

Parents Guide to KS4



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

2021-2023

Updated September 2021

Key Dates at Penyrheol

SCHOOL TERMS AND HOLIDAYS 2021/22

Term	Term begins	Mid-term holiday begins	Mid-term holiday ends	Terms ends
Autumn 2021	Thursday 2 September	Monday 25 October	Friday 29 October	Friday 17 December
Spring 2022	Tuesday 4 January	Monday 21 February	Friday 25 February	Friday 8 April
Summer 2022	Monday 25 April	Monday 30 May	Friday 3 June	Friday 22 July

IMPORTANT DATES:

Year 11 Reports	28th January 2022
Year 11 Parents' Evening	31st January 2022 (3.30-6.30 p.m.)
Year 10 Mock Examinations	28th March 2022
Year 10 Reports Issued	13th May 2022
Year 11 Study Leave Starts	6th June 2022
Year 10 Work Experience	18th-22nd July 2022

CONTACT INFORMATION:

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

Telephone: 01792 533066

Head of Year 11 - Miss. S. Ensell-Lewis

Pastoral Support Officer Year 11 - Mrs. S. J. Morris

Head of Year 10 - Mrs. L. Fox

Pastoral Support Officer Year 10 - Mrs K. Harries

Website: www.penyrheol-comp.net

Twitter: [@Penyrheol](https://twitter.com/Penyrheol)

Making a Difference

Parents – How you can make a difference.

Education has changed so much over the years with the introduction of 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 as to 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.

Your 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.

This 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.

Hopefully, 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.

Perhaps 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.

Whatever 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 S. Marks

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

The following table is an outline of the work undertaken by pupils in Year 10. All English written coursework is completed under teacher supervision in lesson time. Pupils will sit Literature Unit 1 in May of Year 10.

Term	Theme	Key Tasks
Autumn Term (1st half term)	Literature Controlled Assessed Task: -a comparison of two poems.	Homework will be set. Assignment will be completed under teacher supervision.
Autumn Term (2nd half term)	Literature Controlled Assessed Task: study of a Shakespeare play. The two controlled assessments are worth 25% of the final grade.	Homework will be set. Assignment will be completed under teacher supervision.
Spring Term (1st half term)	Preparation of First GCSE Literature Exam: Reading and study of set novel 'Of Mice and Men'. -Study of poetry and how to tackle unseen poetry.	
Spring Term (2nd half term)		
Summer Term (1st half term)		Unit 1 English Literature Exam in May/June 2021
Summer Term (2nd half term)	Focus on Reading and Writing skills for preparation of Units 2 and 3 in English Language. These exams are worth 80% of the final grade and are taken in November of Year 11.	Pupils to complete past papers at home. Pupils to read non-fiction texts.

English

Head of Department: Miss S. Marks

During the course of year 11 all pupils will undertake their GCSE English Language qualification. They will be able to pick up a final grade for this qualification in August.

Term	Theme	Key Tasks
Autumn Term (1st half term)	English Language Oral Assessment: Individual Presentation. 20% of the final grade.	All pupils must carry out independent re-search at home
Autumn Term (2nd half term)	Focus on Reading and Writing skills for preparation of Units 2 and 3 in English Language. Exams will be taken in May/June. 80% of the final grade	Pupils will be given past papers to complete at home. Pupils need to read non-fiction texts.
Spring Term (1st half term)		
Spring Term (2nd half term)		
Summer Term	Revision period for all examinations.	GCSE English Language Units 2 and 3

Parents can help by:

- ensuring that deadlines for coursework/homework are met;
- reading through pupils' preparation notes, first drafts etc. and offer general advice on redrafting e.g. check spelling/write more/punctuation;
- listening to any oral presentations that their child is preparing for examination/assessment;
- ensure that that work in the revision packs is revised thoroughly and that pupils go into the examination having learnt formats and different styles of writing;
- encouraging private reading and research, which will be hugely beneficial.

Mathematics

Head of Department: Mr. G. Roberts

Pupils 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

Numeracy 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 to highlight how important these skills are for the future job market.

GCSE Numeracy will build on and progress from the levels of numeracy expected at the end of Key Stage 3 through the Literacy and Numeracy Framework and will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas. 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

The 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

GCSE 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.

It 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

This 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. The fear of being wrong is one of the biggest barriers to success as it makes pupils afraid to try!

Mathematics

Head of Department: Mr. G. Roberts

Tiers of Entry

Both 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.

Your 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.

This 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%

It 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. T. Tate

Year 10 Triple Science

Your child 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 (Not sat in 2021/22)

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. (Not sat in 2021/22)

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 (Not sat in 2021/22)

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

Head of Department: Mrs. T. Tate

Year 10 Double Award Science

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

This course will allow your child 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.
(Not sat in 2021/22)**

Science

Head of Department: Mrs. T. Tate

Year 11 Double Award Applied Science

Your child 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 child 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. (Not sat in 2021/22)

Parents can help by:

- * 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 child has a problem;
- * noting the dates of GCSE examinations in year ten and eleven and supporting your child in preparing for these examinations;
- * supporting and encouraging your child in developing their revision skills;
- * enabling your child to access other resources e.g. internet sites such as 'Bitesize' (www.bbc.co.uk/revision) and www.s-cool.co.uk.
- * encouraging your child 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

Pupils participate in 1 hour a week of Physical Education. The emphasis is to encourage the pupils to engage in healthy, active lifestyles 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
- Personal Development
- Community, Rights and Responsibilities
- Study Skills
- Careers Guidance

Art & Photography

Head of Department: Miss. V. Hine

Art and photography are both forms 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 who 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 and 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 and will be allocated 10 hours to complete their final response.	

Parents can help by:

- providing a range of art materials for use at home;
- encouraging your child to attend after school art classes, or lunch clubs;
- visiting art galleries & museums to collect research and take photographs.;
- ensuring your child is completing a double page of an artist in sketchbooks based on 'Our environment'. Imagination and experimenting is vital.

Members 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.

Pupils are welcome to use art facilities 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

Head of Department: Miss. S. Morgan

BTEC Business is a course designed to provide pupils with a wide variety of skills that are essential for careers in a range of business, finance and enterprise-related jobs. We currently study the latest BTEC First Level 1/2 specification. The course is highly relevant and can be studied further at college (level 2 and 3) and degree level.

What's it all about?

In this course you will be learning about the world of business, giving you the opportunity to:

- study a range of business types and understand the factors that influence success through analysing business models;
- apply your research and practical, communication and technical skills;
- Create and present a business plan for a realistic business start-up in your local area;
- Finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business.

How is the course assessed?

The course is assessed by coursework and an examination.

Grades Available	
	Level 2 Distinction
	Level 2 Merit
	Level 2 Pass
	Level 1 Pass
	Unclassified

Unit	% of Qualification	How is it assessed?
Introduction to Business	25%	Coursework
Finance for Business	25%	Examination
Enterprise in the Business World	25%	Coursework
Recruitment, Selection & Employment	25%	Coursework

Ways you can help your child

Your child will enjoy BTEC Business if they are interested in a career in accountancy, advertising, banking, investment and financial services, HR/personnel or public relations, to name just a few.

This BTEC in Business is a great route into these careers. The knowledge and skills you will acquire will support progression to a broad range of level three studies, whether academic or vocational, for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics. There are a wide range of Business-related qualifications that can be studied as a level three course at Gower College and can also be studied as a degree at university.

This BTEC in Business is assessed through 25% examination and 75% coursework so it is vital that your child keeps up to date with their work.

Computer Science

Head of Department: Mr. R. Marks

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

Pupils 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	50%	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	20%	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:

There 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:

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.

Computer Science

Head of Department: Mr. R. Marks

Topics studied in this GCSE course:

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
- ◆◆ 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.

Construction

Head of Department: Mr. B. Harland

BTEC Construction is a new 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 construction sector jobs. We currently study the latest BTEC Introductory Level 1 specification. The course is highly relevant and can be studied further at college (level 2 and 3) and degree level.

What's it all about?

In this course you will be learning about:

- Bricklaying
- Carpentry and Joinery
- General Construction Operations
- Painting and Decorative Finishing
- Health and Safety in the Construction Sector
- Careers in the Construction Sector

How is the course assessed?

The course is assessed by coursework.

Grades Available	
Level 1 Certificate Distinction	Level 1 Award Distinction
Level 1 Certificate Merit	Level 1 Award Merit
Level 1 Certificate Pass Unclassified	Level 1 Award Pass

Unit	Unit How is it assessed?
Being Organised	Coursework
Developing a Personal Progression Plan	Coursework
Building a simple wall	Coursework
Making carpentry joints	Coursework
Making an electrical circuit	Coursework
Health and safety in the construction industry	Coursework

Ways you can help your child

Your child will enjoy Construction if they are interested in a career working in the industry, such as a brick-layer, carpenter, decorator, building surveyor, electrician or maybe an architect?

This BTEC in Construction is a great route into these careers. Construction can be studied as a level two or three course at Gower College and as an apprenticeship. Construction and construction-related subjects also be studied as a degree at university. Construction is a popular employment route, 8% of the total Welsh work-force are employed in Construction. According to Welsh Government statistics 51% of construction jobs are skilled crafts like plumbing or carpentry.

This BTEC in Construction is assessed through 100% coursework and so it is vital that your child keeps up to date with their work.

Cymraeg

Head of Dept: Miss. B. R. Davies

GCSE Full Course Welsh Exam Board: WJEC

Shw mae! The majority of Year 10 students will follow the GCSE Welsh Full Course over four lessons a fortnight. There will be 3 broad themes, namely:

- ♦♦ EMPLOYMENT
- ♦♦ WALES AND THE WORLD
- ♦♦ YOUTH

There are four units of study in this course with an equal weighting of 25% of the overall grade that is awarded at the end of Year 11. All units are non-tiered with grades A* - G available to all students. Unit 2 will usually be sat in the April of Year 10 with the other three units sat during Year 11.

Unit 1 Oracy response to visual material Marked out of 50	6–8 minutes (pair) 7–10 minutes (group of 3)
Unit 2 Communicate with others Marked out of 50	6–8 minutes (pair) 7–10 minutes (group of 3)
Unit 3 Report, specific and instructional writing paper Marked out of 100	Written examination: 1 hour 30 minutes
Unit 4 Descriptive, creative and imaginative writing paper Marked out of 100	Written examination: 1 hour 30 minutes

Unit 1

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

10 minutes to watch a DVD clip twice and prepare a group discussion whilst filling in a grid. Each group member must refer to all three speakers on the DVD clip.

10 minutes to hold the discussion which will be recorded.

Unit 2

This unit requires candidates to read and discuss unseen printed material. Three topics will be provided and groups will choose one to discuss. The written material is provided by the WJEC and candidates are expected to refer to at least 75% of the stimulus material. The exam will consist of two parts carried out in the following order:

10 minutes with the printed materials and to prepare a group discussion.

10 minutes to hold the discussion which will be recorded.

Cymraeg

Head of Dept: Miss. B. R. Davies

For Unit 1 and Unit 2, candidates should demonstrate that they can take part in a group discussion by: interacting spontaneously with others by dis/agreeing with them expressing personal opinions on a given topic and justifying any viewpoint shared, asking and answering meaningful questions by listening carefully to others' contributions.

Unit 3

This is a 1½hr. exam and will examine reading and writing skills. The reading will be assessed through a range of structured questions. These could be multiple choice (where the correct answer is either ticked, numbered, labelled or circled), selecting correct/false statements, short answer questions requiring a brief written response and/or filling in a grid.

Written questions will involve writing for different purposes and may include writing a report, giving an opinion, dis/agreeing with the opinions of others, writing a letter, e-mail, note or a short article on an area or a person.

The exam paper format will change from year to year but candidates can expect the following tasks:
a short piece to translate from English to Welsh (approximately 25 – 35 words),
a short text to proof-read and correct (approximately 45 – 55 words),
an extended piece of writing (150 words approx.) as the final question on the exam paper.

Unit 4

This is another 1½hr. exam and will examine reading and writing skills. The reading will be assessed through a range of structured questions. These may include multiple choice (with the correct answer being numbered, labelled, circled or ticked), selecting correct/false statements, short answer questions requiring a brief written response, and/or completing information in grid or table form.

The writing for different purposes will include descriptive, creative and imaginative writing. For this part of the exam paper, it will be necessary for 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.

Further details of the course can be found on the WJEC website. Go to www.wjec.co.uk and enter Welsh Second Language in the Find Qualification drop down menu. Then click on Welsh Second Language GCSE (from 2017). It's the 2nd grey box down.

Cymraeg

Head of Dept: Miss. B. R. Davies

Exam Board: WJEC

The Pathways Welsh course is primarily designed for students who have been in the small ALN 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 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.

Further details of the course can be found on the WJEC website. Go to www.wjec.co.uk and enter Welsh Second Language in the Find Qualification drop down menu. Then click on Welsh Second Language Entry Pathways. It's the 5th grey box down.

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>The course is split into 6 commodities;</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>For each of the commodities, pupils will have to explore how each is grown, reared and processed. Nutritional values and food science are also included in this course.</p>	

Product Design	WJEC
<p>Investigate and produce a product made from either wood, metal or plastic or a combination of these materials. Demonstrate an understanding of the influences and demands that affect the design and production of resistant material products.</p>	

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

Parents can help by:

- ensuring that all homework is completed. 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;
- checking the D&T section of the school website for information relating to deadlines etc.

Digital Technology

Head of Department: Mr. R. Marks

Parents and pupils need to be aware that the WJEC course in ICT is no longer available for those pupils starting Year 10 in Sep 2021 and onwards. However, there is a fantastic opportunity for pupils to study the new WJEC GCSE qualification in Digital Technology which can be first taught to Year 10 pupils in Sep 2021.

It is a broad-based qualification that allows learners to build on the modern digital skills, knowledge and understanding that is used both in their school and across many aspects of everyday lives.

UNIT 1 – Theory – The Digital World – 40%

Unit 1 of the qualification focuses on the following topics:

- **Data** – analogue, digital, measuring, storage, sampling, conversion, retrieval, compression;
- **Digital technology systems** - hardware, software, networks, the internet, AR, VR;
- **Digital communications** – social and businesses methods, adv/disadv, reliability, drawbacks;
- **Impact of systems** – working practices, consumer/business relationships, monetising content;
- **Securing data and systems** – threats, cyber security, digital footprints, laws;
- **Change and evolution** – Key people, evolution of robotics, AR, VR, AI, the internet of things.

UNIT 2 – Creating an animation or a small game for a specific audience – 40%

This unit gives pupils the opportunity to develop a digital product of their choice. This could take the form of an animation or a small video game. However, they must first analyse a sample of data to identify their target audience, trends and needs. This helps them to develop a more data-informed product that suits the potential market.

Throughout the design of their digital product, pupils must follow a structure of planning, testing, logging of development issues, and evaluation. This involves using a sample test audience that will supply them with feedback on their product.

UNIT 3 – Creating media for online marketing campaigns – 20%

The third unit gives learners the chance to gain knowledge and understanding of online marketing. They will become aware of typical demographics (audiences) and how social media platforms allow these users to create profiles, connect, upload and have conversations. Through this knowledge, pupils will become aware of benefits and opportunities created through online marketing and any risks involved to both businesses and users.

Pupils will have a chance to develop their own elements of a marketing campaign. They will create digital media such as text, graphics, animations and video to help gain the attention of a specific demographic (audience) in a fictional social media campaign. They will follow a structured approach to this by identifying objectives, determining their strategy, developing their digital media and formulating the marketing campaign.

Digital Technology

Head of Department: Mr. R. Marks

Overview

This specification in Digital Technology enables learners to:

- become independent, confident and knowledgeable users of existing, new and emerging digital technologies;
- develop knowledge of different digital technology systems used across a range of occupational sectors;
- understand the impact digital technologies can have on individuals and wider society and the ways in which they can bring about change;
- develop skills in organising and analysing data to identify trends and audiences become creators of digital products, in a variety of formats and for a variety of purposes, that meet specified, authentic needs;
- develop transferable skills in using a range of hardware and software;
- develop their understanding of the systems development life cycle and of how ideas can become products;

The weightings of each unit of GCSE Digital Technology are as follows:-

Unit	Method of Assessment	Length	Percentage of Qualification
Unit 1 - Theory	On-screen exam	1 hr 30 mins	40% - 80 marks
Unit 2 - Developing Digital Products	NEA Non-exam assessment	45 hours	40% - 80 marks
Unit 3 - Online Marketing Campaigns	NEA (Non-exam assessment)	15 hours	20% - 60 marks

The WJEC are responsible for setting the NEA assignment for each of the coursework units. Pupils must adhere to the themes and assessment objectives set out by these units.

How can parents help?

The importance of the Unit 1 theory element of the course must not be underestimated. Homework is generally based on this component of the course and is a key part of testing pupils' recall when they do not have the support of the teacher in the class.

As can be seen in the table above, the two NEA units form a considerable part of the lesson time available. Regular attendance in lessons is vital as pupils are not allowed to complete the NEAs outside of lessons.

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

Parents can help by:

- taking them to theatrical performances and discussing the productions;
- encouraging them to participate in extra-curricular activities in school. e.g. school productions and assemblies;
- providing them with relevant reading materials e.g. plays, websites and theatre reviews in newspapers;
- ensuring attendance to lessons is 100%. In GCSE Drama, it is very difficult to 'copy up' missed work;
- ensuring coursework deadlines are met and drama journals are up to date.

Geography

Head of Department: Mr. M. Hyndman

The course is divided into six units, taught over two years, with an examination at the end of Year 11.

Unit 1 - Physical & Human Landscapes - 40%
Landscapes & Physical Processes Rural Urban Links Tectonic Hazards

Unit 2 - Environment & Development - 40%
Weather Climate Ecosystems Development & Resources Social Development

Fieldwork or NEA (Non-Examined Assessment) – 20%
Pupils undertake two days of data collection, or fieldwork enquiries in contrasting locations. This might include a river study, a coastal study, (such as Oxwich or Three Cliffs) or the Brecon Beacons National Park. This is used as the basis for completing the NEA in class. We also visit other geographical attractions such as nearby waterfalls and Bristol Zoo, where a rainforest seminar allows pupils to interact with some smaller species and improve their understanding of the interaction between humans and the environment.

Parents can help by:

- encouraging your child to plan a route when on a journey, either using an atlas or digital map.
- Visiting geographical areas, Brecon Beacons, Gower etc.
- Ensuring homework is completed on Google Classroom and that pupil topic booklets are well maintained and looked at from time to time.
- Use Geogpod to improve understanding

Hair and Beauty

Head of Department: Mr. B. Harland

BTEC Hair and Beauty is a new 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 hair and beauty sector jobs. We currently study the latest BTEC Introductory Level 1 specification.

The course is highly relevant and can be studied further at college (level 2 and 3) and degree level.

What's it all about?

In this course you will be learning about:

- Customer service in the 'Hair and Beauty' industry
- Nail services
- Basic hairdressing techniques
- Basic facial treatments
- Health and Safety in 'Hair and Beauty'
- Careers in 'Hair and Beauty'

How is the course assessed?

The course is assessed by coursework.

Grades Available
Level 1 Certificate Distinction Level 1 Certificate Merit Level 1 Certificate Pass Level 1 Award Distinction Level 1 Award Merit Level 1 Award Pass Unclassified

Unit	Unit How is it assessed?
Being Organised	Coursework
Developing a Personal Progression Plan	Coursework
Finding out about the hair and beauty industry	Coursework
Responding to a Hair and Beauty theme	Coursework
Demonstrating Nail Art	Coursework
Demonstrating Make-up techniques	Coursework

Ways you can help your child

Your child will enjoy Hair and Beauty if they are interested in a career working in the hair and beauty industry, such as a beauty therapist, hair stylist, nail technician, makeup artist or a massage therapist.

This BTEC in Hair and Beauty is a great route into these careers. Hair and Beauty can be studied as a level two or three course at Gower College and as an apprenticeship. Hair and Beauty can also be studied as a degree at university. There are over 12,000 people in Wales who work in the Hair and Beauty Industry. Hair and Beauty adds £187 million to the Welsh economy every year. The industry will need over 5,500 new recruits (4000 Hairdressers and Barbers) in Wales by 2022 with this number only set to increase in the future.

This BTEC in Hair and Beauty is assessed through 100% coursework and so it is vital that your child keeps up to date with their work.

Health & Social Care & Childcare GCSE

Head of Department: Mr B Harland

The GCSE Health and Social, and Childcare course at Penyrheol will equip learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

What's it all about?

In this course you will be learning about:

- human development across the lifecycle;
- physical, intellectual, emotional and social development including self-concept, growth, mindfulness and resilience;
- early intervention and prevention to promote and support growth, development and well-being;
- health and social care, and childcare provision in Wales to promote and support health and well-being;
- public health and health promotion;
- factors affecting health and well-being.

How is the course assessed?

This course is assessed by completion of controlled assessment and two external examinations.

Coursework Tasks	60%
Examinations	40%

Parents can help by:

- 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 their work in this subject;
- telling us if you feel you or your child has a problem;
- noting the deadline dates for coursework in year ten and eleven * Promoting excellent attendance and ensuring that no term time holidays are taken.

History

Head of Department: Dr. C. Rees

GCSE 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.

The History Department follows the WJEC Specification and the topics currently studied are:-

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

Parents can help by:

- reinforcing the message that without regular review and revision they will FAIL the course;
- stressing the need to write full, detailed responses;
- testing 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)

Media Studies

Head of Department: Mrs. L. Morgan

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

GCSE Media is a challenging and exciting course that studies contemporary media forms and considers their impact on audiences.

For 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 will include:

- * advertising;
- * the music industry;
- * video games;
- * magazines;
- * newspapers;
- * film;
- * tv/sitcom;
- * the Internet.

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 interesting task which the pupils enjoy.

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

Unit 1 - Exploring media representation

Unit 2 - Hollywood film franchise

Media Studies

Head of Department: Mrs. L. Morgan

What pupils need:

Production 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.

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

Parents can help by:

- * supporting production work: encourage pupils to take interesting photographs from different angles and using different shots. Be involved in their film-making projects;
- * checking 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;
- * knowing 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;
- * talking 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?;
- * supporting 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

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

Parent can help by:

- ensuring they complete homework and revise;
- encouraging them to attend revision sessions.

Useful website addresses/apps:

www.duolingo.com - for vocabulary practice and games

www.bbc.co.uk/bitesize - for revision and exam practice

www.wjec.co.uk – for revision, exam practice and up to date information

www.aqa.org.uk – for revision and exam practice

Our languages lessons are fun, challenging and inspiring. Pupils develop their language skills, making them stand out for future business and job opportunities.

Modern Foreign Languages

Head of Department: Mrs C. Young

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 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

Pupils will be given regular homework, weekly vocabulary tests (pass mark 80%), and listening, reading, speaking and 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 - Anitra's Dance - Grieg Set work 2 - Everything Must Go - The Manic Street Preachers	

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.

For updates on homework and department-related news, follow us on Twitter
[@penyrheolmusic](https://twitter.com/penyrheolmusic)

Physical Education

Head of Department: Mr A. Clapperton

All pupils have at least 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, or tracksuit trousers, sports leggings, astro trainers, football boots.

Parents can help by ensuring pupils bring suitable kit to school and participate regularly.

For the latest updates on fixtures, homework etc, follow us on Twitter:
[@penyrheolpe](#)

Physical Education

Head of Department: Mr A. Clapperton

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	
Unit 1: Theory	Introduction to Physical Education (2 hour exam Year 11) Learners will be assessed through a range of short and extended questions based on audiovisual stimuli and other resources
Topics Covered: Health training and exercise 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 Exercise Physiology Muscular skeletal system, cardio-reparatory and vascular system, aerobic and anaerobic exercise, short and long term effects of exercise. Personal fitness programme	
Unit 2: Practical	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)
Practical Coursework 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 in order 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 in consultation with the P.E. Department.	

Parents can help by:

- ensuring children participate in all practical lessons with appropriate kit;
- encouraging children to attend regular sports sessions, out of school or extra curricular school activities.
- encouraging children to revise for end of module assessments and exams;
- making sure that homework tasks are completed;
- ensuring that children copy up any work missed due to absence.

Leadership Through Sport (BTEC)

Head of Department: Mr A. Clapperton

The Leadership Through Sport course at Penyrheol is for learners who want to work in, or are interested in working in sports' leadership. It gives learners the opportunity to: develop knowledge related to sports leadership, learn about key aspects of sports leadership, (such as dealing with injuries), sports psychology, sports nutrition and how to plan and run a sports event. They will achieve a nationally-recognised level 2 qualification and develop their own personal growth and engagement in learning.

During this course pupils will complete a number of set 'challenges' to demonstrate their knowledge and skill development.

What's it all about?

In this course you will be learning about:

- skills, qualities and responsibilities associated with successful sports leadership;
- how to plan and lead a sports activity of your choice;
- types of injuries and illnesses associated with sport;
- risks and hazards associated with sport;
- the nutritional requirements of a selected sport.

This course is assessed by completion of a portfolio of evidence (**There is no exam**). The course is classroom-based with some practical activities.

You will study 3 different units:

1. Planning and Leading Sports Activities

Consisting of 4 Assignments

2. Injury in Sport

Consisting of 4 Assignments

3. Nutrition Through Sports Performance

Consisting of 3 Assignments 100% of the course is made up of 3 different units of work; each worth 33.3%. For these units, you will complete written assignments.

It is graded at Level 2 Pass (= C Grade).

180 hours of learning will need to be completed to meet the course requirements.

Will I enjoy it? What difference will it make?

You will enjoy this course if you are interested in a career in the sporting industry. It works alongside the GCSE PE course but offers a qualification in sport through assignment-based activities instead of an exam which can suit some learners more.

Public Services

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. Pupils will study the latest BTEC qualification in BTEC Public Services.

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;
- skills used in the uniformed and non-uniformed public services;
- the importance of teamwork and communication skills;
- career planning and self-assessment for entry in the Public Services;
- dealing with an emergency incident.

How is the course assessed?

This course is assessed by completion of a portfolio of evidence.

Coursework Tasks	100%
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Parents can help by:

- 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 their work in this subject;
- telling us if you feel you or your child has a problem;
- noting the deadline dates for coursework in year ten and eleven;
- promoting excellent attendance and ensuring that no term time holidays are taken.

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 & practices</p> <p>Christianity:</p> <p>Beliefs - e.g. Creation, Nature of Humanity, Free Will.</p> <p>Practices - Morality eg: The teachings of Jesus, Diversity, Forgiveness etc.</p> <p>Judaism:</p> <p>Beliefs - The Synagogue, Differences between Orthodox Reform and Liberal.</p> <p>Practices - Why the Kippah and Tallith are worn, Observing Kashrut etc.</p>	<p><u>Theme 1:</u></p> <p>Issues of Life and Death (This unit is also studied from a non-religious perspective)</p> <p>e.g. The world, Creation of the Universe, Big Bang Theory, Evolution, etc.</p> <p>The Origin and Value of Human Life e.g. Abortion, Euthanasia, Sanctity and quality of life, Death, Afterlife etc.</p>	<p><u>Theme 2:</u></p> <p>Issues of Good and Evil e.g. Crime & Punishment, The Death Penalty, Pacifism, Just War, Peace and conflict, Forgiveness, Suffering, Jewish responses to the Holocaust etc.</p>
This is a 95 minute examination, taken in Year 10		

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>Christianity:</p> <p>Beliefs - e.g. The Bible, The afterlife, Judgement etc.</p> <p>Practices - e.g. Life's journey, Pilgrimage etc.</p> <p>Judaism:</p> <p>Beliefs - Sacred texts, The Covenant etc.</p> <p>Practices - Symbols; example, The Mezuzah, Bar/Bat Mitzvah etc.</p>	<p><u>Theme 1:</u></p> <p>Issues of Relationships e.g. The nature and purpose of marriage, divorce, family life, Equality & gender etc.</p>	<p><u>Theme 2:</u></p> <p>Issues of Human Rights e.g. Social justice, prejudice and discrimination, including Martin Luther King and equality.</p> <p>Issues of Wealth & Poverty e.g. Charities, Christian Aid etc.</p>
This is a 2 hour examination taken in Year 11		

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. Pupils will go on to study Unit 2 in Year 11.

Religious Studies

Head of Department: Mrs. L. Picton

Parents 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;
- making sure that your child practices 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, GCSE Pod, 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.

Transport & Vehicle BTEC

Head of Department: Mr. B. Harland

BTEC Transport and Vehicle is a new 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 motor vehicle and transport sector related jobs. We currently study the latest BTEC Introductory Level 1 specification. The course is highly relevant and can be studied further at college (level 2 and 3) and degree level.

What's it all about?

In this course you will be learning about...

- Vehicle maintenance and repair
- The law and antisocial behaviour when driving
- Danger on the road
- Transport and its impact on the environment
- Careers in the motor vehicle and transport industry
- Responsibility and Consequences of Driving

How is the course assessed?

The course is assessed by coursework.

Grades Available	
Unit	How is it assessed?
Being organised	Coursework
Developing a Personal Progression Plan	Coursework
Finding out about the transport and vehicle industry	Coursework
Being a responsible road user	Coursework
Exploring technology in the motor vehicle industry	Coursework
Providing a valeting service	Coursework

Ways you can help your child

Your child will enjoy BTEC Transport and Vehicle if they are interested in a career working in the motor vehicle industry, such as a mechanic, automotive technician, driving instructor, service advisor or a salesperson to name just a few.

This BTEC in Transport and Vehicle is a great route into these careers. Motor Vehicles can be studied as a level two or three course at Gower College and as an apprenticeship. Motor Vehicles and Engineering can also be studied as a degree at university. The automotive industry in Wales features around 150 companies employing 18,000 people and generating £3 billion each year. The industry ranges from Ford, which has produced over 20 million engines in Wales, to Riversimple producing their first zero emission car.

This BTEC in Transport and Vehicle is assessed through 100% coursework and so it is vital that your child keeps up to date with their work.

Welsh Baccalaureate

WBQ Coordinator: Miss. I. Davies

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:

Enterprise and Employability	Global Citizenship Challenge
Challenge Community Challenge	Individual Project

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

WBQ Coordinator: Miss. I. Davies

The 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

Due 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...

It 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.

