





Welcome to the Key Stage 4 Programme of Study. Over the next few weeks you will start to make some important decisions about the next stage of your school career. This booklet is designed to guide you through the process of making your choices for the next three years and to provide an outline of each subject on offer. Read it carefully, discuss it with your parents and teachers and do your best to make an informed decision.

Please remember that you will be committing yourself to the subjects you choose for up to three years and the decisions that you make now will help to shape your academic success and potential career choice. Whatever you intend doing in the future, you need to make sure that the courses you choose to follow are balanced and give you a firm foundation to the next stage of your lifelong learning. It is important to base your choices on what you are good at, what you enjoy and any future aspirations you may have.

Finally, please remember that all the staff are here to help you at this important stage in your education. We want you to make the choices that are best for you and for the next three years here to be happy and successful.

Good luck and best wishes!

A handwritten signature in black ink, appearing to read 'D. Thomas', written in a cursive style.

Mrs. D. Thomas  
Headteacher

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**Key Dates**

<b>Wednesday 30 January</b>	Year 8 Reports
<b>Tuesday 12 February</b>	GCSE Information Evening
<b>Tuesday 19 February</b>	Deadline for return of Programme of Study Forms
<b>Thursday 9 May</b>	Year 8 Parents' Evening

**Completed Programme of Study Forms must be returned to Miss Pennell (office opposite A2L)**

**Tuesday 19 February 2019**

Please refer to the Cowbridge Comprehensive School Key Stage 5 Option Booklet ([www.cowbridgecomprehensiveschool.co.uk](http://www.cowbridgecomprehensiveschool.co.uk)) for details relating to the GCSE requirements for Sixth Form courses. For example, GCSE Art is required to study A Level Art whereas GCSE Geology is not required as a prerequisite for A Level Geology.

Also, you do not have to take triple science in order to study A Level Chemistry, double award science is just as good and frees up an option choice.

**Programme of Study**

Year 8 is an important year as pupils make the transition from Key Stage 3 to Key Stage 4. They have to make important choices about the subjects that they will study for GCSE/BTEC/IVQ.

**Compulsory Core Subjects**

All pupils follow the core curriculum. The Core Subjects are:

English Language and English Literature  
Ethics and Philosophy  
Mathematics  
Numeracy  
Science  
Welsh  
PE - a non-examination course

## Physical Education

Pupils will take part in a wide variety of sports where the emphasis is firmly on fun, enjoyment and skill acquisition. Health related exercise and wellbeing are integrated into lessons and pupils are given the opportunity to build on the knowledge, understanding and skills acquired during Key Stage 3.

Pupils are taught to analyse their own and others performance in order to improve effectiveness and quality. Although pupils will learn to plan, perform and evaluate, the greatest emphasis will be on performance. Activities include Gymnastics, Dance, Hockey, Netball, Rugby, Football, Basketball, Cricket, Tennis, Athletics, Cross Country, Conditioning and a variety of Health and Wellbeing lessons.

## Optional Subjects

The curriculum offered to you gives a reasonable and balanced range of subjects that address a variety of key skills. However, you must also choose options wisely.

<b>SUBJECTS ARRANGED AS FOLLOWS</b> (these are not option columns)				
<b>Core</b>	<b>Humanities</b>	<b>Languages</b>	<b>Creative</b>	<b>Others</b>
English Language	History	French	Art and Design	Constructing the Built Environment
English Literature	Geography	German	Drama	Computer Science
Ethics and Philosophy	Geology		Food and Nutrition	Engineering
Mathematics	Sociology		Music	Health & Social Care and Childcare
Numeracy			Performing Arts	Information Technology
Science			Physical Education	Welsh Baccalaureate
Welsh			Product Design	
			Textile Design	

**Unfortunately we are unable to offer subjects where numbers opting are insufficient to provide a viable group.**

While we would like to maintain as broad a curriculum as possible, staffing constraints may oblige us to cancel certain subjects which appear in the booklet.

**Before You Make Your Choices:**

Many subjects form the compulsory core. You have choice of five other subjects.

- What subjects do you like/dislike?
- What are your strengths and weaknesses?
- Do you like practical subjects or academic subjects?
- Have you ensured a balanced combination?
- Will the subjects chosen allow you to follow a suitable course after Year 11?
- Will the subjects chosen allow you to follow a future career?

Remember, you will receive plenty of help and advice:

- Ask your teachers about their subjects.
- Read the booklet you have been given.
- Research any careers you are interested in via [Careerswales.com](http://Careerswales.com).
- Make an appointment with the School Careers Advisor via Miss White (E1C).
- Go with your parents to Careers Wales, 49 Holton Rd, Barry, CF63 4HF.

**Frequently Asked Questions:****1. *What are Tiers of Entry?***

Many GCSE subjects are examined through a number of different tiers which have grade ranges associated with them, e.g. Foundation Tier normally cover grades G to C while Higher Tier covers grades D to A\*. Decisions on the most appropriate tier of entry for a particular pupil are not made until well into the course and often not until final entries for GCSE are made in the Spring of Year 11.

**2. *What Form will I be assigned in Years 9, 10 and 11?***

In Years 9, 10 and 11 the Form is purely an administrative unit. Pupils are set for many subjects so that they are grouped in such a way as to allow them to be taught according to their correct level of ability. This will depend upon progress over the first two years at the School and upon levels achieved in Year 8.

**If in doubt, consult Miss Pennell, Assistant Headteacher. Parents can telephone Miss Pennell on 01446 772311 - please leave your name and number and she will contact you.**

# Core Subjects



# GCSE English Language



## Examination Board: WJEC

### Course Content

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

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

### Assessment

20% of the course is assessed through non-examination assessment.

80% of the course is assessed in the final examinations, taken at the end of Year 11.

### Non-Examination Assessment

Oracy (Speaking and Listening - Unit 1)

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

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

### External Assessment

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

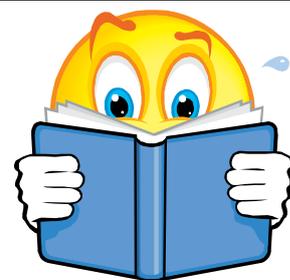
#### Unit 2 - 2 hours.

- Section A: Reading: pupils will be presented with a range of different texts, whole texts and extracts, both fiction and non-fiction, and tested on their understanding of them through a number of questions. Some of these questions will be multiple choice and only worth one mark, whereas some will require extended responses. A total of forty marks will be available.
- Section B: Writing: pupils will be given one proofreading activity which will be worth five marks and will test a pupil's ability to spot spelling, punctuation or grammatical errors. They will also be given an extended writing task; they will be given a choice of two and will choose just one. Both tasks will link to the reading material offered in the reading section.

#### Unit 3 - 2 hours.

- Section A: Reading: this will be similar to the reading section in Unit 2, but pupils may only be presented with non-fiction texts.
- Section B: Writing: pupils will be given two transactional writing tasks, for example a speech and a letter. Both must be completed and each one is worth 20 marks. Each task will be linked to material available in the reading section.

# GCSE English Literature



Examination Board: WJEC

## Course Content

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

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

## Assessment

25% of the course is assessed through non examination assessment.

75% of the course is assessed in 2 examinations.

### Non Examination Assessment

Pupils will study a Shakespeare play in its entirety and write an essay on a theme specified by the WJEC, analysing the text and providing a personal response.

They will also study a selection of poems before writing an essay analysing them, comparing and contrasting and providing a personal response.

## Examinations

Pupils will sit 2 examinations:

### **Unit 1 Different Cultures Prose and Contemporary Poetry.**

2 hours 35%

Pupils will study a different cultures novel and answer 2 questions: an extract question, which requires close reading of a short section of the text, and an essay question, which tests their understanding of the whole text.

Pupils will also be asked to write about an unseen poem.

### **Unit 2 Drama and Prose.**

2 hours 40%

Pupils will study a play and a novel for this examination. They will answer an extract question and an essay question on each of these texts.

**Pupils are not permitted to take copies of the texts into the examinations.**

# **GCSE Ethics and Philosophy**

## **Examination Board: WJEC**

WJEC: Religious Studies

## **Course Content**

Candidates will undertake studies based on Christianity and Islam.

### **Year 9 and 10**

Pupils will study key areas within both religions looking specifically at core beliefs, concepts and practices which will include: Beliefs about God/Allah, Concepts of Jesus as God Incarnate, teachings and beliefs about Justice and Forgiveness, and the Importance of Prayer.

They will also undertake studies exploring the philosophical history and teachings of each religion in regards to the issues of Life and Death and the Problem of Good and Evil.

### **Year 11**

Pupils will continue to study key areas within both religions looking specifically at core beliefs, concepts and practices which will include The Bible and The Qur'an, Sacraments and the Five Pillars, Special Places and Festivals, and Commemorations.

They will also undertake studies exploring the philosophical history and teachings of each religion in regards to the issues of Relationships and Sexuality, and Human Rights.

## **Assessment**

- Year 10 - external GCSE examination  
2 hours written paper
- Year 11 - external GCSE examination  
2 hours written paper

Each examination has four structured questions which all candidates are required to answer.



# GCSE Mathematics

Examination Board: WJEC

## Course Content

GCSE Mathematics will build on from Key Stage 3 and will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

The subject content will include all of the topics from the Mathematics - Numeracy GCSE with additional algebra, geometry and probability.

Pupils are required to demonstrate their knowledge, skills and understanding in the following assessment objectives:

- **AO1 Recall and use their knowledge of the prescribed content (50%-60%).**
- **AO2 Select and apply mathematical methods in a range of contexts (10%-20%).**
- **AO3 Interpret and analyse problems and generate strategies to solve them (25%-35%).**

## Assessment

Results will be reported on the grade A\*-G scale.

There will be three overlapping tiers of entry:

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

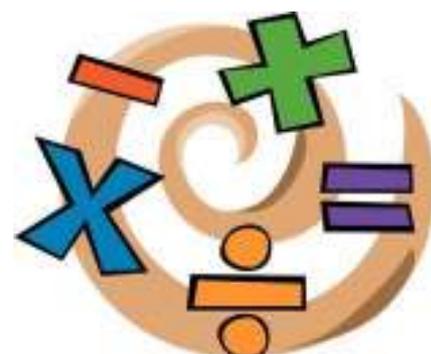
The differentiated papers enable candidates to show positive achievement.

All pupils will sit two written papers.

The first is a non-calculator paper.

A suitable calculator is required for use in Paper 2.

For all lessons, and examinations, pupils should also have a ruler, a pair of compasses and a protractor.



# GCSE Mathematics - Numeracy

Examination Board: WJEC

## Course Content

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

The subject content is number, measure and statistics with some aspects of algebra, geometry and probability.

Pupils are required to demonstrate their knowledge, skills and understanding in the following assessment objectives:

- **A01 Recall and use their knowledge of the prescribed content (15%-25%).**
- **A02 Select and apply mathematical methods in a range of contexts (50%-60%).**
- **A03 Interpret and analyse problems and generate strategies to solve them (20%-30%).**

## Assessment

Results will be reported on the grade A\*-G scale.

There will be three overlapping tiers of entry.

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

The differentiated papers enable candidates to show positive achievement.

All pupils will sit two written papers.  
The first is a non-calculator paper.  
A suitable calculator is required for use in Paper 2.

For all lessons, and examinations, pupils should also have a ruler, a pair of compasses and a protractor.



# GCSE Science

## Examination Board: WJEC

We are offering 2 routes

**Option 1 - GCSE Science (Double Award)**

**Option 2 - GCSE Biology, GCSE Chemistry & GCSE Physics (Triple Science)**



All courses in science are designed to:

- develop interest in, and enthusiasm for science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society; and
- recognise the importance of science in society and the lives of all pupils.

Successful study of Science at GCSE is an essential pre-requisite to study a Science at A Level.

## Option 1 - GCSE Science

This programme of study results in the combined Science (Double Award) GCSE qualification. The final grade allocation, A\*A\*, A\*A, AA, AB, BB etc., is an aggregate of the assessment plan throughout the course in each of the three areas of science; Biology Chemistry and Physics.

## Course Content

### **Year 9 and 10**

- Unit 1 Biology - cells, respiration, digestion and ecosystems.
- Unit 2 Chemistry - atomic structure, chemical reactions and the Earth.
- Unit 3 Physics - energy, electricity, waves and radiation.

### **Year 11**

- Unit 4 Biology - disease, biodiversity, variation and evolution.
- Unit 5 Chemistry - bonding, acids, oil and carbon compounds.
- Unit 6 Physics - motion, Newton's laws, energy, planets and stars and radioactivity.

## **Experimental Skills**

Pupils will be required to plan experiments, obtain results, and analyse and evaluate.

## Assessment

- Three written papers are taken in **June of Year 10** and a further three in the **May/June of Year 11**. All these papers focus on the knowledge, understanding and application of science and they each account for 15% of the total GCSE Science (Double Award) marks. This means that 45% of the aggregate marks are achieved by examination in Year 10 and 45% by examination in Year 11.
- A series of practical examinations are undertaken in **January of Year 11**. These are used to assess practical skills in the areas of planning, observing and measuring, and conducting science work safely. The practical examinations are submitted to the WJEC for external marking and contributes 10% of the aggregate marks for Science (Double Award).

	Biology Unit	Chemistry Unit	Physics Unit	
Summer Y10	B1 (15%)	C1 (15%)	P1 (15%)	

Summer Y11	B2 (15%)	C2 (15%)	P2 (15%)	January Y11 Practical Exam (10%)
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### Option 2 - GCSE Biology, GCSE Chemistry & GCSE Physics (Triple Science)

This programme of study results in the award of three separate GCSEs - Biology, Chemistry and Physics. (Pupils **MUST** take triple science as one of their option choices). It should be noted that the three grades for Biology, Chemistry and Physics are independent of each other.

### Course Content

All the modules included in Science (Double Award) will be studied and in addition, there are further modules of study in Biology, Chemistry and Physics. Additionally, some of the Double Award topics are studied in greater depth.

The extra work that pupils study by taking option 2 include the following topics:

- Biology - kidneys and homeostasis, micro-organisms and their applications.
- Chemistry - limestone, reversible reactions, industrial processes and important chemicals.
- Physics - light and seismic waves, kinetic theory, the Universe, electro-magnetism, nuclear energy.

### Assessment

The following assessments will be undertaken in each of the three science subjects.

- Two written papers will be taken - one in the **June of Year 10**, one in the **May/June of Year 11**. Each examination will count for 45% of the total contribution to each one of the three separate science GCSEs.
- A practical examination will be taken in the **January of Year 11**. This assessment gives pupils the opportunity to demonstrate their ability to work scientifically. This will include experimental skills and strategies and skills in analysis and evaluation. The tasks will be externally marked by the WJEC.

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Summer Yr10	Unit 1 (45%)	Unit 1 (45%)	Unit 1 (45%)
Summer Yr11	Unit 2 (45%)	Unit 2 (45%)	Unit 2 (45%)
January Yr11	Practical Exam (10%)	Practical Exam (10%)	Practical Exam (10%)

It is advisable for pupils to discuss their options with their relevant science teachers. However, if pupils wish to discuss any other details of the course they can speak to the following subject leaders:

**Biology:** Mr A Weeks  
**Chemistry:** Mr C Cox  
**Physics:** Mr G Phillips



# GCSE Welsh Second Language

## Examination Board: WJEC

The Welsh language is an integral part of our national identity - an essential and enduring component of the history, culture and social fabric of our nation.

The ability to use the Welsh language is an essential skill in modern Wales, one which many employers look for. The GCSE course is designed to give pupils opportunities to use the language practically and to communicate effectively and purposefully in the bilingual society of the 21<sup>st</sup> century.

Studying Welsh at GCSE will not only equip pupils with the language skills they need for the world of work and further education, but also develop their confidence and communication skills as well as providing opportunities to explore and enhance their cultural identity.

## Course Content

This course aims to ensure that pupils are aware of the use of Welsh in contemporary Wales. Pupils learn to use the language for purposeful and effective conversations as well as in vocational situations. The course is organised for teaching Welsh around three wide themes: Employment, Wales and the World and Youth.

## Assessment

There are 4 units of study:

Unit 1	Group Speaking Exam (10% Speaking, 15% Listening)	25%
Unit 2	Group Speaking Exam (20% Speaking, 5% Listening)	25%
Unit 3	Written Examination (15% Reading, 10% Writing)	25%
Unit 4	Written Examination (10% Reading, 15% Writing)	25%

## Beyond GCSE

“In Wales, being able to communicate in Welsh and English is a **significant advantage** for graduates looking for work.

Over 580,000 people in Wales speak Welsh and research shows that employees with bilingual skills are **more likely to earn a salary 8-10% higher than workers without bilingual skills.**

Having the ability to use Welsh in the workplace can give you an edge over your competitors.”  
UCAS.COM



@cymraegccs



cymraegybontfaen.blogspot.co.uk

# Option Choices

# GCSE Art and Design

## Examination Board: WJEC

### Course Content

Pupils are required to produce a coursework portfolio (60%) and a final examination unit (40%).

Pupils will experience a broad and balanced curriculum in Art, Craft and Design that includes an extensive range of creative activities using different techniques, tools and materials.

Pupils will build upon previous work and achievements and have the opportunity to work in both two and three dimensions. The importance of recognising and enjoying approaches and methods used by a variety of artists, craft workers and designers is developed. Pupils will learn to openly generate ideas, convey their experiences and express their emotions.

In Year 10 and 11 they are encouraged to explore, experiment, express and evaluate in response to a wider prescribed theme/topic that is once again well-resourced and structured by the Art and Design department in the first instance but will encourage and require personal responses as the course progresses. There is always an emphasis on skills to build confidence, which can be applied to develop ideas.

Sketchbooks are used extensively and become a stimulating resource providing ideas and starting points for activities. We would strongly encourage all pupils to ask the present GCSE pupils about the nature of the course and to look through their sketchbooks. We feel confident that a positive and encouraging response will be communicated as is illustrated in the quotes below:

*“Taking Art for GCSE is not the easiest subject but one of the best!”*

*“I think choosing art, as a subject for GCSE was one of the best decisions I’ve made”*

### Assessment

GCSE pupils are assessed using the following four assessment objectives:

- A01 Contextual understanding
- A02 Creative Marking
- A03 Reflective recording
- A04 Personal Presentation

There is no limit to the amount of work produced for the coursework portfolio but the emphasis is on quality rather than quantity. The proportion of total marks available for the final examination is marked according to the same assessment criteria. Both areas are internally assessed and externally moderated by the WJEC.

Departmental assessment is ongoing throughout the course to ensure that as far as possible the target grade is achieved.

# GCSE Art and Design - Textile Design

**Examination Board: WJEC**

## Course Content

This GCSE is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports all learners and their individual creative preferences.



Through studying GCSE Textile design, pupils will be prepared to participate confidently and successfully in an increasingly creative and technological world, and be aware of, and learn from, wider influences on art, design and technology, including historical, social/cultural, environmental and economic factors.

Pupils will:

- actively engage in the creative process of textile, fashion, art, craft and design in order to develop as effective and independent learners.
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
- develop an awareness of the different roles and individual work practices evident in the production of textile, fashion, art, craft and design in the creative and cultural industries.

Textile Design is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. Areas of study include; constructed textiles, digital textiles, printed fabrics, fashion design, installed textiles, soft furnishings and stitched and/or embellished textiles.

Textile Design encompasses a very broad range of materials, techniques and processes, including recyclable materials and a growing number of interdisciplinary approaches. The range is increasing as new materials and technologies emerge, for example, in the field of intelligent and smart textiles.

## Assessment

Unit 1: Portfolio 60% of the qualification - Internally assessed and externally moderated.

Unit 2: Externally Set Assignment 40% of the qualification - Internally assessed and externally moderated.

## Beyond GCSE

A Level Product Design specialising in fashion and textiles products or A Level Art and Design.

Further education pathways to art, fashion and textiles degrees, textiles science and technology, performance sportswear design, materials science and engineering with textiles, garment technology, fashion pattern cutting and contour fashion. Students can explore occupations in textile design, textile buying, fashion design, fashion forecasting, knitwear design, milliner, fashion journalism, colour consulting, theatrical costume design, fashion illustration, and pattern-cutting. Popular universities include University of Leeds, University of Manchester, De Montfort University and London College of Fashion.

# GCSE Computer Science

Examination Board: WJEC

## Course Content



This course is designed for pupils who are interested in learning about computing as an academic subject and will give the following benefits:

- The course will give you a real, in-depth understanding of how computer technology works. You will already be familiar with the use of computers and other related technology from other subjects and outside school. However, the course will give you an insight into what goes on 'behind the scenes', including computer programming, which many pupils have found very rewarding.
- The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their colleagues who are starting the subject at these levels.
- The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many pupils, it'll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course will make an excellent preparation for learners who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, and many areas of science.

## Assessment

<b>Unit Title and Description</b>	<b>Assessment, Duration and Weighting</b>
<b>Unit 1 Understanding Computer Science</b> A written examination covering such topics as Computer Systems, Data Representation, Computer Software, Networks, Internet & Communications, Algorithms, Programming, Ethical, Social, and Legal Aspects.	Written examination Duration 1½ hours 45%
<b>Unit 2 Solving Problems Using Computers</b> 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. This will be carried out in class but under formal supervision, i.e. the pupils will be in direct sight of the teacher at all times and interaction with other candidates is forbidden.	Externally Marked Practical Assessment Duration 2 hours 30%
<b>Unit 3: Developing Computing Solutions</b> This controlled assessment will give candidates the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by WJEC. Marks will be awarded for: <ul style="list-style-type: none"> <li>• Design of solution</li> <li>• Implementation</li> <li>• Program documentation</li> <li>• Testing and Evaluation</li> </ul> Candidates will be expected to produce a word-processed report of about 2,000 words explaining what they have done.	Controlled Assessment Duration 15 hours 25%

# IVQ Constructing the Built Environment

## Examination Board: WJEC

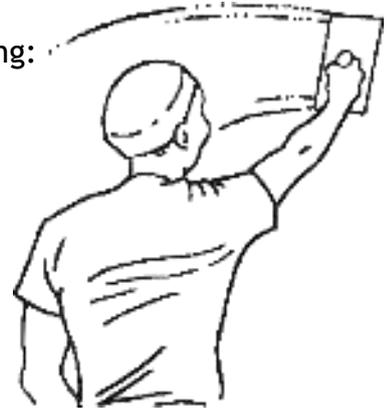
The Initial Vocational Qualification (IVQ) Level 1/2 Award provides a more practical alternative to GCSE. The qualification allows for both synoptic learning and assessment in the study of how buildings are designed, constructed and maintained. The qualification offers pupils the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts and is equivalent to a GCSE.

Construction provides a practical, real-world approach to learning. It develops specific knowledge and skills needed to work successfully in the construction industry, such as:

- Discovering the world of construction and how it impacts on our world today;
- Communication skills to articulate and discuss new ideas or work as a team to solve problems;
- Health and safety in the workplace and the appropriate procedures and legislation;
- How mathematics and science is essential to construction success.

Pupils will also be able to present their work in a variety of ways, including:

- Presentations
- Demonstrations
- Producing small scale products



## Course Content

Units covered during the three year course:

- Safety and security in construction (external examination)
- Practical construction skills (internal assessment)
- Planning construction projects (internal assessment)

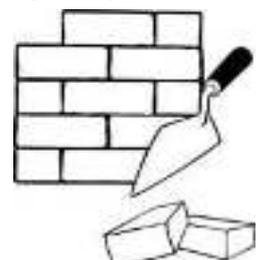
All pupils will study the 3 units and develop the skills to produce a range of items from a suitable material using industry approved techniques.

## Assessment

The majority of the units in this qualification are assessed through internal assessment with only one unit being assessed externally through a written examination.

## Beyond IVQ

- Level 3 qualifications in construction, such as diplomas in Construction and the Built Environment.
- Further qualifications in specialist areas such as plumbing, bricklaying and carpentry.
- Apprenticeships in construction.
- Degrees in construction, surveying or site management.



# GCSE Drama

**Examination Board: WJEC**

## Course Content

The WJEC GCSE in Drama is an exciting, inspiring and practical course that offers many performance opportunities. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members. Pupils will be given opportunities to participate in and interpret their own and others' drama. Pupils will have the option to work practically as performers and/or designers.

- **Performing**
- **Lighting design**
- **Sound design**
- **Set design (including props)**
- **Costume design (including hair and make-up).**

Pupils will investigate and employ different genres of theatre in their practical work. Pupils can choose from genres such as **Theatre in Education** and **Musical Theatre** and key practitioners such as **Brecht** and **Stanislavski** as well as Theatre Groups such as **Kneehigh** and **Frantic Assembly**.

GCSE Drama is a varied course. Throughout the course pupils will work with text, learn to improvise and make their own theatre. They will develop team skills and how to evaluate work effectively. There will be visits to various theatres which will allow pupils to gain a closer insight into the professional workings of Drama and inform their own performances. Pupils will enjoy this course if they want to study a subject that is both practical and creative and allows them to tailor their learning to suit their individual skills and preferences.

## Assessment



<p><b>Unit 1: Devising Theatre</b> Pupils will be assessed on <b>either</b> acting <b>or</b> design. Pupils will participate in the creation, development and performance of a piece of devised theatre. They will produce:</p> <ul style="list-style-type: none"> <li>• a performance of a piece of devised theatre using their choice of genre eg TIE, Brecht, Stanislavski, Artaud, Kneehigh or Musical Theatre</li> <li>• a portfolio of supporting evidence</li> <li>• an evaluation of the final performance or design</li> </ul>	<p>Non-examination assessment: 40% of qualification</p>
<p><b>Unit 2: Performing from a Text</b> Pupils will be assessed on <b>either</b> acting <b>or</b> design. Pupils will study <b>two</b> extracts from the <b>same</b> performance text. Pupils will participate in <b>one</b> performance using sections of text from <b>both</b> extracts.</p>	<p>Non-examination assessment: 20% of qualification</p>
<p><b>Component 3: Interpreting Theatre</b> <b>Section A: Set Text</b></p> <ul style="list-style-type: none"> <li>• A series of questions on one set text from the perspective of actor, designer or director.</li> </ul> <p><b>Section B: Live Theatre Review</b></p> <ul style="list-style-type: none"> <li>• One question from a choice of two requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.</li> </ul>	<p>Written examination (1½ hours): 40% of qualification</p>

## Beyond GCSE

Drama allows the development of many skills, such as communication, creativity, performing and making informed and considered judgements, self-discipline, and greater confidence. As a discipline, Drama compliments both science and arts subjects and the skills developed during the course are increasingly important in all career paths and welcomed in universities. The subject is also studied at AS/A Level.

# IVQ Engineering



## Examination Board: WJEC

The Initial Vocational Qualification (IVQ) Level 1/2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce pupils to the various strands available within the field. The qualification offers pupils the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts and is equivalent to a GCSE.

Engineering provides a practical, real-world approach to learning. It develops specific knowledge and skills pupils need to work successfully in the engineering industry, such as:

- Discovering the world of engineering and how it impacts on our world today.
- Communication skills to articulate and discuss new ideas or work as a team to solve problems.
- Health and safety in the workplace and the appropriate procedures and legislation.
- How mathematics and science is essential to engineering success.

Pupils will also be able to present their work in a variety of ways, including:

- Presentations
- Demonstrations
- Producing models and prototypes

## Course Content

Units covered during the two year course:

- Engineering Design (internal assessment)
- Producing Engineering Products (internal assessment)
- Solving Engineering Problems (external examination)



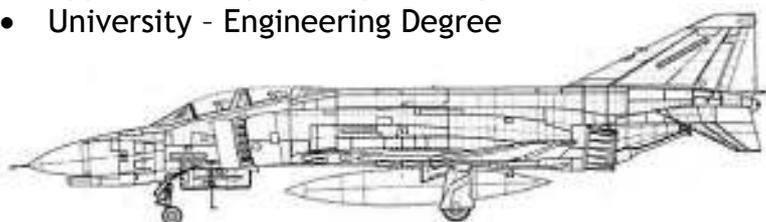
All pupils will study the 3 units and produce a range of manufactured items from a suitable material using industry approved machining techniques.

## Assessment

The majority of the units in this qualification are assessed through internal assessment with only one unit assessed externally through a written examination.

## Beyond IVQ

- GCE in Product Design
- Principal Learning Level 3 in Engineering
- Apprenticeships in Engineering
- University - Engineering Degree



## Employment

With a Level 2 IVQ you can boost your child's lifetime earnings by up to £92,000

62% of large companies have recruited

# GCSE Food and Nutrition

## Examination Board: WJEC

Food and Nutrition will equip pupils with the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating. It will allow the pupils to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

## Course Content

- Food commodities.
- Principles of nutrition.
- Diet and good health.
- The science of food.
- Where food comes from.
- Cooking and food preparation.



## Assessment

### Unit 1

Examination paper: **40%** weighting

### Unit 2

Assessment 1: The Food Investigation Assessment - **20%** weighting

A Food Investigation will require each pupil to:

- Research and investigate the task.
- 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.
- Analyse and evaluate the task.

Assessment 2: The Food Preparation Assessment - **40%** weighting

A task will be set that will require each pupil to:

- Research and investigate the chosen task (to include trialing and testing).
- 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.
- Prepare, cook and present a menu of three dishes and accompaniments within a single session.
- Evaluate the selection, preparation, cooking and presentation of the three dishes and accompaniment.

## Will I enjoy the course?

You will enjoy this course because you will study a subject that:

- Is both creative and technical.
- Enables you to design and make products.
- Places an emphasis on practical work.
- Is engaging, exciting and rewarding.

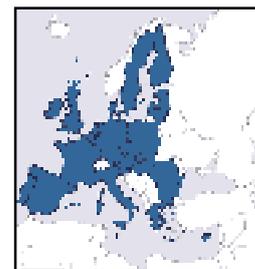
## Beyond GCSE

Courses in food related subjects, eg BSc(Hons) in Food Science and Technology, BSc (Hons) Food, Nutrition and Dietetics, Public Health and Nutrition, BSc (Hons) Environmental Health, MSc Food Safety and Control, MSc Food Science, hospitality, business management, a food industry nutritionist, new product development; the list is endless as we will always need food.

# GCSE French

Examination Board: WJEC

## Course Content



The French GCSE continues to develop the four skills of Listening, Speaking, Reading and Writing that pupils have already been developing across Years 7 and 8. It is a new specification designed to offer pupils **linguistic skills**.

The qualification is made up of four units: Unit 1 is a spoken non-examination assessment, Unit 2 is a listening examination, Unit 3 is a reading examination and Unit 4 is a written examination.

The context for learning the language is organised under **three broad themes**:

- Identity and culture
- Wales and the World - areas of interest
- Current and future study and employment

Each broad theme is divided into sub-themes.

Identity and culture	Wales and the World - areas of interest	Current and future study and employment
Youth Culture Lifestyle Customs and Traditions	Home and Locality France and French-speaking countries Global Sustainability	Current Study World of Work Jobs and Future Plans

Pupils will learn to apply their language skills in a personal, public, work and educational context.

## Assessment

There are four units, each out of 60 marks and each worth 25% of the overall qualification

Unit 1: Speaking	Oral Test	Foundation	Higher
		7-9 minutes	10-12 minutes
Unit 2: Listening	Written examination	Foundation	Higher
		35 minutes	45 minutes
Unit 3: Reading	Written examination	Foundation	Higher
		1 hour	1 hour 15 minutes
Unit 4: Writing	Written examination	Foundation	Higher
		1 hour 15 minutes	1 hour 30 minutes

## Beyond GCSE

- Due to popular demand for university places, pupils are being filtered and having a language puts them at a distinct advantage;
- Only doctors, vets and dentists have higher employment rates than linguists;
- In a survey for the CBI in 2012, French and German were rated as the top two languages which would be most useful to their business.

## Why learn a foreign language?

- Learning a foreign language develops a variety of skills - communication, presentation, problem solving, organisation and independence.
- 94% of the world's population do not have English as their native language and 75% of the world's population speaks no English at all.
- It helps to improve pupils' English, as it heightens their awareness of structure and grammar.
- It can make pupils more tolerant and open-minded as it offers an insight into other cultures.
- It opens doors and creates opportunities.

# GCSE Geography

## Examination Board: WJEC



Geography is our 'window' on the world. It emphasises the relationship between people and environments. The GCSE course builds on the skills, places and themes covered at Key Stage 3. The syllabus aims to develop an interest in and an enjoyment of the subject.

## Course Content

GCSE Geography adopts an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable pupils to become critical and reflective thinkers by engaging them actively in the enquiry process.



Unit 1	Unit 2	Unit 3
Changing Physical and Human Landscapes	Environmental and Development Issues	Non-Examination Assessment based on Fieldwork Enquiries



## Assessment

Assessment at GCSE is designed to enable candidates to demonstrate what they know, understand and can do. Pupils will undertake two formal examinations and a non-examined fieldwork enquiry:

Unit 1	Paper 1 (40%)	1 hr 30mins – Data response and extended prose.
Unit 2	Paper 2 (40%)	1 hr 15mins – Data response and extended prose.
Unit 3	Fieldwork enquiry (20%)	2 hr 30mins – Non-examination assessment. Requires a written report from the pupil, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. The report is written in response to specific questions set by WJEC.

## Beyond GCSE

Geography combines well with both arts and science subjects. You may already be thinking ahead to potential university and career choices so it is worth bearing in mind that Geography is a broad based subject that really fits well for your future progression.

For many jobs it is a real help if you have taken GCSE Geography. The subject covers particular skills, so combining with other GCSE subjects can lead you to jobs like designing buildings, environmental and nature consultation, international aid/development, working in the leisure industry, joining the police or armed services, selling and marketing products or working in aviation.



# GCSE Geology

## Examination Board: Eduqas

### Course Content

The course covers a wide variety of topics starting with learning to identify and interpret the materials that the Earth is made of: minerals, rocks and fossils. These give us clues about the history of the Earth so that we can learn how to piece together the story of the Earth. The subject is very practically-based and is taught to get the pupils “hands-on” with the materials we study.



The course also covers how the Earth works including plate tectonics and the volcanic eruptions and earthquakes it causes. Geologists play an important part in reducing the effects of these hazards.

We learn about the history of the Earth; how animals, like the dinosaurs, lived and became extinct; how Britain was in the past, why it is like it is today and how it will change in the future. We also study some planetary geology to learn to interpret the geology of the Moon and Mars.

Throughout the course we look at what professional geologists do, such as engineering structures, finding and extracting the raw materials we need from the Earth - working out where we find the oil, metals and minerals that we depend on.

Every pupil is given a comprehensive set of learning materials that have been specifically written for the course to challenge and support learning. This includes a disc of digital resources containing all the teaching resources, video clips, a visual dictionary for the course, a digital textbook and a revision guide. The course works through a series of themed booklets that presents the syllabus as a series of problems to be solved. This allows for class time to be spent discussing and solving geological problems rather than making notes.



### Assessment

The course is examined by two **untiered** examinations at the end of Year 11; a theory exam which is sat **online** and a practical exam. Each of these assessments counts for 50% of the final mark. There is no coursework for this qualification.

### Beyond GCSE

There is a global shortage of trained geologists at present. Many of our pupils have gone on, via A Levels and university, to work in the fields of engineering and environmental geology in South Wales and throughout the UK, oil geology in Canada and Norway, exploration geology in Africa and America, mining geology in the UK and Australia and volcanology in the Canary Islands. The geology department has good links with local geological companies and universities.

# GCSE German



## Examination Board: WJEC

### Course Content

The German GCSE continues to develop the four skills of Listening, Speaking, Reading and Writing that pupils have already been developing during Year 8. It is a new specification designed to offer pupils linguistic skills.

The qualification is made up of four units: Unit 1 is a spoken non-examination assessment, Unit 2 is a listening examination, Unit 3 is a reading examination and Unit 4 is a written examination.

The context for learning the language is organised under **three broad themes**:

- Identity and culture
- Wales and the World - areas of interest
- Current and future study and employment

Each broad theme is divided into sub-themes.

Identity and culture	Wales and the World - areas of interest	Current and future study and employment
Youth Culture Lifestyle Customs and Traditions	Home and Locality Germany and German-speaking countries Global Sustainability	Current Study World of Work Jobs and Future Plans

Pupils will learn to apply their language skills in a personal, public, work and educational context.

### Assessment

There are four units, each out of 60 marks and each worth 25% of the overall qualification

Unit 1: Speaking	Oral Test	Foundation	Higher
		7-9 minutes	10-12 minutes
Unit 2: Listening	Written examination	Foundation	Higher
		35 minutes	45 minutes
Unit 3: Reading	Written examination	Foundation	Higher
		1 hour	1 hour 15 minutes
Unit 4: Writing	Written examination	Foundation	Higher
		1 hour 15 minutes	1 hour 30 minutes

### Beyond GCSE

- Due to popular demand for university places, pupils are being filtered and having a language puts them at a distinct advantage;
- Only doctors, vets and dentists have higher employment rates than linguists;
- In a survey for the CBI in 2012, German and French were rated as the top two languages which would be most useful to their business.

#### **Why learn a foreign language?**

- Learning a foreign language develops a variety of skills - communication, presentation, problem solving, organisation and independence.
- 94% of the world's population do not have English as their native language and 75% of the world's population speaks no English at all.
- It helps to improve pupils' English, as it heightens their awareness of structure and grammar.
- It can make pupils more tolerant and open-minded as it offers an insight into other cultures.
- It opens doors and creates opportunities.

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# **GCSE Health & Social Care and Childcare**

## **Examination Board: WJEC**

Health & Social Care and Childcare can help pupils with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Pupils have the opportunity to develop their understanding of influences on human growth, development, behavior and well-being.

### **Strategies include:**

Practical work investigating the development of individuals; use of surveys, questionnaires, the Internet and ICT and real case studies.

### **Year 9 and 10**

- Human growth and development including factors effecting health
- Physical, social, emotional and intellectual health
- The importance of active participation on development and well-being
- Early intervention and prevention to support individuals for a wide range of conditions and circumstances
- Health & Social Care and Childcare provisions in Wales to promote and support health and well-being.

### **Year 11**

- Equality, diversity and inclusion including Welsh language and culture
- Safeguarding
- Contemporary issues in Health & Social Care
- Supporting a sustainable Health & Social Care and Childcare in the 21<sup>st</sup> century
- Supporting self-identity, self-worth, sense of security and resilience across the life cycle
- Meaningful activities to support and promote health, development and well-being.

### **Assessment**

60% non-exam assessment, 40% written examination

### **Beyond GCSE**

The Health & Social Care and Childcare course will provide pupils with a work related qualification. This qualification is designed to equip them with the skills needed in the workplace or in further education and training in Health & Social Care and Childcare. This course provides pupils with a variety of experiences. It gives them a suitable basis for further study offering progression onto academic and vocational courses. It could lead to work in nursing or as health care assistants working in hospital wards, outpatient clinics and in the community or work caring for children and teenagers. Other career opportunities include social work, the ambulance service, working with the elderly in residential care and childcare.

# GCSE History



Examination Board: WJEC

## Course Content

- Unit 1: The USA - A Nation of Contrasts: 1910 - 1929
  - The main political and social changes facing America
  - The rise and fall of the American economy
  - Changes in American culture and society
- Unit 2: Depression, War and Recovery in Wales and England: 1930 - 1951
  - The impact of the Depression on Britain
  - The impact of war on the Home Front
  - Recovery after the Second World War
- Unit 3: Thematic study - Changes in Health and Medicine: 1340 to Present day
  - Causes of illness and disease
  - Attitudes to treatment and disease
  - Advancements in medical knowledge and patient care
- Unit 4: Controlled Assessment
  - Two essays on different aspects of World War One

The course aims to build on some themes covered very briefly in Year 8, eg the slide to World War II in the 1930s, but most of the content is new. The standards of literacy required are high because History is still regarded as an academic subject. However, pupils who want to go on to do A Level or Further Education in any subject will find that it is an advantage to have History on their CV. The controlled assessment will still be based on evidence skills but it will have to be written up in class time, with very little of the work being done at home.

## Assessment

The course consists of four modules.

- Three of these are tested by examinations
- The fourth module is coursework worth 20%

Good Historians:

- Like working with evidence
- Like to write
- Can cross reference ideas
- Are able to revise



Historians make good journalists, lawyers, managers ... even politicians!

They have research skills and can see both sides of an argument. History will stand pupils in good stead in the future because it will increase their general knowledge and help them to understand the world they live in.

# GCSE ICT

Examination Board: WJEC

## Course Content



This course combines essential theory with practical skills to equip pupils for further study or to enter employment. It is designed to enable pupils to:

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

The ICT specification requires pupils to demonstrate knowledge and understanding of:

- current and emerging technologies and their impact on individuals, organisations and society
- a range of ICT tools and techniques and the ways they are used in different contexts to develop ideas and solve problems
- legal, social, economic, ethical and environmental implications of the use of ICT for individuals, organisations and society, issues of risk, safety, security and responsible use of ICT, and collaborative working.

## Assessment

<b>Unit Title and Description</b>	<b>Assessment, Duration and Weighting</b>
<b>Unit 1: Understanding ICT</b> This examination paper will assess the requirements of the Key Stage 4 Programme of Study for Information and Communication Technology and the functional elements of ICT in a home and school context.	Written examination Duration 1½ hours <b>20%</b>
<b>Unit 2: Solving Problems with ICT</b> This controlled assessment consists of a portfolio of work which shows pupils' attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.	Controlled Assessment: Duration 22½ hours <b>30%</b>
<b>Unit 3: ICT in Organisations</b> This examination paper will assess the 'application' content of ICT in a business and industry context.	Written examination Duration 1½ hours <b>20%</b>
<b>Unit 4: Developing Multimedia ICT Solutions</b> This controlled assessment will give pupils the opportunity to develop a piece of work using multimedia software following a single task brief issued by WJEC.	Controlled Assessment Duration 22½ hours <b>30%</b>

# GCSE Music

Examination Board: WJEC



## Course Content

MUS 1: Performing Skills	MUS 2: Composing Skills	MUS 3: Listening Skills
Pupils may perform music of their own choice on instrument and/or voice. They will be examined during the course by their teacher and may also perform for a visiting moderator. Pupils will perform <b>two</b> pieces, one solo and one in a group (two or more pupils).	Pupils may compose several pieces during the course but must submit <b>two</b> contrasting compositions to be formally assessed by their teacher. Pupils may compose for any group of instruments and/or voices in any style. They must record their work and provide a score or lead sheet or a written description of their piece.	Pupils will listen to music during the course and sit a written examination of 8 questions. This examination will assess their ability to identify the key elements in the music that they hear based upon the four areas of study.

Performing, Composing and Listening Skills will be based on the following areas of study:

- 1: Musical Forms and Devices
- 2: Music for Ensemble
- 3: Film Music
- 4: Popular Music



## Assessment

MUS 1: Performing Skills	MUS 2: Composing Skills	MUS 3: Listening Skills
35%	35%	30%
Teacher assessed and moderated by WJEC via recordings	Teacher assessed and moderated by WJEC via recordings/scores.	1 hour Listening examination in May/June.

### MUS 1:

Each piece is criteria-marked out of 32 - *regardless of level of difficulty.*

The mark out of 32 is then subject to a conversion table dependent on difficulty.

- for pieces below the standard (Grade 3)
- for pieces at the standard (Grade 3)
- for pieces above the standard (Grade 3)

***THE WJEC GCSE MUSIC SYLLABUS IS DESIGNED TO ENSURE THAT THE HIGHEST GRADES ARE ACCESSIBLE TO THE ORDINARY CLASSROOM MUSICIAN.***

## Beyond GCSE

Studying music at GCSE will prepare pupils either for further study in the Sixth Form (A Level Music) or will help them to enjoy music more fully in their leisure time (see Mr Colborne for further information). During the course pupils will develop their creative and analytical skills which will assist them in their chosen career path. Pupils are expected to take an active role in the extra-curricular activities and concerts run by the Music department throughout the three years.

# BTEC First Certificate in Performing Arts

## Examination Board: Pearson

This Musical Theatre Level 1/Level 2 course provides pupils with the opportunity to explore a wide range of performance styles, with particular emphasis on the potential of integrating the performing arts. It is a coursework-based qualification which is the equivalent to 2 GCSEs. The course is designed to give equal focus to dance, acting and singing and the development of these performance disciplines through the medium of musical theatre.



During this course, pupils will be expected to demonstrate an energised and committed approach to developing both their practical skills and academic appreciation of the arts. It is a vibrant course that offers exciting performance opportunities as an integral aspect of the learning experience. The course also provides a range of written tasks designed to complement the pupil's all round skills.

## Assessment

Some units are assessed by the teachers (internally) and other units are marked by the examination board (externally). Pupils must complete the **compulsory units**, which comprise of:

Individual Showcase	External
Preparation, Performance and Production	Internal
Musical Theatre Skills	Internal
The Performing Arts Industry	External

These modules allow the pupils to develop a detailed understanding of the history of Musical Theatre through analytical and practical work.

Pupils will then choose **three optional specialist units**, which include a variety of skill-based modules through different projects. All optional modules are marked internally, and include units which focus on elements of Musical Theatre such as *Dance, Voice and Speech, Movement Skills, Sound/Lighting Design, Costume Design, Set/Prop Design* and *Performance in Context*.

## Beyond BTEC

This course allows pupils to develop a variety of skills which will assist them in their chosen career path, including: communication, self-discipline, confidence, and the ability to move beyond boundaries and experiment with their creativity. After completion of this course, pupils can progress to the Post-16 Musical Theatre courses provided in local colleges. Alternatively, pupils may decide to specialise in one specific art form which they can study at AS/A Level in Cowbridge Comprehensive School.

# GCSE Physical Education

Examination Board: WJEC

## Course Content



### Year 9:

- Components of Fitness
- Methods of Training
- Principles of Training
- Measuring Health and Fitness
- Goal Setting and Motivation
- Designing a Training Programme

### Year 10:

- Muscular-skeletal system
- Cardio-respiratory and vascular system
- Aerobic and Anaerobic Training
- The Effects of exercise
- Movement analysis and Biomechanics

### Year 11:

- Information Processing, Guidance and Practice
- Classification of skills and skilled Performance
- Socio-Cultural Issues in Sport
- Sports Technology

## Assessment

It is vitally important that students wishing to study this subject are competing or regularly taking part in three practical sports. (*Please see activity list on the following page*)

### Unit 1 Introduction to Physical Education.

Assessed through a 2 hour written examination (50% of the full qualification). The examination will include a range of short answer and extended essay questions. Topic areas include; Components of Fitness, Methods of Training, Anatomy and Physiology, Sports Psychology and Sports Sociology. Some questions in the examination will be supported by an audio - visual stimuli (DVD).

### Unit 2 The Active Participant in Physical Education.

Non-examination assessment 'Moderation Day' (50% of the full qualification).

Pupils will be assessed in three different activities. One individual sport, one team sport and an additional sport of their choice. Due to the weighting of practical assessment (42%), pupils are required to be talented in **three** activities. One activity is a major activity which will include the completion of a coursework module titled, 'Personal Fitness Programme' (8% of the full qualification).

Year 9: Assessment: Coursework for major activity (8%)

Year 10: Assessment: Mock examination, practical assessments of summer sports

Year 11: Assessment: Practical Controlled Assessment Day (42%), Two hour written examination (50%)

**GCSE Physical Education Activity List**

<b>Team Activities</b>	<b>Team or Individual Activity</b>	<b>Individual Activities</b>
Association Football	Badminton	Amateur Boxing
Baseball	Dance	Athletics (including Cross Country)
Basketball	Mountain Walking	Canoeing
Cricket	Rock Climbing	Cycling
Hockey	Sailing	Diving
Lacrosse	Sculling	Equestrian
Netball	Table Tennis	Golf
Rowing	Tennis	Gymnastics
Rounders		Judo
Rhythmic Gymnastics		Kayaking
Rugby League		Mountain Biking
Rugby Sevens		Skiing
Rugby Union		Snowboarding
Synchronised Swimming		Squash
Volleyball		Swimming
		Taekwondo
		Trampolining
		Triathlon
		Weightlifting

**Beyond GCSE**

- Broadcasting
- Sports Coach
- Competition Manager
- Dance Instructor
- Disability Sports Development Manager
- Events Management
- Extreme Sports Instructor
- Fitness Professional
- Football Coach
- Football Development Manager
- PE Teacher
- Gym Instructor
- Health Promotion Officer
- Journalist
- Marketing
- Nutritionist
- Performance Analyst

# GCSE Product Design

Examination Board: WJEC

## Course Content



GCSE in Product Design offers a unique opportunity for pupils to identify and solve real problems by designing and making products.

Through studying GCSE Product Design, pupils 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.

Pupils will;

- Develop an appreciation of the importance of creativity and innovation to good design practice.
- Actively engage in the processes of product design 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 product design with emphasis on emerging technologies, materials and practices.

## Assessment

1 Externally assessed written examination in the May/June of Year 11 (50% of GCSE)

1 Internally assessed coursework assignment Completed during Year 11 (50% of GCSE)

## Beyond GCSE

A Level Product Design

Further education pathways to engineering degrees, architecture, product design, graphic design, automotive or aircraft design or sports technology design.



# GCSE Sociology



## Examination Board: WJEC

Sociology is the study of human behaviour and how people interact within society. It is *extremely relevant*, interesting and covers a wide range of today's social issues such as education, the family, and crime and deviance. It is therefore recommended that pupils keep up to date with the news.

## Course Content

The GCSE Sociology course will include:

- **Studying Society** - Discovering conflicting approaches to studying sociology and methods (an analysis of the ways of sociologists gather data through interviews and observations), as well as exploring social structures (eg the family, education and media) and social processes (eg socialisation and social control). This will also involve looking at what happens if individuals aren't socialised, using case studies of feral children, and will address key debates such as 'nature versus nurture'.
- **The Family** - Examining the role of the family in society. This includes exploring how religious change, immigration patterns, the rise of feminism, changing social norms, economic changes and technological change impacts on the family. Theoretical views on the family such as Marxism and Functionalism and key sociological debates will be explored.
- **Education**- Factors which affect children's attainment will be studied such as social class, gender and ethnicity. This involves looking at the role of labelling and anti-school subcultures alongside concepts such as the 'self- fulfilling prophecy'. Key debates will be assessed such as whether the education system benefits everyone in society, looking at theories such as Marxism, Feminism and Functionalism.
- **Crime** - Examining issues such as whether criminals are born as criminals or whether society turns them into criminals, why certain age/gender/ethnic groups may commit crime, whether capital punishment is necessary and the future of law enforcement.
- **Social Inequality** - Examining the causes of poverty in society, the welfare state, class division, etc. This unit will also look at issues of racism, sexism, ageism and other inequalities in society.

## Assessment

**There are no controlled assessments in Sociology.**

100% examination - 50% Paper 1 and 50% Paper 2

- **Paper 1:** Studying Society (Families, Education, Society) 1hr 45 minutes
- **Paper 2:** Crime and deviance, Social inequality and Methods of research 1 hr 45 minutes

## Key Assessment Dates

Pupils study six topics as part of the GCSE course:

- **Year 10:** Families, Education, Studying Society
- **Year 11:** Crime and Deviance, Social Inequality, Methods of research

# Welsh Baccalaureate



## Examination Board: WJEC

The Welsh Baccalaureate is based on a Skills Challenge Certificate and Supporting Qualifications.

The primary aim is to promote essential skills for employment and to provide opportunities through three Challenges and an Individual Project.

## Course Content

The Skills Challenge Certificate is a Level 2 qualification which is achieved by completing 4 challenges that assess the essential and employability skills of: **Digital Literacy, Critical Thinking and Problem Solving, Planning and Organisation, Creativity and Innovation, Personal Effectiveness.**

**Numeracy and Literacy** are assessed through the GCSE Mathematics - Numeracy, and English (and/or Welsh) Language.

## Assessment

### National Welsh Baccalaureate

To achieve the National Welsh Baccalaureate pupils must achieve the National Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language at grade A\* - C
- GCSE Mathematics - Numeracy at grade A\* - C
- A minimum of three further GCSEs grade A\*- C, of which two may be equivalent qualifications (BTEC Level 2).

### Foundation Welsh Baccalaureate

To achieve the Foundation Welsh Baccalaureate pupils must achieve either the National or Foundation Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language at grade A\* - G
- GCSE Mathematics - Numeracy at grade A\* - G
- A minimum of three further GCSEs grade A\*- G, of which two may be equivalent qualifications (BTEC Level 2).