

# Options2018

Information for students & their parents

# Calling all Year 9 Pupils!

**Y**ou are now ready to take one of the most important steps in your life – deciding which subjects or courses to take in Years 10 and 11. You must be prepared for examinations and controlled assessments during both Years 10 and 11! The courses that you choose will decide which qualifications you will take into the outside world at the end of your school life.

**T**he decisions you have to make will not be easy, but bear in mind that at this stage, it is not essential to know precisely what you want to do when you leave school. The important thing for you to remember is that you must try to get a good **balance** of subjects, which keep as many ‘doors’ open as possible.

**T**ry to be wise and careful in your decision-making. Ask various people for advice, e.g. your parents, your Form Teacher, Subject Teachers, Year Tutors, Deputy Head Teacher and Careers Adviser, who will be pleased to help you. Don’t be tempted to opt for a certain subject only because your friends are selecting it. Do what is best for you. Think about the subjects you **enjoy** and are **good** at, think of your own **skills** and also about the subjects you may need for certain kinds of **jobs** in which you are interested.

**T**his booklet sets out to tell you and your parents a little about what subjects and courses are on offer for you here at Penyrheol Comprehensive School. Read it carefully. Some subjects change drastically between Years 9 and 10, so find out all about them before you decide. There are also some subjects on offer that you won’t have studied before.

**Lastly, please don’t be afraid to ask for help!**

Head of Year 9	Mr. M. Luckwell
Pastoral Support Officer	Mrs. T. Dyche
Careers Officer	Mr. M. Lloyd
Deputy Head Teacher	Mr. D. Benney

# How to Choose

The following guidelines are given to assist you and your parents in finalising your option choices. Up to now, you have had little choice in the subjects you have studied. In Years 10 and 11, the subjects you take fall into two categories.

## 1. COMPULSORY SUBJECTS

The following subjects will be taken by all pupils in Year 10.

- English
- Numeracy and Mathematics
- Science
- Welsh
- Physical Education (Practical-core)
- Personal & Social Education (including Careers Guidance and Sex Education).
- WBQ (Welsh Baccalaureate Qualification)

## 2. OPTIONAL SUBJECTS

Pupils will have a choice from three groups or 'pools' of subjects. These pools will be on the pink forms and they will be generated from pupils' responses on the original blue forms. The pools will be designed to encourage all pupils to choose a range of subjects that is balanced and avoids over-specialisation. When you return your completed option form, it will be examined so that if you have made an unwise selection of subjects we can advise you.

**After reading the booklet carefully, the following instructions and advice will help you in the decision-making.**

# The Options Process

**From January 29th, 2018:**

The Year 9 Options Programme Officially Starts

**Tuesday 6th February, 2018:**

Options Booklets are distributed to Year 9 pupils & initial option forms handed out to pupils (blue forms).  
New Key Stage Four Subjects begin to be presented to pupils in Year 9 assemblies

**Wednesday 7th February, 2018:**

Options Fair from 3pm-4pm  
Options Evening Presentation for Year 9 Parents from 4pm-5pm

**Friday, 2nd March, 2018:**

Initial Options Deadline. Pupils hand in blue forms to Mr. Benney

**March, 2018:**

Initial Option Choices are processed and final option pools are given to pupils (pink forms)

**Friday 20th April, 2018:**

Final Options Deadline. Pink forms are handed in to Mr. Benney

# Important Information

**If** pupils wish to take a full course GCSE in P.E., then they must choose it as an option.

**I**n an attempt to strike an appropriate balance, we **advise** you to choose no more than one subject from the following 'groups' of subjects: a **Language** (French or Spanish), a **Humanities** subject (History, Geography, Religious Studies or Business Studies), a **Technology** subject (Product Design, Food and Nutrition, Fashion and Textiles, Child Development or ICT), and a **Creative/Expressive** subject (Art, Music, Media Studies, Drama or Physical Education). Pupils may also choose **Vocational** subjects (including Health and Social Care and Public Services).

## **IMPORTANT – PLEASE NOTE:**

1. The final options will be examined carefully and the demand for each subject will be assessed. If a subject has low demand, it may be withdrawn and pupils may have to choose again. You will be informed if this situation arises.

2. Some of the subjects offered have limited spaces and these may be oversubscribed. Where this happens, one or more of the following criteria will apply:

- i) **attendance**
- ii) **behaviour**
- iii) **effort**
- iv) **current academic attainment**
- v) **ability to meet option deadline**

3. Some subjects cannot be taken together e.g. ICT and Computer Science. This is because the course content overlaps too much. We also recommend that you take no more than one vocational course.

4. Make sure you are completely satisfied with your options **BEFORE** embarking upon your Year 10 studies. We do not advocate option changes in Year 10. We expect each pupil to make a **two-year commitment** to the subjects chosen.

# Subject Contents

**This booklet is divided into 6 sections:**

## **Compulsory Subjects:**

English  
Mathematics & Numeracy  
Science  
Physical Education (Compulsory Subject)  
Personal and Social Education  
Welsh Full Course and Pathways  
Welsh Baccalaureate Qualification

## **Languages:**

French  
Spanish

## **Humanities:**

Business Studies  
Geography  
History  
Religious Studies

## **Technology:**

Child Development  
Computer Science  
Design & Technology – Product Design  
Design & Technology – Fashion and Textiles  
Food and Nutrition  
Information and Communication Technology

## **Expressive Art:**

Art  
Drama  
Media Studies  
Music  
Physical Education

## **Vocational Education:**

Health and Social Care  
Public Services

# English Language & English Literature

**Head of Department: Miss K. Jones**  
**Second in Department: Ms. B. Davies & Mrs. S. Marks**

**Pupils will study for two GCSEs, one in English Language, the other in English Literature.**

## English Language

Assessment is based on speaking and listening (20%) and two external examinations at the end of the two-year course (80%).

Teaching will focus on developing pupils' reading and writing skills and in particular, writing in an appropriate style for a specific audience. Pupils will be presented with both literary and non-literary texts and will be asked to discuss and write about them in an analytical and critical manner.

Pupils will sit two external examinations. These will test understanding of fiction and non-fiction texts. Pupils will be asked to respond to a series of texts and the questions asked will test pupils' close reading skills. In each examination, they will be asked to compose a piece of extended writing which will test their ability to write creatively and in a way that is fit for purpose. Half of the marks awarded for writing will assess accuracy in spelling, punctuation and grammar.

## English Literature

Assessment is based on controlled assessment (25%) and two examinations (75%). Two controlled assessments are asked for and these will include the study of a Shakespeare play and a selection of Welsh poetry. The assignments will be completed under teacher supervision.

Pupils will read and study a play and two novels in preparation for the examinations. They will also be examined on their ability to respond critically to previously unseen poems.

Some pupils, we believe, will benefit from focusing wholly on the skills required for the English Language examination. These pupils will therefore be placed in classes that will not be studying for the English Literature exam to enable them to concentrate on their language skills.





# English (Entry Level)

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

**Second in Department: Ms. B. Davies & Mrs. S. Marks**

The English Entry Level course is suitable for those for whom a full GCSE examination course would be too difficult.

The course aims to reward achievement and pupils are expected to demonstrate that progress has been made during the course. The emphasis is on coursework and there will be no examinations or controlled assessments.

There is an opportunity to study literature texts and to develop reading and writing skills.

The development of speaking and listening skills plays a very important part in the course and pupils will take part in discussions and presentations.



*"Either write something  
worth reading or do  
something worth writing"*

**Benjamin Franklin**



# Mathematics GCSE

**Head of Department: Mrs L. MacLean Quin**  
**Second in Department: Mrs. A. Watts**

During Years 10 and 11 (Key Stage 4) pupils will continue to be placed in teaching groups according to their ability in Mathematics. The placement of pupils in teaching groups will depend on their achievement and effort throughout Year 7, 8 and 9 (Key Stage 3).

Pupils will study for two GCSEs, GCSE Numeracy and GCSE Mathematics. The GCSE Numeracy will assess pupils' skills in the applications of mathematics in everyday life where GCSE Mathematics will cover more theoretical aspects of mathematics. Both GCSEs comprise of two papers, one allowing the use of a calculator and one without. Both will also include significant elements of mathematical reasoning and problem solving.

Three tiers of study and examination entry are possible in each GCSE and pupils are entered for the tier most suited to their capabilities.

	<b>GCSE Grades Available</b>
<b>Higher Tier</b>	<b>A*, A, B, C</b>
<b>Intermediate Tier</b>	<b>B, C, D, E</b>
<b>Foundation Tier</b>	<b>D, E, F, G</b>

Failure to achieve the required standard within a particular tier results in no GCSE grade being awarded. Therefore, much care is given to ensure pupils are entered for the tier most appropriate to them.

There are four strands which are required to be assessed:

- Number
- Algebra
- Geometry and Measures
- Statistics

Assessment is made with two papers of equal weighting, the duration of which are as follows:

<b>Higher Tier and Intermediate Tier</b>	<b>Unit 1 (Non Calculator)</b>	<b>1 hr 45 minutes (80 marks)</b>
	<b>Unit 2 (Calculator)</b>	<b>1 hr 45 minutes (80 marks)</b>
<b>Foundation Tier</b>	<b>Unit 1 (Non Calculator)</b>	<b>1 hr 30 minutes (65 marks)</b>
	<b>Unit 2 (Calculator)</b>	<b>1 hr 30 minutes (65 marks)</b>

The assessment criteria for each GCSE is broken down into three assessment objectives:

- A01 Recall and use their knowledge of the prescribed content
- A02 Select and apply mathematical methods
- A03 Interpret and analyse problems and generate strategies to solve them

Pupils' progress is carefully monitored throughout both Key Stages and adjustment in teaching group arrangements may be made at any time for the benefit of the pupil involved.

# Mathematics (Entry Level)

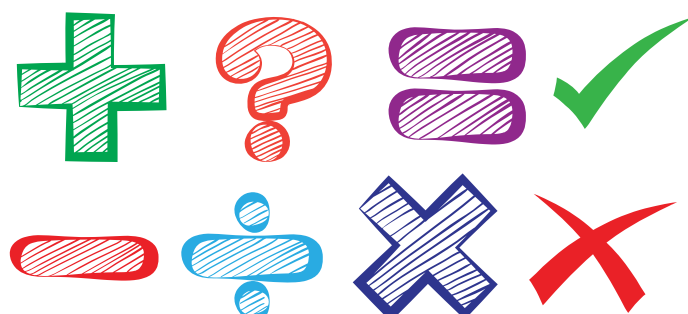
**Head of Department: Mrs L. MacLean Quin**

**Second in Department: Mrs. A. Watts**

Mathematics Entry Level is a well-planned course intended for pupils for whom GCSE would not be appropriate to their abilities and needs. The course is divided into four modules:

Module	Assessment Components	Timing
1	Intermediate Test 1 Aural Test 1 Practical Exercise 1	Christmas Term, Year 10
2	Intermediate Test 2 Aural Test 2 Practical Exercise 2	Spring/Summer Term, Year 10
3	Intermediate Test 3 Aural Test 3 Practical Exercise 3	Christmas Term, Year 11
4	Investigative Task	At any stage of the course

The course culminates in an external examination held in March of Year 11. Pupils are awarded a 3, 2 or 1 if they pass the course, with 3 being the highest.



# Department of Sciences

**Head of Department: Mrs S. Goulden**  
**Second in Department: Mr B.C.Gray**

## Triple Science



This course will involve studying Biology, Chemistry and Physics as three separate GCSE sciences (where pupils can attain three different grades!)

This course is recommended for pupils who are considering or intending to study an A Level in Biology, Chemistry and/or Physics. This course gives pupils a better scientific foundation for further and higher education.

### Year 10

Pupils will study for three Unit 1 examinations (1 hour 45 minutes each; 45% of the final GCSE grade) at the end of Year 10:

**Biology:** Cells, Organ Systems and Ecosystems.

**Chemistry:** Chemical Substances, Reactions and Essential Resources.

**Physics:** Electricity, Energy and Waves.

### Year 11

Pupils will study for three Unit 2 examinations (1 hour 45 minutes each; 45% of the final GCSE grade) at the end of Year 11:

**Biology:** Variation, Homeostasis and Microorganisms.

**Chemistry:** Chemical Bonding, Application of Chemical Reactions and Organic Chemistry.

**Physics:** Forces, Space and Radioactivity.

Pupils can sit all examinations at either Higher or Foundation tier level, attaining the following grades:

Higher Tier: A\*-D grades Foundation Tier: C-G grades

Three practical assessments in Biology, Chemistry and Physics will be sat between January and February of Year 11. Each of these practical assessments constitutes 10% of the final GCSE grade.

### What if I don't want to opt for triple science?

If pupils do not opt for Triple Science, they will follow a Double Award Science course. Pupils will be placed into either a GCSE Double Award Applied Science class or a GCSE Double Award Science class. These classes will be known before the end of Year 9 and letters will be sent to parents at this point.

# Department of Sciences

## GCSE Double Award Applied Science

This is an applied GCSE course that encourages pupils to develop an understanding of science, and its applications to the wider society.

Over the two year course, three examinations will be sat:

**Unit 1 Year 10:** Energy, Resources and Environment (1 hour 30 minutes)

**Unit 2 Year 10:** Space, Health and Life (1 hour and 30 minutes)

**Unit 3 Year 11:** Food, Materials and Processes (1 hour and 30 minutes)

There are also two assessments completed during lessons:

**Unit 4:** Task Based Assessment (20% of the final grade). This will be completed in November- December of Year 11.

**Unit 5:** Practical Assessment (10% of the final grade). This will be completed in January- February of Year 11.

## GCSE Double Award Science

This is a more traditional GCSE course where pupils will study modules in Biology, Chemistry and Physics. Pupils will be taught essential aspects of knowledge, methods, processes and uses of science.

Over the two year course, six examinations will be sat:

**Biology 1 Year 10:** Cells, Respiration and Digestion (1 hour 15 minutes)

**Chemistry 1 Year 10:** Rates of Chemical Reactions, Atomic Structure and Water (1 hour 15 minutes)

**Physics 1 Year 10:** Electricity, Energy and Waves (1 hour 15 minutes)

**Biology 2 Year 11:** Disease, Homeostasis and Variation (1 hour 15 minutes)

**Chemistry 2 Year 11:** Structures and Bonding, Acid Reactions, Crude Oil (1 hour 15 minutes)

**Physics 2 Year 11:** Forces, Space and Radiation (1 hour 15 minutes)

Pupils can sit all examinations at either Higher or Foundation tier level, attaining the following grades: Higher Tier: A\*-A\* to D-D grades Foundation Tier: C-C to G-G grades

Practical assessments will be sat between January and February of Year 11. These constitute 10% of the final GCSE grade.

# Statutory Courses

## PHYSICAL EDUCATION (Practical-Core)

Pupils 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

This 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  
Study Skills  
Careers Guidance

Personal Development  
Community, Rights and Responsibilities



# Full Course Welsh

## Head of Department: Mr. N. D. Binding

From September 2017, the majority of year 10 students will follow the new GCSE Welsh Full Course over 4 lessons a fortnight. There will be 3 broad themes, namely:

- EMPLOYMENT
- WALES AND THE WORLD
- YOUTH

There will be 4 units of study which will not be tiered with grades A\* - G available to all students.

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

### Unit 1

This unit requires candidates to listen to stimuli and respond verbally by interacting with a partner or in a group of 3. The material to stimulate discussion is provided by WJEC. The assessment will consist of two parts carried out in the following order:

- watch a visible clip (twice)
- group discussion.

# Full Course Welsh

## Unit 2

This unit requires candidates to respond orally and listen to peers by interacting with a partner or in a group of 3. Candidates are expected to express and support opinions. The material to stimulate discussion is provided by WJEC. In the non-examination assessment candidates are expected to demonstrate that they can take part in a group discussion by:

- communicating and interacting spontaneously with others
- listening and responding to contributions from others
- expressing opinions on various topics and justify views.

## Unit 3

This unit requires candidates to respond to a range of questions. The reading will be assessed through a range of structured questions and the writing for different purposes including writing report, specific and instructional.

Types of questions – These may include multiple choice with non-verbal responses; selecting correct/false statements; short answer questions, complete information.

Text format and types – Candidates will be assessed on different types of text format

Candidates will be required to translate a short piece to Welsh (approximately 25 – 35 words). Candidates will also be required to proof read and correct a short text (approximately 45 – 55 words). All questions will be targeting specific aspects of the subject content.

## Unit 4

This unit requires candidates to respond to a range of reading and writing questions. The reading will be assessed through a range of structured questions and the writing for different purposes including descriptive, creative and imaginative writing.

It will be necessary for the candidates to show awareness of audience and purpose using a range of different written forms, for example letters, e-mails, articles, diaries, posters, stories and blogs.

Types of questions – These may include multiple choice with non-verbal responses; selecting correct/false statements; short answer questions, complete information.

Further details of the course can be found on the exam board's website. Go to [www.wjec.co.uk](http://www.wjec.co.uk) and enter Welsh Second Language in the Find Qualification drop down menu. Alternatively, the course specification can be viewed by clicking on the link below.

[Click here to download the specification](#)



# Pathways Welsh

## Head of Department: Mr. N. D. Binding

The Pathways Welsh course is for students who have been in the small SEN group in year 9 and students for whom GCSE Full Course Welsh would be too challenging.

There is no external exam for this course as pupils will complete all units in school with the class teacher's moderation being externally verified. A portfolio is kept in school with a sample being sent to an external verifier during the Spring Term of Year 11.

Each unit of study involves 3 short tasks, worth 3 credits each and will result in students gaining an Entry Level 3 certificate. The units of study are:

### Unit 1: Communicating in familiar situations

1. Personal introduction including name, age, friends and family
2. Introducing the local area including what pupils like or dislike in the area
3. Introducing hobbies and interests

### Unit 2: Listening to others speaking Welsh in familiar situations

1. The main points from a personal details account are correctly identified
2. Details from a pair conversation are clearly understood
3. A simple paragraph is understood

### Unit 3: Reading comprehensions on familiar situations

1. Identify the main points from another's personal details
2. Correctly identify the main details from a conversation
3. Locate the correct answers and offer an opinion from a paragraph about somebody else

### Unit 4: Preparing for the world of work

1. Filling in an application form
2. Holding a short interview about work (experience)
3. Responding correctly to a conversation on work (listening task)

### Unit 5: Writing in Welsh in familiar situations

1. Writing simple paragraphs about personal details
2. Writing about others in simple paragraphs
3. Giving opinions whilst using correct sentence patterns

The following principles apply to the assessment of each unit:

all assessment criteria must be met for unit learning outcomes to be achieved

for units provided at Entry 2 and Entry 3, criteria must be met in full at each level

credit is awarded for the unit as a whole

evidence of meeting assessment criteria may cover the criteria for more than one unit but each unit must be assessed independently against its assessment criteria tasks may be chosen from examples given by WJEC (see unit details) or set by the centre.

# Welsh Baccalaureate Qualification

## WBQ Coordinator: Mrs T. Tate

### Aims of the course

The central focus of the Welsh Baccalaureate at KS4 is to develop essential and employability skills that are required for further education, training and employment.

### What is the Welsh Baccalaureate?

This is a combination of 5 GCSE's and the Skills challenge certificate.  
You can achieve the WBQ at either the National level or at Foundation level.

The **National WBQ** requires students to achieve A\*-C in the following GCSE's: English Language together with Mathematics or Numeracy and 3 other GCSE's. They also need to pass the Skills Challenge certificate at a C or above.

The **Foundation WBQ** requires students to achieve A\*-G in the following GCSE's: English Language together with Mathematics or Numeracy and 3 other GCSE's. They also need to pass the Skills Challenge certificate.

### What is the Skills Challenge Certificate?

The **Skills Challenge Certificate** is delivered over two years, starting in Year 10. There is no 'examination' within the course; however, the pupils need to complete the 4 assessed elements that make up the Skills Challenge Certificate.

The Skills Challenge Certificate consists of four components which will be followed by all learners: These are split into 3 controlled assessment tasks and are completed in school under controlled conditions.

#### In Year 10 pupils complete the

- \* Enterprise and Employability Challenge 20%
- \* Global Citizenship Challenge 15%

#### In Year 11 pupils will complete the

- \* Community Challenge 15%
- \* Individual Project on a topic of their own choice 50%  
(This is not under controlled conditions)

The combined outcomes of the four components will determine whether pupils achieve the Skills Challenge Certificate. This is awarded at two levels: National or Foundation Level.

The **National** Skills Challenge certificate is the equivalent of a GCSE and is graded A\*-C.

The **Foundation** Skills Challenge certificate is the equivalent of a GCSE and is graded **Pass\*** (D grade) and **Pass** (F grade).



# Modern Foreign Languages

Head of Department: Mrs C. Young

By taking a language at GCSE you'll have amazing skills and a valuable talent that's applicable to almost everything you do - so, it's quite a handy subject really. A language GCSE builds on what you've already learnt in years 7, 8 and 9 and you probably know more than you think. Language classes are still fun and interactive and you cover things at a slightly quicker pace, but this is good as you'll easily notice the improvements that you make in your foreign language. Plus by taking a language GCSE you don't just learn the language, you get to find out about other people, countries and cultures so it really is an interesting and varied subject.

Here are our top 10 reasons why languages are great:

1. English is not enough! Not everyone speaks or wants to speak English.
2. A language will always be useful, no matter what you do.
3. In class, you get to study a wide range of topics all about different people and cultures, not just how to speak.
4. You can read books, watch films and listen to songs in their native language - and understand them too!
5. Languages mean business - being able to speak a language will make you really stand out.
6. They're good for you! Speaking more than one language increases your brain capacity, improves your memory and you'll be at less risk of developing Alzheimer's.
7. It's really impressive to be able to speak a foreign language. It's a real achievement that your friends will envy and employers will love!
8. You can understand and talk to lots more people when you go abroad.
9. Using a language at work could raise your salary from 8-20%.
10. Learning languages really improves your communication skills.

# Modern Foreign Languages

## French and Spanish

Pupils 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

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

## 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.

# Modern Foreign Languages

## 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 Conversation 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 tasks 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

# Modern Foreign Languages



## PREPARE FOR THE INTERNATIONAL WORLD

### By Learning A Language

Huw Lewis, Minister for Education and Skills, September 2015:  
**Wales – a Bilingual plus 1 nation.**

“ Learning other languages is an important element in the education of children and young people. It broadens horizons, introduces learners to other cultures and provides them with the experiences and skills that they need to succeed in the new global economy. ”

#### THINGS YOUNG PEOPLE NEED TO KNOW NOW BEFORE MAKING OPTION CHOICES

- A language is a skill not a subject.
- Think ahead and think GLOBAL!!

- “ Close to half of businesses in the UK (45%) recognise foreign language skills as beneficial to them with European languages heading the list of those in demand – French 53%, German 49%, Spanish 36% ” ( CBI survey, 2015)  
[http://www.alllanguages.org.uk/news/news\\_list/latest\\_edition\\_of\\_the\\_cbis\\_education\\_and\\_skills\\_survey](http://www.alllanguages.org.uk/news/news_list/latest_edition_of_the_cbis_education_and_skills_survey)
  - **Job sectors where languages are highly valued** offering enhanced career opportunities:  
Customer Services, Travel and Tourism, Banking and Finance, IT and Computing, Law, Engineering, Medicine, Journalism, Media and Entertainment, Professional Sports, Marketing, Education, International Aid, the Army, ALL International Organisations...  
[http://www.unixl.com/dir/education/languages/language\\_jobs/](http://www.unixl.com/dir/education/languages/language_jobs/)
  - **Student mobility is a priority for the EU!** 14 billion euros will be spent in the next seven years on funding student exchanges, apprenticeships, work experience, sports training and volunteering for our young people in another EU country.  
[http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)
  - Welsh universities raise targets for numbers of **students studying abroad across all subject areas** through a Languages For All programme to increase employability.  
<http://www.swansea.ac.uk/international/>  
<http://www.cardiff.ac.uk/news/view/45363-benefits-of-studying-abroad>
- LEARN A LANGUAGE WITH YOUR CHILD WITH THIS FREE APP:**  
**[www.duolingo.com](http://www.duolingo.com)**



# Business Studies GCSE

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

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

<b>Business activity</b>	<b>Finance</b>
<b>Influences on business</b>	<b>Marketing</b>
<b>Business operations</b>	<b>Human resources</b>

## SUMMARY OF ASSESSMENT

The course is 100% examination which is broken down as follows into 2 separate examinations:-

<b>A Unit 1: Business World (2 hours)</b>	<b>B Unit 2: Business Perceptions (1 hour 30 minutes)</b>
62.5% of qualification. Maximum of 100 Marks	37.5% of qualification. Maximum 60 marks.
A mix of short answer and structured questions which cover all of the specification content.	Learners will attempt data response questions, again covering all of the specification content.

Pupils will be expected to be familiar with, and have an active interest in current issues in business. They will develop an understanding of the dynamics of business activity and consider data which relates in particularly to the Welsh business environment.

Over the two years, learners will be expected to use a range of mathematical skills and make justifiable decisions using both numerical and non numerical information applied in the context of GCSE Business. A confident approach to mathematics including calculating percentages and percentage changes, averages and interpreting numerical data is necessary.

Guest speakers are invited into school to enhance each module and also the department runs a trip each year which is likely to be Cadbury World. It is envisaged that pupils will attend a Business Studies workshop which is of a practical nature and run in conjunction with the University of Wales Trinity St David. National Business Studies competitions are promoted when available.





# Geography GCSE

**Head of Department: Mr M. J. Hyndman**

**The new WJEC Geography syllabus adopts an enquiry based approach to the study of geographical issues and concepts.**

Pupils are given the opportunity to:

- think creatively by posing questions
- think scientifically by collecting and recording information
- think independently by applying geographical skills to real world contexts.

The topics studied are:	
Year 10	Year 11
River Landscapes Rural & Urban Environment Earthquakes & Volcanoes Coasts	Weather & Rainforests Developments Environmental Challenges

**The examination at the end of Year 11 contributes 80% to the final GCSE grade.**

## **Fieldwork**

Pupils will need to complete 2 days of guided fieldwork. This could be any of the following:

- A river study in the Gower
- A coastal landscape
- A tourist area in the Brecon Beacons
- An urban study.

Pupils write up each of them and this contributes the remaining 20%.

Pupils will sit the same examination, meaning the paper will be accessible for all.

In previous years the Geography Department has visited Iceland and the volcanic area of Italy, as well as Dartmoor National Park and the Eden Project.



# History GCSE

## Head of Department: Dr. C. J. Rees

History is a very popular and successful option and is designed to provide pupils with a wide variety of skills essential for a range of vocations, particularly in terms of developing pupils' writing and analytical skills. All schools in Wales will be delivering the specification offered by the WJEC and we will be offering the following topics for study. They offer the opportunity to study a variety of historical topics on a local, national and international scale. The contrasting areas of study provide both interest and stimulation for all pupils.

The course is divided into **4 Units**: -

**Two 'In Depth' studies**: -

**ONE from the following**: -

### *The Elizabethan Age, 1558-1603*

This course examines the social, political and religious changes which took place in Wales and England during this period. Specific topics include Elizabethan society and entertainment, religious conflict, Mary, Queen of Scots and the Spanish Armada.

**OR**: -

### *Radicalism and Protest, 1815-1848*

This course looks at the causes of riots and protests during this period, the type of protests and the ways in which they were dealt with. Specific topics include the impact of The French Revolution on Britain, Radicalism, the demand for parliamentary reform, the Peterloo 'Massacre', the Merthyr Rising 1831, Chartism, the Swing and Rebecca Riots.

**It is anticipated that these will be studied on alternate years.**

### *Germany in Transition, 1919-1939*

This course examines the political, social and economic impact of the First World War and the problems faced by the Weimar Republic. The recovery and then collapse of the Republic is linked to the rise of the Nazis and their assumption of power. Life in Nazi Germany and Hitler's foreign policy will then form the remainder of the course.

One of the 'In Depth' studies will be externally examined at the **end of Year 10**.

# History GCSE

## Thematic Study

This will focus upon change over an extended period of time, be it several centuries. The topic studied will be: -

### *Changes in Crime and Punishment c.1500 – present day*

This course will deal with the causes and nature of crime over time, enforcing law and order, methods of combating crime and changes in punishment as well as changing attitudes towards crime over the specified period.

## Controlled Assessment

This unit accounts for 20% of the overall mark. The controlled assessment is usually completed during the second half of Year 10. These tasks are completed in class and are usually based on an historical investigation into an aspect of modern, non-British History. **The tasks are subject to change every year** but have recently included the **Arab-Israeli conflict** and the **Civil Rights Movement** in the United States.

*By studying GCSE History, we hope to arouse an interest in the past, showing the relevance of the past on the present, as well as developing a variety of transferable skills, such as analysing and making deductions from evidence, interpreting different opinions and making balanced, reasoned judgements.*

The academic skills involved in pursuing this course are highly valued by employers, colleges and universities alike. Many of our former students go on to pursue the subject at A Level and beyond and the percentage of our students that achieve A\*-A grades is consistently amongst the highest in the county.



# Religious Studies GCSE

## Y10 'New specification' (WJEC)

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



Religious Studies is a subject which has changed considerably over the years and is regarded as a valuable qualification for a number of careers in today's society. In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to come to clear balanced decisions. These skills all develop through studying Religious Studies. It is valuable in Law, where one has to argue a case, Journalism, Health and Social Work, Teaching, Nursing, the Police Force, Management and many others.

Religious Studies is a recognised qualification to post 16 education, for colleges for AS and A levels, vocational courses and other further education opportunities. All universities accept students with Religious Studies qualifications onto a variety of courses.

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 religions, beliefs, teachings and practices. E.g. equality, tolerance, sanctity of life, civil rights.
- 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.

**The topics covered by the WJEC course are varied, interesting and thought provoking**

Unit 1 - Religion and Philosophical Themes		
Part A - Christianity and Judaism	Part B - Content from a Christian and Jewish perspective	
<p><b>Core beliefs, teachings &amp; practices.</b></p> <p><b>Christianity:</b>  <b>Beliefs</b> - e.g. Creation, Nature of Humanity, Free Will.  <b>Practices</b> - Morality e.g. 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 food, laws etc.</p>	<p><b>Theme 1:</b>  <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><b>Theme 2:</b>  <b>Issues of Good and Evil</b>                      e.g. Crime and Punishment, The Death Penalty, Pacifism, Just War, Peace and Conflict, Forgiveness, Suffering, Jewish responses to the Holocaust etc.</p> 
This is a 2 hour examination which candidates can sit in the Summer of 2019 (Year 10). Worth 50% of the qualification.		
Unit 2 - Religion and Ethical Themes		
Part A - Christianity and Judaism	Part B - Content from a Christian and Jewish perspective	
<p><b>Core beliefs, teachings &amp; practices.</b></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, Symbols; e.g. The Mezuzah.  <b>Practices</b> - Bar/Bat Mitzvah etc.</p>	<p><b>Theme 1:</b>  <b>Issues of Relationships</b>                      e.g. The nature and purpose of marriage, divorce, family life, Equality &amp; gender etc.</p> 	<p><b>Theme 2:</b>  <b>Issues of Human Rights</b>                      e.g. Social Justice, Prejudice &amp; Discrimination including Martin Luther King and Equality</p> <p><b>Issues of Wealth and Poverty</b>                      e.g. Charities, Christian Aid etc.</p>
This is a 2 hour examination which candidates can sit in the Summer of 2020 (Year 11). Worth 50% of the qualification.		

# Religious Studies GCSE

## Y10 'New specification' (WJEC)

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

**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 preparation for their final exam. Assessments are set after each module topic.**

Religious studies can play an important part in the lives of pupils, as it can mould their character and enable them to become more understanding and tolerant of other people in the world today.

The most important resource for the department, are the pupils and one aims to provide them with a number of opportunities, which will enable them to reach their true potential and achieve the highest standard possible.

Module tests and short assessments are given after each topic of study throughout the year to prepare pupils for the required examinations.

Religious Studies is a subject which requires pupils to examine important questions with an open mind, to weigh up arguments and reach reasoned conclusions. Such skills as these and the attitude they promote are relevant to life as a whole. As part of the GCSE course, pupils are taken on visits whenever possible e.g. The Imperial War Museum in London and attend talks held by visiting speakers.



The course also makes use of a range of resources, for example, artefacts, DVDs, the interactive whiteboard, powerpoints, websites, booklets and textbooks.

# 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:

- Family and Child
- Food and Health
- Pregnancy
- Physical Development
- Intellectual Development
- Social and Emotional Development

### How your child will be assessed

Pupils will be assessed on their ability to observe and to record these observations. They will need to evaluate their work in order to achieve the higher marks. Pupils will be assessed on the knowledge they have acquired during the course through an external examination. The board prescribed task will assess pupils' practical skills and their application.

Grades Available: A\*-G

<b>Unit 1: Examination (40%)</b>	<b>Written exam paper lasting 1.5 hours. This paper contains both short and long answer questions. This paper is targeted at the full range of GCSE grades.</b>
<b>Unit 2: Child Study (30%)</b>	<b>One task (out of a choice of three) is undertaken. Pupils investigate a child's development over a set period of time. This is an internally assessed and will take 15 hours. Pupils will start this task in November of Year 10.</b>
<b>Child Focused Task (30%)</b>	<b>Pupils will be given a choice of tasks to undertake in the Autumn term of Year 11. This task will take 15 hours and will be marked internally.</b>

### Future Opportunities

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. Employers regard Child Development GCSE as evidence that potential employees have investigated the needs of young children and know how to respond to the developmental needs young children. There are many job roles which involve working with young children; child-minding, nursery nurse, primary school teacher to name just a few.



# Computer Science

GCSE Computer Science is fast becoming a well-established course on offer at Penyrheol Comprehensive. Pupil numbers have doubled after two years and there are now two members of staff delivering the course. With both ICT and Computing on offer, pupils have a good option to find something that fits their future career aspirations.

The WJEC GCSE in Computer Science offers students the opportunity to gain an understanding of the way computers work and create and review computer programs for real-life purposes. It encourages pupils to create their own games, applications and other systems.

## 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 hexadecimal
- 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



# Computer Science

## Networks, Internet & Communication

- 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 and Legal Aspects

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

## What work has to be done to complete the GCSE Computer Science course?

<b>Unit 1 - Understanding Computer Science</b>	<b>Written Paper:</b> 1 3/4 hours 50% (100 marks)
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.	
<b>Unit 2 – Computational thinking and Programming</b>	<b>On-screen Examination:</b> Approx. 2 hours 30% (60 marks)
This assessment consists of a series of tasks set and marked by WJEC and completed on-screen by the candidate. These tasks will assess the practical application of programming knowledge in HTML and Greenfoot programming languages.	
<b>Unit 3 – Developing Computing Solutions</b>	<b>Controlled Assessment:</b> Approx. 15 hours 20% (80 marks)
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 choices provided by WJEC.	

## How parents can help?

Computer 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.

# Design & Technology

## Head of Department : Mr. M. Rees

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

**The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:**

- develop an appreciation of the importance of creativity and innovation to good design practice
- actively engage in the processes of design and technology to develop as effective and independent learners
- understand the key principles of designing and making
- use their knowledge, skills and understanding to make design decisions in order to make a quality prototype
- analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life
- critically analyse links between the principles of good design, existing solutions and technological knowledge
- understand the underlying technical principles within design and technology within their chosen focus area, with emphasis on emerging technologies, materials and practices.

**Design and Technology: Fashion and Textiles (previously known as Design & Technology: Textiles)**

**Design and Technology: Product Design (previously known as Design & Technology: Resistant Materials)**

Both courses will follow the same four areas of content, namely;

### 1. Core knowledge and understanding

- impact of new and emerging technologies
- evaluation of new and emerging technologies
- energy
- modern and smart materials
- ecological and social footprint
- investigating and analysing the work of others

### 2. In-depth knowledge and understanding for one of:

- fashion and textiles
- product design

# Design & Technology

## 3. Core skills

- understanding design and technology practice takes place within contexts
- identifying and understanding user needs
- writing a design brief and specifications
- investigating challenges
- developing ideas
- using design strategies
- communicating design ideas
- developing a prototype
- making decisions

## 4. In-depth skills for one of:

- fashion and textiles
- product design
- selecting and working with materials and components
- marking out
- using specialist techniques and processes
- using surface treatments and finishes

## How is the course assessed?

Design and Technology in the 21st Century	50% of qualification
Design and make task	50% of qualification



# Food and Nutrition

## Head of Food and Nutrition: Mr. M. Rees

The WJEC GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The layout of the content into six areas promotes flexibility of delivery. The provision of a choice of tasks within the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.

By studying food preparation and nutrition learners will be able to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes.

## Unit 1 - Principles of Food and Nutrition

Written examination: 1 hour 30 minutes

40% of qualification (80 marks)

Learners should be given the opportunity to develop their knowledge and understanding of the six areas of content set out on pages 5-13. Learners should also be given the opportunity to develop technical skills, as listed in Appendix A, through carrying out practical and experimental work. This opportunity will allow learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

### Areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

# Food and Nutrition

## Unit 2 - Cooking and Nutrition in Action

Non-examination assessment  
60% of qualification (120 marks)

The non-examination assessment is composed of two assessments that are set by WJEC. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

### The Assessments

#### Assessment 1: The Food Investigation Assessment

20% of total qualification

**A Food Investigation will be set that will require each learner to:**

- (i) (a) research and investigate the task
- (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the investigation findings to achieve a particular result with respect to the preparation and cooking of food
- (c) analyse and evaluate the task
- (ii) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation

WJEC will set tasks for each assessment.  
Two tasks will be released by WJEC each series.

#### WJEC recommends:

10 assessment hours for the Food Investigation Assessment as sufficient to cover all aspects of the assessment  
The supportive evidence i.e. the report should consist of a maximum of 2,000 – 2,500 words.



# Food and Nutrition

## Assessment 2: **The Food Preparation Assessment**

40% of total qualification

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking/skills techniques and the execution of practical skills.

**Two tasks for this assessment will be set by WJEC that will require the learners to:**

1.
  - (a) research and investigate the chosen task (to include trialling and testing)
  - (b) plan the task: select a final menu to be produced to showcase skills, justify their choice and produce an order of work for the practical execution of the dishes
  - (c) prepare, cook and present a **menu of three dishes** and accompaniments within a single session
  - (d) evaluate the selection, preparation, cooking and presentation of the three dishes and accompaniments
2.

Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes

Two tasks for this assessment will be set by WJEC that will require the learners to:

### **Task A**

A local restaurant in your area is holding an international week. Research, prepare and cook **three dishes** with accompaniments that could be served on a themed menu to promote the cuisine of a specific country or region.

### **Task B**

Celebrity chefs have been promoting the importance of a healthy diet for children. Research, prepare and cook **three dishes** with accompaniments that could be served on an open day menu to encourage new pupils to eat in the school canteen.

### **WJEC recommends:**

15 assessment hours for this assessment including a **3 hour** practical session to prepare, cook and present a menu. This allows 12 hours for the completion of the research, planning, testing and trialling and evaluation to be taken in sessions at the discretion of the centre.

The practical 3 hour session must not be undertaken more than once by each learner.

The folio of evidence should consist of a maximum of 15 pages A4 (or A3 equivalent) to include all photographs, charts and graphs.

# Information & Communication Technology

Head of Department: Mr. R. Marks

The new GCSE course in ICT enables learners to develop a broad range of skills. Following a course in GCSE Information and Communication Technology (ICT) should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

## The course enables pupils to:

- design and create web pages and multimedia presentations
- create their own animations
- record and edit video
- record and edit sound
- improve their skills with image manipulation software
- develop their skills working with industry standard software for example:-
  - Adobe Design and Web Package (inc. Photoshop, Illustrator, InDesign, Flash, Fireworks, Captivate)
  - Microsoft Office suite (inc. Word, Excel, PowerPoint, Access, Publisher, FrontPage).
- confidently create business documents such as business cards, flyers, newsletters, posters etc.
- develop complex spreadsheets
- create and search through databases
- develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT
- recognise potential risks when using ICT and develop safe, secure and responsible practice
- develop the skills to work collaboratively with others

## What is the difference between GCSE ICT and GCSE Computing?

**GCSE ICT** focuses on developing a pupil's skills using existing software. Pupils will learn how to research, organise, design and create using the existing software that is on the school network.

**GCSE Computing** will begin to give pupils the tools and knowledge to develop their own programs, software and computer systems.





# Information & Communication Technology

## What work has to be done to complete the GCSE ICT course?

60% Coursework	40% exam
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Unit 1 - Understanding ICT 20% 80 marks  
External assessment (exam): 1 ½ hours

The examination paper will assess the requirements of the Key Stage 4 Programme of Study for ICT and the functional elements of ICT in a home and school context.

Unit 2 Solving Problems with ICT 30% 80 marks  
Controlled Assessment: 22 ½ hours completed in the classroom only

This controlled assessment consists of a portfolio of work which shows candidates' attainment in a range of skill areas. Candidates will research and develop information to communicate their ideas to an audience. They will electronically process information to meet the purpose of the task set by the WJEC. Candidates will also be assessed on their ability to control their user areas and make appropriate use of Internet resources.

Unit 3 - ICT in Organisations 20% (80 marks)  
External Assessment (exam): 1 ½ hours

The examination paper will assess the 'application' content of ICT in a business and industry context.

Unit 4 - Developing Multimedia ICT Solutions 30% (80 marks)  
Controlled Assessment: 22 ½ hours completed in the classroom only

This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief issued by the WJEC.

## How can parents help?

Parents do not necessarily need to purchase a new computer or laptop for pupils in order for them to complete the course. There is also no need to purchase any additional software. The best contribution parents can make is to ensure pupils are in school as often as possible so that good progress is made with the lengthy Controlled Assessment coursework tasks.

# Art GCSE

**Head of Department: Mrs. V. Hine**

## Why choose Art?

Art is a very popular subject where the aim of the course is to allow pupils to express their individuality and creativity. Art is an exciting and enriching subject where pupils experiment with a wide range of creative experiences in 2D and 3D form. Pupils independently research contemporary and traditional artists throughout history in order to develop ideas and produce a final outcome in the material of their choice. The current examination board is WJEC unendorsed Art and Design.

## Careers in Art

Art and design can lead to range of careers, such as teacher, illustrator, graphic designer, fashion designer, photographer, animator, ceramics artist, make-up artist, printer, computer game designer and advertising.

## The Course

Pupils are to produce two units of work during the GCSE course. Unit 1 is the main focus in Year 10 where they will also create a final outcome of either a ceramic piece, print, sculpture or large painting based on their studies.

In Year 10 pupils independently select a theme based on the topic 'our environment' which is unit 1. Throughout the year pupils', produce four A2 well-presented boards where they will independently research information by collecting images, taking photographs & study various artists and cultures. Pupils draw from direct observation and produce artwork using a range of different materials such as various printing techniques, clay, canvas painting, ink and painting. Pupils focus on elements of line, tone, shape, scale, structure, colour, pattern and texture. Pupils annotate artwork discussing likes/dislikes of materials and analysing artists' work they have chosen to study.

Coursework is worth 60% of the overall grade.

In Year 11 pupils produce a second final piece for their coursework before being introduced to the GCSE examination in January. Pupils are given a booklet of various themes where they select one and produce a body of work. The aim is to produce at least four well-presented A2 boards. In coursework and examination preparation work pupils work to four assessment objectives

- Contextual Understanding (researching various artists)
- Creative Making (experimenting with a range of different materials)
- Reflective Recording (collecting information and annotation of own work and work of artists)
- Personal Response (presentation of artwork and producing final outcomes based on studies)

Examination is worth 40% of the overall grade. Pupils produce a final outcome in a 10 hour examination spread over two days.



# Art & Design GCSE (Year 10)

**Head of Department: Mrs. V. Hine**

You will be graded on 4 assessment points

- Contextual Understanding
- Creative Making
- Reflective Recording
- Personal Response

Coursework - 1 unit of study 60% of your final grade

Examination - 1 unit of study 40% of your final grade

**Brief: Choose a theme within 'our environment' that has strong elements of line, tone, shape, scale, structure, colour, pattern and texture. You will be asked to create 4/5 well presented A2 boards.**

## Coursework:

Research - Collection images, photographs & artists research on chosen theme

Artists - Research at least 2/3 artists where at least one inspires your final outcome

Experiment - with a range of materials, consider line, scale, pattern, scale, mixed media. Must draw from direct observation.

2 Final Responses - 2D/3D, consider painting, printing, sculpture, ceramic piece.

Annotation - of all boards discussing ideas, materials and comparing artists.

5 boards where you have considered presentation of your work, also consider backgrounds of boards.

Written information - discussing ideas, materials used and artists researched, likes and dislikes.

## Sketchbook:

- Mind map on our environment
- Double page on Cardiff Museum
- Double pages on observational drawings of various natural forms
- Double page on the school visit Zoo lab
- Photographs to evidence any trips out

## Selecting a Theme:

Choose a theme within 'our environment' that interests you. It must have strong elements of line, form, shape, colour, pattern and texture. You must be able to investigate the topic through taking your own photographs, researching the internet and gathering information through books, postcards and magazines. Visits to galleries and museums is also vital for research. Select one of the following topics to study.

- |                                |                             |
|--------------------------------|-----------------------------|
| - Sea Life                     | - Cogs                      |
| - Fruit or Vegetables          | - Skulls                    |
| - Insects or Reptiles          | - Aboriginal or African Art |
| - Plants, Seed pods or flowers | - Zips and Buttons          |



# Drama GCSE

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

## Why opt for GCSE Drama?

- GCSE Drama is an option for pupils who wish to study a subject that is creative, practical and analytical.
- You should choose this course if you have enjoyed Drama at Key Stage 3 and wish to further your skills and develop your knowledge and understanding to a higher level.
- GCSE Drama will equip you with a wide range of transferrable skills that are appropriate for any job and career, many of which will prepare you for the outside world.

## Where can GCSE Drama lead?

Drama pupils develop a huge range of interpersonal skills and are widely acknowledged as being excellent communicators. Lessons will provide you with a forum to develop your leadership skills and you will gain an understanding of how to work effectively with others. Drama will allow you to improve your self-confidence whilst developing your own creativity. GCSE Drama equips you with a broad set of skills that make you extremely appealing to employers and institutes of further or higher education.

## How is the course structured?

All formal assessment will take place in Year 11 of the course.

Skills, knowledge and understanding will be acquired during Year 10.

### Unit 1: Devising Theatre - Internally assessed & externally moderated

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Learners must produce:

- a performance of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design

### Unit 2: Performing from a Text - Externally assessed by a visiting examiner

Learners will be assessed on either acting or design.

Learners study two extracts from the same performance text chosen by the centre.

Learners participate in one performance using sections of text from both extracts.

### Unit 3: Interpreting Theatre - Written examination: 1 hour 30 minutes

**Section A:** Set Text - A series of questions on one set text from a choice of five

**Section B:** Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.



# Media Studies GCSE

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

We live in a media saturated world where we are immersed in modern media culture, come and join the critical study of how these texts are created.

Media studies is a **popular** and very **successful** subject at Penyrheol and the pupils enjoy the study of current texts. There are a wealth of jobs available with a GCSE in Media Studies as it is a highly creative and theoretical subject:

**Producer? Journalist? Script writer? Editor? Teacher? Animator?**

The subject is exciting and challenging and perfect for those who want to develop their ICT skills and study the media texts we see every day. Cambridge University now offers a film and screen degree to its students and it is subject that fits the modern world we live in. Pupils develop a passion and creativity for the texts they are surrounded by and this confidence and familiarity allows for excellent results.

**Assessment is 60% Examination and 40% Non-examination**

Unit 1: Exploring the Media - Written examination	
<b>Section A: Music</b>	This section will assess knowledge and understanding of <b>media language, representation, media industries and audiences.</b>
<b>Section B: Representations</b>	Looking at advertising, video games and newspapers.

Unit 2: Understanding Television and Film - Written examination	
<b>Section A: Wales on Television</b>	
<b>Section B: Contemporary Hollywood Film</b>	

Unit 3: Creating Media - Non-exam assessment 40% of qualification	
A media production, including individual research and planning, created in response to a <b>choice of briefs set by WJEC</b> , and applying knowledge and understanding of key concepts.	
An <b>individual</b> reflective analysis of the production.	

The pupils will study a range of texts from Welsh origin to big Hollywood franchises. They will create their own professional media text and will learn about the theory that is used to make texts appeal to audiences.

**Come and join us and study one of the most modern subjects in education today**



**Visit our Instagram page to have a look at some of the things we discuss: @mediaatpenyrheol**

# Music GCSE

## Head of Department: Mrs. L. Phipps

The WJEC GCSE course is 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:

### 35% Performance

- (a) Solo performance on an instrument or voice
- (b) Group performance on an instrument or voice
- (c) A programme note on one of the pieces performed

Pupils make recordings at various stages during the course which are assessed by your music teacher and a sample of pupils will be listened to by an external moderator

### 35% Composition

Pupils produce several compositions throughout the course and select the best two pieces for examination.

Both pieces of work are related to the listening components of the course

Pupils produce an evaluation of one of the compositions

**30% Listening** Pupils sit an examination paper at the end of Year 11, which asks questions on topics such as the development of music, Music for groups, Film music and Pop Music.

In addition, pupils and parents are required to sign a home school agreement stating that pupils are aware that participation in at least one of the following musical activities outside the classroom is compulsory:

School Orchestra, Senior Choir, Chamber Choir, Wind/ String/ Brass Group, Guitar Group

Pupils are expected to make full use of the PCs, 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.

Follow us on Twitter [@penyrheolmusic](https://twitter.com/penyrheolmusic) for updates, deadlines and relevant news.

Scan this QR code to read in detail the full GCSE specification published by the WJEC.





# Physical Education GCSE

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

Physical Education at GCSE will encourage you to participate in a broad and balanced course but still allow you to select activities that take account of previous achievement, personal interest and individual levels of motivation. It will enable you to acquire self-esteem, respect for yourself and others and develop a commitment to an active and healthy lifestyle.

**Level of course:** GCSE

**Examination Body:** WJEC

## **What qualification will I get?**

You will be awarded a GCSE (Grades A\* to G) at the end of this course, if you meet the course requirements.

## **Why study Physical Education?**

If you are keen and enthusiastic about sport then good results can be obtained from this examination. You do not have to be a top performer, but you should be good at a range of sports with one or two major strengths. Pupils following this course are expected to take part in extra curricular activities.

By completing the GCSE course you will apply knowledge, skills and understanding of PE through selected physical activities. It will promote an understanding of both the health benefits and risks associated with taking part in physical education. It will allow you to develop the skills necessary to analyse and improve performance and a chance to learn about the principles and practices which lead to good performance.

## **How will the course be taught?**

You will receive five lessons per fortnight, two theory and two practical the fifth lesson will alternate. The style of teaching will vary, depending on the topic. There will be a balance of whole class, group work and individual work. Practical work will be used to compliment the theory side of the course.

<b>How will I be assessed?</b>	<b>Practical – 50%</b>	<b>External Written Exam -50 %</b>
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### **Practical - Final assessment** March - April 2020

The learner will be assessed in three different activities as a performer; one individual activity, one team activity and one other. One activity will include a personal exercise programme.

### **Written examination** 2 Hours May - June 2020

Learners will be assessed on a range of short and long extended questions based on a video and other sources.





# Physical Education GCSE

Assessment		
50% Practical Coursework (3 practical areas)	50% External Exam - Year 11	
Practical activities include:	Theory topics include:	
<p>A variety of team and individual activities will be covered in the two years. For example netball, rugby, football, badminton, athletics, dance, cricket, rounders and swimming. (Badminton and dance can be assessed as a group or individual sport).</p> <p>A sport you participate out of school regularly can also be used for assessment for example judo, karate, skiing, cycling, squash, horse riding, boxing, lifesaving &amp; gymnastics.</p> <p><b>You will be assessed on 3 practical activities to be chosen by the P.E. staff.</b></p> <p>Your strongest individual sport, strongest team activity and one other.</p> <p>A Personal Exercise programme will be linked to your major sport.</p>	<b>1. Health Training and exercise</b> <ul style="list-style-type: none"> <li>•Health fitness and well being</li> <li>•Diet and Nutrition</li> <li>•Components of fitness</li> <li>•Measuring Health and Fitness</li> <li>•Methods of training</li> <li>•Training zones</li> <li>•Principles' of training</li> <li>•Warm up/cool Down</li> </ul>	<b>2. Exercise physiology</b> <ul style="list-style-type: none"> <li>•Muscular- skeletal, Cardio-respiratory and vascular systems</li> <li>•Aerobic and anaerobic exercise</li> <li>•Short and long term effects of exercise</li> </ul>
	<b>3. Movement analysis including sports technology</b>	<b>4. Psychology of sport and physical activity including</b>
	<b>5. Social –cultural issues in sport and WWphysical activity</b>	

## What can I do after I've completed the course?

- An ideal preparation for the A Level Physical Education course.
- It allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences.
- The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

## Careers in sport:

Professional sports persons

PE Teacher

Sports Physiotherapists

Leisure Centre Manager

Outdoor Pursuit Instructor

Sports Journalist/Photographer

Grounds Man

Retail Management

Choreographer

5x60 Officer

Countryside Ranger

Leisure Centre Assistants

Sports Coach / Instructor

Sports Development Officer

Youth and Community work

Sports Representatives

# Health & Social Care (BTEC)

## Head of Department: Mr B. Harland

Health & Social Care is a popular and successful option at KS4. 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 will be studying the latest WJEC GCSE 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 the different life stages
- How relationships and life experiences can affect people positively or negatively
- Factors that affect human growth and development and how they are interrelated
- Barriers to communication in health and social care
- Different forms of health care provision
- The needs of different people in relation to their health and social care
- The work of charities in supporting people with specific needs

### How is the course assessed?

The course is assessed by examination and coursework.

### Will I enjoy it? What difference will it make?

You'll enjoy this course if you are interested in a career in the health and social care sector. There are approximately four million people employed in this sector. Could you be one of them?



# Public Services (BTEC)

## Head of Department: Mr. B. Harland

BTEC Public Services is a popular and successful option at KS4. 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.

### What's it all about?

In this course you will be learning about...

- The different public services and their work
- How different services are delivered to the public
- 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?	% of course
Teamwork and Communication Skills	Coursework	50%
Employment Skills in Uniformed Organisations	Coursework	25%
Career Planning and Self-Assessment for Uniformed Organisations	Coursework	25%

### Will I enjoy it? What difference will it make?

You will enjoy Public Services if you 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 you in the future. This 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! *Could you be one of them?*

# Where do I Go For More Information?

Subject	Head of Department / Head of Subject	Room
Business Studies	Mrs. S. Morgan	A17
Food and Nutrition	Mrs. H. O'Sullivan/Mrs. S. McElroy	G3
French/Spanish	Mrs. C. Hyndman/Mrs. C. Young	A4
History	Dr. C. J. Rees	G7
Geography	Mr. M. J. Hyndman	S3
Religious Studies	Mrs. L. Picton	S1
Product Design	Mr.M. G. Rees	G1
Fashion and Textiles	Mrs. S. McElroy/Mrs. H. O'Sullivan	G4
Child Development	Mr. B. Harland	A16
ICT / Computing	Mr. R. Marks	ICT2
Art	Mrs. V. Hine	S6
Music	Mrs. L. Phipps	F5
P.E.	Mr. A. N. Clapperton	Gym
Drama	Mrs. A. J. Williams-Sheaf	Drama Studio
Triple Science	Mrs. S. Goulden	F11
Media Studies	Mrs. L. Morgan	A11
Health & Social Care	Mr. B. Harland	A16
Public Services	Mrs S. Morgan / Mr B. Harland	A16
Welsh Baccalaureate Qualification	Mrs T. Tate	G9



# Be Prepared!

## WARNING!

TAKING THE WRONG SUBJECT CAN DAMAGE  
YOUR PROSPECTS!

## REMEMBER

Choose subjects you **LIKE**

Choose subjects you are **GOOD** at

Choose subjects you have been **ADVISED** to take

Choose subjects you **NEED**

## IF IN DOUBT

Ask your **PARENTS**

Ask your **FORM TEACHER**

Ask your **SUBJECT TEACHER**

Ask your **CAREERS OFFICER**

Ask your **YEAR TUTORS**

Ask your **DEPUTY HEADTEACHER**



*"In any given moment we have  
two options: to step forward into  
growth or to step back into safety"*

Abraham Maslow