureate classwork and controlled assessment tasks up to date. Therefore good attendance is a key to success. To achieve the National Welsh Baccalaureate pupils must achieve a minimum of 5 GCSE's including English and Numeracy at a grade C or above. Monitoring of your child's progress in all subjects areas will be essential.

