

Brecon High School



CHOICES

A GUIDE TO KEY STAGE 4 COURSES

2022



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INTRODUCTION

Between Years 9 and 10, there will be changes in the work you do at school. This guide has been written to help you choose the most suitable courses and learning pathway in Years 10 and 11. Please take this booklet home and work through it carefully with your parents.

HOW WILL YEARS 10 AND 11 BE DIFFERENT?

In Year 10, you will start courses leading to public examinations. There will not be time to study all your present subjects. You will have a choice in which subjects you take. We have designed the scheme to give you as much choice as possible within the requirements of the National Curriculum and what we are able to offer you as a school.

Next year, everyone will study the same subjects for around two thirds of the week. This means that you will spend almost a third of your lesson time on subjects that you have chosen. It is important that you leave school with a good foundation for adult life. When making your subject choice, you must try to ensure that you have a balanced programme of study.

TO WHAT QUALIFICATIONS DO THESE SUBJECTS LEAD?

The courses lead to a variety of qualifications – GCSE and Welsh Baccaulaureate as well as some BTEC qualifications if a Future subject is followed in collaboration with the NPTC Brecon College campus.

GCSE

The aim of GCSE courses is to enable you to show what you know, understand and can do. The types of assessment used include formal written examinations, Non-Examined Assessments (NEA), oral and practical assessments, and coursework assignments. Some of the work you do in Years 10 and 11 will count towards your final grades, alongside written exams. Grades range from A* - G but will depend on the level of examination for which you are finally entered.



WHAT IS THE CHOICE?

You will have to study the compulsory subjects shown below and option subjects. Below are the option blocks **as they were put together last year in order to accommodate as many pupils first choices as possible. Note that this is not necessarily what the blocks will look for this year, the blocks will be constructed to best fit this years' straw poll results.**

SUBJECT OPTIONS

OPTION CHOICES OFFERED IN 2021 –

| CORE DELIVERY | OPTION A | OPTION B | OPTION C |
|--|--|--|--|
| <ul style="list-style-type: none"> English Language English Literature Mathematics Mathematics & Numeracy Science Welsh 1st or 2nd Language PE Welsh Bacculaureate | <ul style="list-style-type: none"> Business French Drama History / Hanes Triple Science | <ul style="list-style-type: none"> Art Health and Social Care and Child Care (Single or Double Award) Computer Science Geography | <ul style="list-style-type: none"> Music Media Studies Design & Technology History PE (Full course) RE (Full course) |
| | All GCSEs | All GCSEs | |
| | Hair and Beauty (BTEC) (NPTC) Motor Vehicle Studies (BTEC) (NPTC) Public Services (BTEC) (NPTC) Agriculture (BTEC) (NPTC) | | All GCSEs |

Subject Options

To meet the requirements of the National Curriculum all pupils must study Science, that said, Science can also be chosen in one of the option columns. The possibilities are:

- Double Award Science GCSE leading to two GCSE grades after 2 years – this is the statutory qualification.
- Triple Science – 3 GCSEs Physics, Chemistry and Biology – by selecting Science from one of the option blocks.

Please note Triple Science through the medium of Welsh is not available.

OPTIONS - FREE CHOICE STRAW POLL

A free choice straw poll where pupils will be asked to indicate subject option choices was conducted with Year 9 in February 2022. The information was used to finalise the option blocks and will dictate the number of teaching groups. This has been done in order to reduce the number of subject clashes and maximise the best fit of subjects for the majority of our pupils. It may mean that a small minority of pupils may not be able to follow all of their chosen subject in every option block, however, we work hard to try and avoid this.

WELSH BACCALAUREATE

The Welsh Bacculaureate is an exciting qualification that adds a valuable new dimension to the subjects and courses already available to pupils at Brecon High School. Pupils will become better prepared for further and higher education, as well as employment. To fulfil the requirements of the qualification, pupils must complete a Skills Challenge Certificate along with their Options, which are the subjects they choose from academic or vocational qualifications. As such, the Welsh Bacculaureate adds to the value of established qualifications, but does not replace them. The Skills Challenge Certificate helps pupils develop their Skills and provides a greater breadth and balance of personal experience. All Year 10 pupils will study for the National or Foundation Welsh Bacculaureate Qualification. There is no examination for the Welsh Bacculaureate.



THE SCHOOL'S RIGHT TO CHANGE/WITHDRAW COURSES

The School reserves the right to withdraw or change courses. This may be necessary in a variety of circumstances – for example if only a small number of pupils select an option subject.

1. Every effort will be made to accommodate your choices. Should this not be possible we will discuss the problem with you to arrange an alternative choice. We will ask you to select reserve choices.
2. For Welsh First Language pupils the following subjects may be offered for study through the medium of Welsh: Science, History, Geography, Music, Welsh Language and Welsh Baccalaureate.

WHAT SHOULD YOU THINK ABOUT?

ASK YOURSELF THESE QUESTIONS:

What subjects do I enjoy? What subjects am I best at? Are there new subjects I'd like to try? Do I have any career plans? What subjects may help my future career?

WHO CAN HELP YOU?

- Parents, who know you best as a person.
- Subject Teachers, who know your abilities and can tell you about courses in Years 10 and 11.
- Your Form Tutor, who knows a lot about you in school.
- The Careers Officer, Mrs C Probert, with whom you can have a personal interview.
- The Learning Resource Centre Co-ordinator, Mrs Bartlett-Webb, who can explain how to use the careers library and careers information software.

Spend some time thinking and talking now, and you are more likely to make a wise choice.

WHO TO CONSULT

| | |
|---|----------------|
| Headteacher: | Mr. R. Jenkins |
| Deputy Headteacher: | Miss. T Gibbs |
| Assistant Headteacher: | Mr. M. Hirst |
| Careers Officer: | Mrs. C Probert |
| Progress & Guidance Manager for Middle School | Mrs. J Parry |

YEAR 9 TUTORS

| | |
|-----|---------------|
| 9-1 | Mrs H East |
| 9-2 | Miss K Thomas |
| 9-3 | Mr G Roberts |
| 9B | Mr T Davies |

AREAS OF LEARNING EXPERIENCE:

| | |
|------------------------|--------------------------|
| Expressive Arts | Mrs. H. East (Lead) |
| Art | Mrs. K. Thomas |
| Drama | Mrs. H. East |
| Music | Mr. N. Bell |
| Humanities | Mrs. R. Carpenter (Lead) |
| Geography | Mrs. R. Carpenter |



Brecon High School Key Stage 4 – Course Outline

History

R.E.

Language, Literacy and Communication

Modern Foreign Languages

Mathematics & Numeracy

Physical Education & Sport

Science & Technology

Computer Science

Design & Technology

Welsh

Welsh Baccalaureate

Business

Health & Social & Childcare

Creative and Media

Ms. L Acreman

Mr. D Hicks

Mr. A. Griffith (Lead)

Miss J. Daniels

Mrs F. Hosford-Allen (Lead)

Mrs A Stephens (Lead)

Mrs. N Pease (Lead)

Mr G Gillard

Mrs D Gillard

Mrs H Davies (Lead)

Miss C Huggins (Lead)

Mr S Stafford

Miss L Cross

Mr G Gillard

IMPORTANT DATES

- 2nd February, 2022 – Year 9 straw poll issued with BHS Choices guide booklet
- 17th February, 2022 – Year 9 straw poll deadline
- 1st March, 2022 – Year 9 Consultation Evening Including KS4 options discussion
- 3rd March, 2022 – Option choice form released
- 16th March, 2022 – Option choice form deadline



CORE SUBJECTS



ENGLISH LANGUAGE

WJEC

AOLE: MR A GRIFFITH

COURSE CONTENT

The aim of the new GCSE specification for English Language is to provide greater assurance of literacy by placing significantly more emphasis on the quality and accuracy of writing and on the core writing skills of spelling, punctuation and grammar.

Over the course of the two years pupils' language skills will continue to be developed in the key areas of Speaking and Listening, Reading, Writing, Spelling and Handwriting.

Pupils will be expected to write to communicate clearly and effectively, using and adapting register and forms and select vocabulary and style appropriate to task and purpose. In reading pupils will need to use a range of skills such as inference and deduction to retrieve and analyse information from a wide range of texts. In speaking the requirement is to present and organise information clearly and purposefully and to interact with others, shaping meaning through suggestions and comments.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|---|---|
| N/A GCSE English Language is a linear specification. | Unit 1: Non-Examination Assessment Unit 2: External Assessment Unit 3: External Assessment |

INTERNAL ASSESSMENT

Unit 1 Oracy [20%]

1. Task 1 – Individual Researched Presentation [10%]
2. Task 2 – Group Responding and Interacting [10%]

EXTERNAL ASSESSMENT

Unit 2 Reading and Writing: Description, Narration and Exposition

Two hour written paper [40%]

Section A – **Reading** [20%]: description, narration and exposition texts assessed through a range of structured questions. This section will also include an editing task focusing on understanding short texts at word, sentence and text level [2.5% of qualification total].

Section B – **Writing** [20%]: One writing task from a choice of two [description, narration, exposition]. This section will also include one proofreading task focusing on writing accurately [2.5% of qualification total].

Unit 3 Reading and Writing: Argumentation, Persuasion and Instructional

Two hour written paper [40%]

Section A – **Reading** [20%]: argumentation, persuasion and instructional texts assessed through a range of structured questions.

Section B – **Writing** [20%]: one compulsory argumentation task and one compulsory persuasion writing task.

PRE-REQUISITE

All pupils take GCSE English Language. In the new specification, there are no tiers of exam papers.



ENGLISH LITERATURE

WJEC

AOLE: MR A GRIFFITH

COURSE CONTENT

Pupils will study a minimum of six texts, at least three of which are from the English, Welsh or Irish literary heritage. Texts will include prose, poetry and drama [including a play by Shakespeare], and be sufficiently rich and substantial to engage them intellectually and emotionally.

They will understand that texts from the English, Welsh or Irish literary heritage have been influential and significant over time and explore their meaning today. They will become critical readers of fiction and non-fiction prose, poetry and drama and experience different times, cultures, viewpoints and situations as found in literary texts. Pupils will explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity. They will connect ideas, themes and issues, drawing on a range of texts.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|---|-------------------------------------|
| Unit 1: External Assessment. Unit 3: Non-Examination Assessment. | Unit 2: External Assessment. |

INTERNAL ASSESSMENT

Unit 3 Non-Examination Assessment

Section A: Shakespeare – a thematic essay question on a Shakespeare play.

Section B: Welsh Writing in English – an essay based on 15 thematically linked poems from the Library of Wales anthology 'Poetry 1900-2000 One Hundred Poets from Wales'.

EXTERNAL ASSESSMENT

Unit 1: Two hour written paper [35%]

Section A: This involves the study of a Different Cultures Prose text from the set text list [21%];

Section B: Unseen contemporary poetry comparison – pupils compare and contrast two poems on the same theme [14%].

Unit 2: Two hour written paper [40%]

Section A: Study of a Contemporary Drama text from the set text list [20%];

Section B: Study of English/Irish/Welsh Literary Heritage Prose from the set text list [20%].

[Texts for study are selected in line with the ability of the class].

PRE-REQUISITE

All pupils will study English Literature in addition to the English Language GCSE. Exam papers are tiered.



MATHEMATICS – NUMERACY
MATHEMATICS

WJEC
WJEC

AOLE: MRS F. HOSFORD-ALLEN

COURSE CONTENT

All Key Stage 4 pupils will study two Mathematics GCSE examination courses, namely WJEC GCSE Mathematics – Numeracy and WJEC GCSE Mathematics. These two subjects will be taught concurrently as the content is broadly similar. During the course, learners will be given opportunities to:

- develop problem solving skills
- generate strategies to solve problems that are unfamiliar
- answer questions that span more than one topic area of the curriculum
- make mental calculations and calculations without the aid of a calculator
- make estimates
- understand 3-D shape
- use computers and other technological aids
- collect data
- understand and use the statistical problem solving cycle.

There are 3 tiers of entry for this qualification. Higher Tier: Grades A* – C, Intermediate Tier: Grades B – E and Foundation Tier: Grades D – G. Learners entered for this qualification must sit both units at either foundation, intermediate or higher tier, in the same examination series.

MODULE CHOICES

There is no choice of modules but the content of each examination is given in the table below.

| GCSE | GCSE MATHEMATICS - NUMERACY | GCSE MATHEMATICS | |
|-------------------------|--|---|--|
| CONTENT | Number, Measure and Statistics plus <u>some aspects of</u> Algebra, Geometry and Probability | All the content of GCSE Mathematics - Numeracy | <u>Additional</u> Algebra, Geometry and Probability |
| ASSESSMENT FOCUS | The application of the above content in context | | The application of the <u>above</u> content in context |
| | | Procedural skills in situations that are context-free or involve minimal context for <u>all</u> content | |

INTERNAL ASSESSMENT

Assessment is ongoing with regular homework set on MathsWatch. At the end of every unit of study there will be an assessment comprising of past paper questions to familiarise the pupils with the exam style questions and layout.

Pupils will also undertake internal mock examinations in Year 10 and Year 11, as per the school timetable.

EXTERNAL ASSESSMENT

| GCSE Mathematics - Numeracy | GCSE Mathematics - Numeracy |
|--|--|
| Unit 1: Non Calculator - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification | Unit 2: Calculator allowed - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification |
| The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification. Some of these questions will involve different parts that assess different aspects of numeracy but in the same context. Part-questions may vary in level of demand. Some questions will use multiple-choice assessment. | |



| GCSE Mathematics | GCSE Mathematics |
|--|--|
| Unit 1: Non Calculator - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification | Unit 2: Calculator allowed - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification |
| The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification. Candidates entered for GCSE Mathematics will be expected to be familiar with the knowledge, skills and understanding implicit in GCSE Mathematics – Numeracy. Questions may be set on topics that are explicitly listed in the content of GCSE Mathematics – Numeracy. Some questions will use multiple-choice assessment. | |

PRE-REQUISITE

GCSE Mathematics will build on and progress from the levels of Mathematics expected at the end of Key Stage 3 through the National Curriculum Programme of Study for Mathematics.



SCIENCE

WJEC

AOLE: MRS N PEASE

COURSE CONTENT

Science is a Core Subject in the National Curriculum and must be taken in a balanced form by all pupils in Years 10 and 11. The aims of all Science courses are to give pupils opportunities to:

- Develop their interest in and their 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;
- Appreciate how Science helps us to understand the material world;
- Acquire scientific skills, knowledge and understanding for further learning.

The courses are therefore either:

- GCSE Science (Double Award), or
- separate GCSE awards for Biology, Chemistry and Physics

CHOICE

GCSE Science (Double Award)

| YEAR 10 | YEAR 11 |
|--|---|
| 3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 15 minutes examination. | A further 3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 15 minutes examination. In addition, a practical assessment (worth 10%) will be undertaken in the first half of the Spring Term. |

INTERNAL ASSESSMENT

Internal school assessment occurs throughout the course via homework, end of module tests and school examinations.

EXTERNAL ASSESSMENT

Six external examinations account for 90%, three are sat at the end of Year 10 and a further three at the end of Year 11. The examinations are 75 minutes in duration, worth 15% each and are separated into Biology, Chemistry and Physics papers. The remaining 10% is an externally set practical assessment, which takes place in the spring term of Year 11.

PRE-REQUISITE

None.

CHOICE

Separate GCSE awards for Biology, Chemistry and Physics

| YEAR 10 | YEAR 11 |
|---|---|
| 3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 45 minutes examination | A further 3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 45 minutes examination. In addition, a practical assessment (worth 10%) will be undertaken in the first half of the spring term. |

INTERNAL ASSESSMENT

Internal school assessment occurs throughout the course via homework, end of module tests and school examinations.

EXTERNAL ASSESSMENT

The two external examinations per subject account for 90%, one for each subject sat at the end of year 10 and another for each subject sat at the end of Year 11. The examinations are 1 hour 45 minutes in duration, worth 45% each per subject. The remaining 10% is an externally set practical assessment, which takes place in the spring term of Year 11.

PRE-REQUISITE

All pupils should aspire to achieve the highest level they can at the end of Year 9 in order to be able to access the content.



WELSH FIRST LANGUAGE COURSE

WJEC AOLE:

MRS H DAVIES

COURSE CONTENT

The GCSE Welsh First Language give learners the opportunities to develop their interest in and enthusiasm for Welsh and enables them to communicate confidently and effectively in Welsh. The course develops their understanding and skills of grammar and creativity in order to fully participate in a bilingual society.

INTERNAL ASSESSMENT

UNIT 1: Controlled Assessments (30%) Oracy

Task 1 – Individual Research Presentation (15%)

Task 2 – Responding and Interacting (15%)

EXTERNAL ASSESSMENT

UNIT 2: External assessment Reading and Writing: Description, Narration and Exposition 35% (2 hours)

Section A (15%) – Reading - Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing - One writing task to be selected from a choice of two that could be either description, narration or exposition.

UNIT 3: Reading and Writing: Argumentation, Persuasion and Instructional 35% (2 hours)

Section A (15%) – Reading and Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing - One compulsory argumentation writing task and one compulsory persuasion writing task.



WELSH SECOND LANGUAGE

WJEC

AOLE: MRS H DAVIES

COURSE CONTENT

The study of Welsh First Language or Welsh Second Language is compulsory for all learners in Wales until the end of Key Stage 4. Topics for the new Welsh Second Language that has been taught from September 2017 are divided into 3 themes: Employment, Wales and the World, and Youth. The focus will be on teaching language and grammar that can be applied and adapted within these themes, as opposed to learning set vocabulary and stock phrases related to specific contexts.

EXTERNAL ASSESSMENT

UNIT 1 Speaking and Listening examination: Based on a video stimulus, and conducted by the teacher on set dates in March/April of either Year 10 or Year 11 (25%)

UNIT 2 Speaking and Listening examination: Based on visual stimulus, and conducted by the teacher on set dates in March/April of either Year 10 or Year 11 (25%)

UNIT 3 & 4 Reading & Writing examination: Conducted at the end of Year 11 (25% & 25%)

INTERNAL ASSESSMENT

There is no Controlled Assessment for this course.

PRE-REQUISITE

This course is aimed at pupils whose first language is **not** Welsh; who have gained their knowledge of Welsh chiefly at secondary school through the medium of English (Key Stage 3); for whom Welsh is not the everyday language of the home and who have **not** followed the Welsh First Language programme of study in Key Stage 3. This particular course covers a range of topics and skills used in the community, workplace and a wide range of social situations.



**WELSH BACCALAUREATE
NATIONAL/FOUNDATION QUALIFICATION**

**WJEC CURRICULUM MISS C HUGGINS
LEAD:**

COURSE CONTENT

The central focus of the Welsh Baccalaureate at Key Stage 4 is to provide a vehicle for 14–16-year-olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by Post-16 educators and potential employers. The emphasis in the Welsh Baccalaureate is on applied learning, i.e., acquiring and applying a range of transferable skills. Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners’ confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work. Through the course learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives. The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met to achieve the overarching Welsh Baccalaureate.

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

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

It is possible to achieve the qualification at **NATIONAL** level or **FOUNDATION** level

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

- GCSE English Language or GCSE Welsh Language at grade A* - C.
- GCSE Mathematics – Numeracy or GCSE Mathematics at grade A* - C.
- A minimum of three further GCSEs grade A*- C, of which two may be equivalent qualifications.

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

- GCSE English Language or GCSE Welsh Language at grade A* - G.
- GCSE Mathematics – Numeracy or GCSE Mathematics at grade A* - G.
- A minimum of three further GCSEs grade A*- G, of which two may be equivalent qualifications.

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

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

Performance bands enable learners to demonstrate their ability to meet the learning outcome. All components have four performance bands, each being allocated a range of 3 points. Where there is no evidence or work is not worthy of credit a score of 0 marks should be allocated.

| Performance Band | Band 1 | Band 2 | Band 3 | Band 4 |
|------------------|--------|--------|--------|---------|
| Points | 1 - 3 | 4 - 6 | 7 - 9 | 10 - 12 |

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

THE SKILLS CERTIFICATE IS WORTH 1 GCSE TO PUPILS

You can find out more by visiting the Welsh Baccalaureate website – www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015



OPTION SUBJECTS



ART, CRAFT AND DESIGN

WJEC

MRS K THOMAS

WHY STUDY ART, CRAFT AND DESIGN

In the last 20 years the creative industries have grown faster than any other sector and continue to do so, they contribute 84 million pounds to the UK economy, employ 2.8 million people and account for 1 in 12 jobs. Studying art, craft and design helps to develop concentration and the ability to think creatively, a skill valued by employers. Watch the video for more information on employment in the creative industries <https://www.creativejourneyuk.com/> or this video by The Tate for reasons to study art https://www.youtube.com/watch?list=RDCMUC2isDeilrNSrgGYE4Np3PA&v=vKjx6PzajE&feature=emb_rel_end

OCR make many compelling reasons for students to study the arts, for the full article read <https://www.ocr.org.uk/news/ocr-celebrates-creative-subjects-at-school-as-spark-for-creative-uk-plc/>

The arts make self-starters and develop emotional intelligence

All require the student to set their own agenda from within themselves, rather than follow set topics as in other subjects. They have to make independent decisions all the way and be self-critical. They also need to be brave in exposing their creations and accept criticism. Working in teams makes students into good communicators.

Arts students are highly sought-after by employers

Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group specialising in financial and business services, concurs: "Employees with an arts degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."

For pupils who are torn between academic and creative subjects the following articles from the Royal College of Surgeons, FRIEZE and Dr Fay Penrose, PhD, PGCert, SFHEA, BA(Hons) Senior Lecturer in Veterinary Anatomy and Head of First Year in Veterinary Science, University of Liverpool, debunks the myth that the arts and sciences are not compatible and encourages academic students to take creative subjects.

<https://publishing.rcseng.ac.uk/doi/full/10.1308/rcsbull.2017.268>

<https://www.frieze.com/article/crisis-arts-education-damages-sciences-too-study-warns-surgery-students-cant-sew>

<https://www.accessart.org.uk/drawing-for-learning-in-anatomy/>

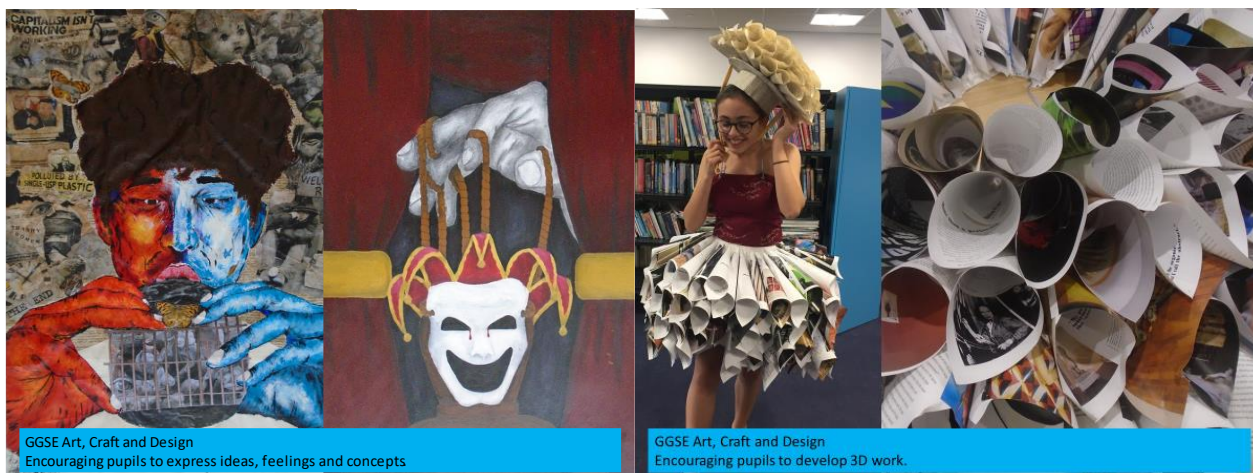
When considering if Art, Craft and Design would be a suitable subject for you it should be remembered that the creative industries is one of the fastest growing areas in the economy. However, it also complements and contrasts with other subjects ensuring a rounded and broad education. The course is broad and allows pupils to keep their options open while developing their artistic skills and personal interests. It also allows them to produce a portfolio which will prepare them to specialise at A level or BTEC in a wide range of courses including architectural design, advertising, animation, constructed textiles (knitting/weaving/embellishment), ceramics, craft, design, drawing, environmental/landscape art, fashion, fine art, communication graphics, jewellery and body adornment, illustration, interactive design (including web, app and game), interior design, installation, live art, making, mixed media, moving image, multi-media, package design, painting, photography, print-making (relief/intaglio/screen processes/lithography), signage, sculpting, sound art, surface pattern, textiles, typography, video

COURSE CONTENT

WJEC Art and Design (Art, Craft and Design) involves a mixture of fine art and design. The course consists of two assessments. Assessment 1: Portfolio (60%) and Assessment 2: Externally set assignment (40%).

Assessment 1. Portfolio (60%) The art room is set up to be a multi discipline room with opportunities for traditional drawing and painting, textiles, costume and fashion, computer design and 3D work. After a period of training with basic skills we encourage pupils to design their own project within the limits of the WJEC Art, Craft and Design specification. Pupils will look at historical and contemporary artists to inspire and inform their work. They will work on the portfolio during Year 10 and the first term of Year 11. The portfolio will consist of research, preparatory studies, experiments, developments and final outcomes.

Assessment 2: Externally set assignment (40%). Pupils will be given their exam paper in January of Year 11. They choose their own exam question and will be given approximately 3 months to prepare. In March/April of Year 11 they will produce a final outcome during a 10 hour exam. This will be split over a few days. All the preparatory work and the final outcome will be assessed.



GGSE Art, Craft and Design
Encouraging pupils to express ideas, feelings and concepts

GGSE Art, Craft and Design
Encouraging pupils to develop 3D work.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|---------|---------|
| N/A | N/A |

INTERNAL ASSESSMENT

Pupils will be required to produce at least one homework a week to put towards their portfolio.
The pupils will receive written and verbal assessments and feedback throughout the production of the portfolio.

EXTERNAL ASSESSMENT

The course consists of two assessments. Assessment 1: Portfolio (60%) and Assessment 2: Externally set assignment (40%). The pupils will be internally assessed and externally moderated. The four assessment objectives carry equal weighting.

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

PRE-REQUISITE

A love of all things art, craft and design and a minimum of a level 5 in Art would be preferred for this option choice.



BUSINESS

WJEC











MR S STAFFORD

Course Business Studies gives students an amazing insight and understanding into the ever-changing world of Entrepreneurship and Business. Students will gain a detailed understanding of how Businesses operate and their various forms and practices. The format of the course is spread over two years covering six (6) discrete Business Modules. The Business world is an ever-changing and 'Dynamic' entity and leading organisations such as 'Tesla', 'Coca-Cola', 'Apple' and 'HP' will be studied in detail and also a selection of local enterprises that are leading examples of *'Welsh excellence'*.

Business theory will be underpinned by sound Mathematical practices such as Business Studies, Accounting and Marketing. These modules will be examined in detail in each module taught. Business Studies provides a sound understanding and pathways through to further education such as Business and Management A-Level, Business Accounting and Economics A-Level through Higher education routes.

Employers appreciate this intuitive and valuable qualification in their recruitment processes and will be sought after in any young adult's CV in their future endeavours.

MODULE CHOICES

| YEAR 10 | YEAR 11 | | | | | | | | | | | | | | | | | | |
|--|--|------------------------|-------------|------------------------|---------------|---------|---------|---------------|---------|---------|---------------------|----------------|----------------|-----------|---------|---------|-------------------|----------------|----------------|
| <p>Business Activities</p>  <p>Case study</p>  <p>Questions</p> <ol style="list-style-type: none"> 1. Outline two possible characteristics of a successful entrepreneur such as Musk. 2. Outline two challenges that an entrepreneur such as Musk may face when starting a new business. 3. Analyse the possible reasons why Musk wants to be an entrepreneur. 4. Government's take many different approaches. Evaluate whether entrepreneurs should receive ongoing support to get started as a priority. <p>Business Influences</p> <p>Technological Influences On Business Activity</p>  <p>Environmental Influences on business</p>  <p>Business Operations</p> | <p>Business Finance</p>  <p>Business Marketing</p>  <p>Human Resource Management</p>  <p>Business insight: More on Starlight in Coventry</p> <p>Susie West runs Starlight, one of Coventry's most popular nightclubs. Susie runs her business as a private limited company and her main business objective is to make profits. Her accountant is preparing her profit and loss account for last year. This is shown below, with her profit and loss account for the year before.</p> <table border="1"> <thead> <tr> <th></th> <th>Last year £</th> <th>The year before Last £</th> </tr> </thead> <tbody> <tr> <td>Sales revenue</td> <td>940,200</td> <td>939,125</td> </tr> <tr> <td>Cost of sales</td> <td>438,130</td> <td>434,050</td> </tr> <tr> <td>Gross profit</td> <td>502,070</td> <td>505,075</td> </tr> <tr> <td>Overheads</td> <td>225,500</td> <td>247,925</td> </tr> <tr> <td>Net profit</td> <td>276,570</td> <td>257,150</td> </tr> </tbody> </table> <p>Table 4.7 Starlight Ltd's profit and loss account</p> <p>Business insight: Richard Branson</p> <p>Richard Branson, the founder of Virgin, set up his first business – a magazine called Student – in the 1960s when he was still at school. He used to run it from the school phone box. Since then he has gone on to create hundreds of businesses under the Virgin name, involving music, nightclubs, trains, planes, taxis, bridal wear, cola, insurance and pensions. Branson has always been innovative and has always been able to identify a business opportunity. He enjoys taking risks but likes to make sure that the potential rewards justify the risks taken.</p> <p>1 Analyse the characteristics that might explain Branson's success. (6 marks)</p>  <p>Risk or Reward?</p>  <p>Business insight: Nissan leads the way</p> <p>The Japanese car manufacturer Nissan produces one in three cars that are made in the UK. It faces tough competition from other car manufacturers such as Volkswagen and Ford. The company's managers say that it is important for it to keep production costs to a minimum.</p> <p>The company's factory in Sunderland is the largest car factory in the UK. It has the highest rates of productivity of any car factory in Europe or North America. It manufactured 476,589 cars in 2016, building them at a rate of one car every minute, 24 hours a day. The factory employs more than 6,300 people and a lot of technology is used on the production lines.</p> <p>1 Analyse why it is important for Nissan to operate an effective recruitment and selection process at its factory in Sunderland. (3 marks)</p>  <p>Nissan employs some highly skilled workers in its factory in Sunderland.</p> | | Last year £ | The year before Last £ | Sales revenue | 940,200 | 939,125 | Cost of sales | 438,130 | 434,050 | Gross profit | 502,070 | 505,075 | Overheads | 225,500 | 247,925 | Net profit | 276,570 | 257,150 |
| | Last year £ | The year before Last £ | | | | | | | | | | | | | | | | | |
| Sales revenue | 940,200 | 939,125 | | | | | | | | | | | | | | | | | |
| Cost of sales | 438,130 | 434,050 | | | | | | | | | | | | | | | | | |
| Gross profit | 502,070 | 505,075 | | | | | | | | | | | | | | | | | |
| Overheads | 225,500 | 247,925 | | | | | | | | | | | | | | | | | |
| Net profit | 276,570 | 257,150 | | | | | | | | | | | | | | | | | |

EXTERNAL ASSESSMENT



Unit 1: The Business World. Written examination 2 hours. 62.5% of the qualification

A mix of short answers and structured questions based on stimulus material covering all of the specification content.

Unit 2: Business Perceptions. Written examination. 1 hour 30 minutes. 37.5% of the qualification

Data response questions covering all of the specification content.

Note: This is a linear qualification with no coursework.

PRE-REQUISITE

A minimum of level 5 in English Language and Mathematics and an interest in the world of business.

The ability to analyse and write detailed reports is a prerequisite in this subject as the modules are very open and practical in their format.

Basic Mathematical practices underpin this module.



COMPUTER SCIENCE

WJEC

MR G GILLARD

COURSE CONTENT

The Computer Science course offers candidates a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

This GCSE specification encourages candidates to explore how computers work and communicate in a variety of contexts. There is ample opportunity for them to apply and consolidate their knowledge of computer programming by carrying out practical tasks that will develop their capacity for imaginative, innovative thinking, creativity and independence. They will develop the skills of design and evaluation, and they will test and problem-solve when errors occur in both their own systems and those of others.

MODULE CHOICES

YEAR 10 & YEAR 11

By the end of the course learners should be able to give in-depth knowledge and practical demonstrations of:

- Computer Systems
- Data Representation
- Computer Software
- Networks
- Internet & Communications
- Algorithms
- Programming
- Practical Investigation
- Ethical, Social, and Legal Aspects of computer science

INTERNAL ASSESSMENT

Unit 3: Software Development: Controlled Assessment: 20 hours, 20% of course

This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

EXTERNAL ASSESSMENT

Unit 1: Understanding Computer Science: External Assessment: 1 hour 45 Minutes - 50% of course

This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Unit 2: Solving Problems Using Computers (On-Screen Exam): External Assessment: 2 hours - 30% of course

This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

PRE-REQUISITE

None – however some existing skills and knowledge of programming and algorithms would be beneficial.

NOTE: This course is different to ICT. ICT concerns itself with using computer programs, Computer Science is concerned with creating computer programs and an in-depth knowledge of the items mentioned in the module choices section.



MEDIA STUDIES

WJEC

MR G GILLARD

COURSE CONTENT

This WJEC GCSE specification in Media Studies offers learners the opportunity to develop knowledge and understanding of key issues and the ability to debate important questions about the media.

It introduces learners to a conceptual framework for analysing the media, which also underpins study of the media at AS and A level. Although the specification focuses predominantly on the contemporary media, this is contextualised and enhanced through the exploration of products from different historical periods. Through studying both established and evolving media forms, learners will develop their appreciation and understanding of the importance and role of the media in their daily lives.

The study of a range of rich and stimulating media products is central to this specification, working from the product outwards to develop appreciation and understanding of the media. Learners will draw on their existing experience of the media, but will also extend their appreciation and critical understanding through the study of products with which they may be less familiar, including products for different audiences.

Choice and flexibility are a vital part of the specification, enabling teachers to select the most appropriate, relevant and engaging products for their learners to study in both examination units. This specification also recognises the fundamental relationship between theoretical understanding and practical work, providing learners with exciting opportunities to develop media production skills.

Learners will apply and develop their knowledge and understanding of media language and representation in relation to media forms and products, and become creators of meaning themselves. Learners will be offered a choice of briefs and forms within which to work, enabling them to explore and pursue their own media interests.

MODULE CHOICES

YEAR 10 & YEAR 11

By the end of the course learners should be able to give in-depth knowledge and practical demonstrations of:

- Unit 1: provides an important foundation for analysing media products, introducing learners to media language and representation through the study of a range of media forms.
- Unit 2: involves the in-depth study of two contrasting audio-visual media forms: British television and Hollywood film.
- Unit 3: builds on previous learning by requiring learners to develop and apply their knowledge and understanding of the media through practical production.

INTERNAL ASSESSMENT

- Unit 3: Non-exam assessment: internally assessed and externally moderated by WJEC 40% of qualification 80 marks

EXTERNAL ASSESSMENT

- Unit 1: Exploring the Media Written examination: 1 hour 30 minutes 30% of qualification 60 marks.
- Unit 2: Understanding Television and Film Written examination: 1 hour 30 minutes 30% of qualification 60 marks.

PRE-REQUISITE

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion. This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Media Studies at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.



DESIGN TECHNOLOGY: PRODUCT DESIGN

WJEC

MRS D GILLARD

COURSE CONTENT

Aims and objectives.

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems and provides a suitable foundation for the study of Design and Technology at either AS or A-level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on Design and Technology, including historical, social/cultural, environmental and economic factors.

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

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

MODULE CHOICES

| YEAR 10 & 11 | |
|--|--|
| <ul style="list-style-type: none"> • Core knowledge and understanding of technology. • In-depth knowledge and understanding of product design. | <ul style="list-style-type: none"> • Core skills including the use of CAD & CAM, e.g. laser cutter, plotter cutter, etc. • In-depth skills for product design. |

INTERNAL ASSESSMENT

Unit 2: Design and make task Non-exam assessment: 35 hours, 50% of qualification.

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: identify, investigate, analyse and outline design possibilities
design and make prototypes and evaluate their fitness for purpose

EXTERNAL ASSESSMENT

Unit 1: Design and Technology in the 21st Century: Written examination: 2 hours, 50% of qualification.

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of product design

PRE-REQUISITE

National Curriculum Level 6 or above, with an enthusiasm for the subject and a proven track record of Health and Safety consideration. This specification builds on subject content which is typically taught at Key Stage 3.



DRAMA

WJEC

MRS H EAST

COURSE CONTENT

During lessons pupils will develop the skills initiated at Key Stage 3 in more depth and with increasing independence. These skills will include voice, movement, improvisation and characterisation. All work will originate from close study of Script, or from methods of Devising.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|---|--|
| <p>Devised unit based on a stimulus provided by the Board. This year's title is: "The past is a foreign country, they do things differently there". Work is created in groups and is filmed for assessment purposes. Candidates must study the work of a Drama practitioner, e.g. Stanislavski or Frantic Assembly and demonstrate their knowledge and understanding of this practitioner in their final performances.</p> <p>Performance unit based on two extracts from a published script. This could be two scenes from two different time frames in a play. For example, two actors could perform in the opening comic scene from "Blue Remembered Hills" and then the final tragic scene at the end of the play. This is performed in front of an Examiner.</p> | <p>The two year 10 units are repeated in year 11 with different stimuli and scripts, giving candidates an opportunity to improve their grades.</p> <p>Drama pupils have to prepare work on a set text such as "One Hundred" in order to write about it from an Acting/Directing and Designing point of view in the final exam.</p> <p>All candidates are expected to go to see live theatre and be prepared to write about its influence on their own work.</p> |

ASSESSMENT

Unit 1 Devising Theatre is internally assessed and externally moderated 60 marks.

Unit 2 Performing Theatre is internally produced and externally examined 60 marks.

Unit 3 Written exam is two hours long and is worth 60 marks.

PRE-REQUISITE

Drama is a truly mixed ability and inclusive subject and pupils who are academically able work alongside pupils who are more practical very successfully. Drama at GCSE will help develop a set of performance skills that will be invaluable in developing personal confidence and resilience for any future career path. An ability to work as a team, take a few risks, to think creatively, and the willingness to research independently and rehearse after school occasionally are the most important characteristics of successful candidates on this course.



FRENCH

WJEC

MISS J DANIELS

COURSE CONTENT

The aim of the course is to derive enjoyment and benefit from language learning and develop skills to take your place in a multilingual, global society. It involves understanding and using language, developing language-learning skills and an awareness of the country and communities where the language is spoken. You will be assessed on all four skills, listening, speaking, reading and writing. Grades available at Higher Tier are A*-D and for all Foundation papers they are C-G.

LEARNING CONTEXTS

| YEAR 10 | YEAR 11 |
|--|---|
| Youth culture, lifestyle, customs & traditions, home & locality, France & French speaking countries & current studies. | World of work, jobs & future plans & global sustainability. |

ASSESSMENT

The pupil's learning will be regularly assessed throughout the course and a full assessment undertaken during the course of each year. All marks and assessment grades are recorded on the pupil's own personal record sheet and progress is evaluated at the end of each term. Assessment is tiered and pupils can take components at Higher or Foundation tier or any combination for the External exams. Each of the four components carry 60 marks and make up 25% of the final mark. Pupils will give presentations and take part in discussions in the language with a partner or in groups. They will develop critical linguistic thinking skills to decipher the meaning and structure of language. ICT skills will be needed to undertake independent research, to access audio files and download listening and reading material. Assignments must be completed on time using notes, dictionaries and glossaries.

ASSESSMENT OVERVIEW

| | |
|---|---|
| <p><u>Unit 1 Speaking</u></p> <p>25% External Examination</p> <p>Foundation – 7-9 minutes Higher - 10-12 minutes</p> <p>3 tasks: 1 role play 1 photo card discussion 1 conversation</p> <p>Dictionaries are not allowed</p> | <p><u>Unit 2 Listening</u></p> <p>25% External Examination</p> <p>Foundation - 35 minutes Higher - 45 minutes</p> <p>Listening comprehension tasks with non-verbal and written responses</p> <p>Dictionaries are not allowed</p> |
| <p><u>Unit 3 Reading</u></p> <p>25% External Examination</p> <p>Foundation 1 hour Higher 1 hour 15 minutes</p> <p>Reading comprehension tasks with non-verbal and written responses and one translation from French into English.</p> <p>Dictionaries are not allowed</p> | <p><u>Unit 4 Writing</u></p> <p>25% External Examination</p> <p>Foundation 1 hour 15 minutes Higher 1 hour 30 minutes</p> <p>Writing tasks, including one translation from English into French.</p> <p>Dictionaries are not allowed</p> |

PRE-REQUISITE

Pupils must achieve a Level 5 or higher in MFL at the end of Year 9.



FUTURES

BTEC FIRST CERTIFICATE

CONTACT

MR M HIRST

COURSE CONTENT

Futures are a vocational suite of courses run in partnership with 2 different Colleges. These courses will provide English medium training in:

- Hair and Beauty - provided by NPTC on the Brecon campus
- Motor Vehicle - provided by NPTC on the Brecon campus
- Public Services - provided by NPTC on the Brecon campus
- Agriculture – provided by NPTC (currently on the Newtown campus)

The qualifications provide study at Level 1 or Level 2.

Level 1 is industry recognised and will provide a basic training programme and GCSE equivalent points.

Level 2 qualifications are BTEC First Certificates and are equivalent to Full Course GCSEs.

Pupils will be guided towards this option and will be interviewed by NPTC or Coleg Sir Gar in order to assess suitability.

The qualifications have been chosen to allow progression to courses post-16 and to employment.

The Futures Course is delivered one day per week and takes up 2 option subjects in the Option Choices Form.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|------------------|------------------|
| Course Dependent | Course Dependent |

INTERNAL ASSESSMENT

The pupils' assignments are internally assessed, with deadlines set for completion. Following feedback, pupils can improve their marks by acting on the advice given.

EXTERNAL ASSESSMENT

Pupils are assessed during the course via practical assessments and coursework with final verification via Edexcel guidelines.

PRE-REQUISITE

Pupils need to be thorough in keeping up to date records of tasks given in lessons. The determination to complete assignments using the guidelines and advice to achieve the best outcome.



GEOGRAPHY

WJEC

AOLE: MRS R CARPENTER

COURSE CONTENT

Pupils study six modules over two years; three modules in Year 10 and three modules in Year 11. Pupils will also complete two pieces of fieldwork in preparation for a non-examined assessment completed during Year 11.

MODULE CHOICES

| UNIT/PAPER 1 – YEAR 10 | UNIT/PAPER 2 -YEAR 11 |
|---|--|
| Landscapes and Physical Processes Rural and Urban Links Tectonic Landscapes and Hazards | Weather, Climate and Ecosystems Development and Resource Issues Environmental Challenges |

INTERNAL ASSESSMENT

Assessment is ongoing. However, at the end of every module there will be:

- * A test utilizing past paper questions to familiarize the pupils with the exam style questions and layout – pupils will receive a % mark here.
- * An extended homework/assessment piece - pupils will receive a grade A*-U here.

Pupils will also have mock examinations as per the school timetable.

EXTERNAL ASSESSMENT

Paper One and Paper Two are sat at the end of Year 11.

Paper 1 examination is a written examination lasting 1 hour and 30 minutes. It is worth 40% of the GCSE qualification. The questions will involve structured data response and extended answer questions.

Paper 2 examination is a written examination lasting 1 hour and 30 minutes. It is worth 40% of the GCSE qualification. The questions will involve structured data response and extended answer questions.

Unit 3 is the fieldwork enquiry assessed via an NEA (non-examination assessment). It is worth 20% of the GCSE qualification and pupils will have 2 hours 30 minutes to complete this task during Year 11. It will involve the production of a written report that answers a specific question set by the WJEC. It will illustrate their understanding of the fieldwork enquiry process and their independent ability to process and present data and to analyse and interpret the data accordingly.

PRE-REQUISITE

Geography allows pupil to:

- * Become independent learners and critical/reflective thinkers
- * Develop their spatial awareness.
- * Appreciate the differences/similarities between people's views of the world, its environment, societies and culture.
- * Develop their responsibilities and global citizenship, and allow them to recognize how they can contribute to a sustainable future.
- * Participate in fieldwork and acquire/utilize geographic and wider key skills and appropriate technologies.

In order to study Geography at GCSE, a minimum of Level 5+ is required at Key Stage 3, along with an enthusiasm for the subject and a preparedness to work hard and meet all homework deadlines. It is also important to keep up to date with Geography in the News.



HEALTH AND SOCIAL CARE AND CHILDCARE SINGLE AWARD / DOUBLE AWARD

WJEC

MISS L CROSS

COURSE CONTENT

The subject content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge, understanding and skills in health and social care, and childcare.

Learners will be expected to be familiar with current issues in health and social care, and childcare. They should be encouraged to make connections between theory and practice so that they are able to apply their knowledge and understanding of health and social care, and childcare in familiar and unfamiliar contexts.

The specification content should be considered in the context of health and social care, and childcare in Wales in the 21st Century. That is, with regard to the provision of holistic care, how this care and support is delivered, and the issues faced in doing so. There should be an ethical focus and a view to sustainability of care and support in Wales. Learners should understand the importance of developing sustainable services for the future, along with an individual's responsibilities for their own well-being. They should also be familiar with the main aspects of current legislation which underpins and drives health and social care, and childcare in Wales.

In following this specification, learners should consider health and social care, and childcare on a local and a national level. In all aspects of health and social care, and childcare, learners should consider '*national*' to refer to an all-Wales focus. In terms of health care, there are seven Local Health Boards in Wales, and learners may consider any one of those as being '*local*'. However, it is usually more appropriate to consider each local authority in Wales as '*local*' in terms of social care and childcare.

Within each topic area the relevant knowledge, understanding and skills are set out in an initial overview and then in two columns. The left hand column details the content to be studied; the right hand column provides amplification to content listed on the left. A brief overview is presented for each topic to place the content in context.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|--|--|
| <p>Unit 1: Human growth, development and well-being</p> <p>2.1.1 Human development across the life cycle</p> <p>2.1.2 Physical, social, emotional and intellectual health</p> <p>2.1.3 The importance of active participation on development and well-being</p> <p>2.1.4 Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances</p> <p>Unit 2: Promoting and maintaining health and well-being</p> <p>2.2.1 Health and social care, and childcare provision in Wales to promote and support health and well-being</p> <p>2.2.2 Public health and health promotion across the life cycle</p> <p>2.2.3 Factors affecting health and well-being across the life cycle</p> | <p>Unit 3: Health and social care, and childcare in the 21st century</p> <p>2.3.1 Equality, diversity and inclusion including Welsh language and culture</p> <p>2.3.2 Safeguarding</p> <p>2.3.3 Contemporary issues in health and social care, and childcare</p> <p>2.3.4 Supporting a sustainable health and social care, and childcare system in the 21st century</p> <p>Unit 4: Promoting and supporting health and well-being to achieve positive outcomes</p> <p>2.4.1 How public health and social care, and childcare and the National Health Service Wales (NHS Wales) have improved the health and well-being of the nation</p> <p>2.4.2 How types of care can support individuals to achieve positive outcomes</p> <p>2.4.3 Supporting self-identity, self-worth, sense of security and resilience across the life cycle</p> <p>2.4.4 Meaningful activities to support and promote health, development and well-being</p> |

INTERNAL ASSESSMENT



Unit 2 : Promoting and maintaining health and well-being

Non-exam assessment: approximately 25 hours (60% of single award qualification 30% of double award qualification 120 marks)

Unit 2 NEA

Task 1: Service Provision 40% of Unit 2

This assessment will require each learner to produce a report which evidences the following:

(a) investigate the service provision locally and nationally to meet the needs of one of the following target groups:

- ☑ children
- ☑ adolescents
- ☑ adults

(b) investigate the job roles of two key professionals

(c) analyse the task.

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 10 hours.

Task 2: Health Promotion 60% of Unit 2

This assessment will require each learner to produce a report which evidences the following and includes visual evidence to support the activity:

- (a) select topic and target group
- (b) investigate the chosen topic using a range of resources
- (c) assess existing health promotion materials
- (d) plan and produce a health promotion campaign or activity
- (e) analyse and evaluate the task.

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 15 hours.

Unit 4 : Promoting and supporting health and well-being to achieve positive outcomes

Non-exam assessment: approximately 25 hours (30% of double award qualification 120 marks)

Unit 4 : An activity to meet a need

The assessment will require each learner to produce a report which evidences the following and includes visual evidence to support the activity:

- (a) investigate how different types of care meet the specific needs of a chosen target group
- (b) analyse how local and national trends, demographics and government initiatives affect provision of care for the chosen target group
- (c) investigate meaningful activities to meet a specific need of the chosen target group
- (d) plan and produce a meaningful activity to meet a specific need of the chosen target group and which helps to promote self-identity, self-worth, sense of security or resilience
- (e) analyse and evaluate the task.

Other than their investigation work, candidates should complete this NEA under supervised conditions in approximately 25 hours.

EXTERNAL ASSESSMENT

Unit 1 Written examination: 1 hour 30 minutes

40% of single award qualification

20% of double award qualification

80 marks



Unit 3: Health and social care, and childcare in the 21st Century

Written examination: 1 hour 30 minutes

20% of double award qualification

80 marks

PRE-REQUISITE

A minimum of Level 5 in English, Maths and Science at the end of Year 9.



HISTORY

WJEC

MISS L ACREMAN

COURSE CONTENT

Pupils are encouraged to develop their understanding of British and World History. The course will also develop their understanding of historical terms and concepts, explore the significance of events, individuals and issues in history, and develop their understanding of how the past has been interpreted.

MODULE CHOICES

| Unit 1 Depression, War and Recovery, 1930-1951 | Unit 2 The USA: A Nation of Contrasts 1910-1929 | Unit 3 Changes in Crime and Punishment, c.1500 to the present day |
|--|---|---|
| <p>This is a depth study which focuses on Wales and the wider perspective. Pupils will study:</p> <ul style="list-style-type: none"> • The coming of the Depression • Life during the Depression • The coming of war • Life during wartime • Keeping up morale • Rebuilding the country after 1945 | <p>This is a depth study which focuses on the main problems and challenges facing the USA in the 1920s. Pupils will study:</p> <ul style="list-style-type: none"> • Immigration • Religion and Race • Crime and corruption • Economic boom • The end of prosperity • Popular entertainment • Role of women | <p>This is a thematic study of the changes in crime and punishment in Britain from 1500 to the present day. Pupils will study:</p> <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 |

EXTERNAL ASSESSMENT

Unit 1 is a written examination (1 hour) it is worth 25% of the GCSE qualification and sat at the end of Year 10.

Unit 2 is a written examination (1 hour) it is worth 25% of the GCSE qualification and sat at the end of Year 10.

Unit 3 is a written examination (1 hour 15 minutes) it is worth 30% of the GCSE qualification and sat at the end of Year 11.

NON-EXAMINATION ASSESSMENT

The non-examination assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history. Worth 20%. The NEA will be completed at the beginning of Year 11.

PRE-REQUISITE

A minimum of Level 5 in English and History at the end of Year 9.



MUSIC

WJEC

MR N BELL

COURSE CONTENT

Most classwork will combine the 3 skills of **Performing**, **Composing** and **Appraising**, so that learning is based on practical experience, in groups and individually. The syllabus is designed to include beginners through to experienced instrumentalists and vocalists, so skills will be taught as required, through 4 Areas of Study. All styles of music are welcome in the Performing and Composing work. The course provides a foundation for studying Music, Music Technology or Performing Arts at A-Level or equivalent.

Performing: By the end of the course, students give a 4-6 minute performance consisting of at least 1 ensemble (group) piece. One performance piece must be connected to an Area of Study. Candidates may perform on an instrument or voice, or both, singing or playing with a backing track, if desired. DJ-ing, Rap and Beat-Boxing are also acceptable modes of performance.

Marking takes account of your level of experience, allowing for those who are already seasoned performers before starting the course, and for those who are new to performing, as they begin the course.

Composing: Students prepare a folio of compositions and submit two contrasting pieces at the end of the Spring Term in Year 11. One composition must be in response to a choice of set briefs from the WJEC, but the music can be in any style. Compositions may be written down or recorded. Candidates must also give consideration to the audience or occasion the music is intended for.

Appraising (Listening): The 4 Areas of Study provide the focus for learning about music from past centuries to the present day. This enables pupils to make considered judgements on a wide range of familiar and unfamiliar music, including 2 set works.

MODULE CHOICES

| YEAR 10 | YEAR 11 |
|------------------------------|---------------------------|
| 1. Musical Forms and Devices | 4. Popular Music |
| 2. Musical for Ensemble | 5. Composition Folio work |
| 3. Film Music | |

INTERNAL ASSESSMENT

Most learning activities will involve some solo or group performing, to enable candidates to build confidence. Some pair and group composition tasks will be undertaken, in addition to individual folio work. Monitoring of composition takes place, at appropriate points in the course. Regular tests in listening exercises, plus formal performing and appraising examinations, during Year 10 and at the end of the Christmas Term in Year 11, give a realistic assessment of each candidate's strengths.

EXTERNAL ASSESSMENT

| | |
|----------------------|--|
| 1. Performing (35%): | 4-6 minutes performance during the Spring Term of Year 11. A minimum of 2 pieces should be included, at least one being an ensemble. Candidates will also prepare a written programme note about 1 piece. Candidates performing pieces of Grade 3 standard or above, can potentially achieve full marks. |
| 2. Composing (35%): | 2 Compositions submitted to the WJEC at the end of the Spring Term in Year 11 |
| 3. Appraising (30%): | A 1 hour pre-recorded examination is held in May of Year 11, consisting of 8 questions, covering the 4 Areas of Study. 2 questions relate to set works, studied in class. The remaining questions require candidates to apply their knowledge and skills to a wide range of musical extracts. The questions will be a mixture of multiple choice and longer, structured tasks. |

PRE-REQUISITE

All pupils who opt to study Music in Years 10 and 11 are expected to play a full and active part in the extra-curricular musical activities at Brecon High School. The GCSE Chief Examiner for Music has attributed our high GCSE success rate to the Music Department's active extra-curricular programme. Pupils are also encouraged to participate in South Powys Youth Music activities



and to take full advantage of other local musical opportunities. Pupils are also encouraged to form their own bands or ensembles, to gain useful performing experience.

GCSE Music combines academic and practical skills, allowing individuals to work to their own strengths. Candidates will need to develop their own ideas and to rehearse and perform with others, developing creativity, confidence and inter-personal skills.



PHYSICAL EDUCATION FULL COURSE

WJEC

AOLE: MRS A STEPHENS

COURSE CONTENT

Through studying GCSE physical education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Learners will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Learners will

- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution which physical activity and sport make to health, fitness and well-being; and
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

The subject content focuses on five key areas:-

1. Health, training and exercise.
2. Exercise physiology.
3. Movement analysis.
4. Psychology of sport and physical activity.
5. Socio-cultural issues in physical activity and sport.

There is an increased assessment based on data analysis and the ability to apply theory to answer extended exam questions.

COURSE OUTLINE

Pupils will experience a range of physical activities from the National Curriculum. These may include a games activity, e.g. Football, Netball, Hockey, Rugby, Athletics, Swimming & exercise activity.

All performances are supervised and assessed by the teacher (or members of the Department) BUT will be **externally moderated**. Pupils will be assessed in all practical activities taught and the highest **three** grades used for the final controlled assessment. There is a training plan to be produced that also contributes to the practical grade. It is a written piece combined with practical involvement using various fitness training methods.

Theory lessons will cover the topics required for exam and coursework assessment.

ASSESSMENT

Written Paper - 2 Hours

50%

A range of short and extended questions, based on various stimuli and sources.

Controlled Assessment

50%

The highest three practical grades are used for the final controlled assessment in line with the WJEC syllabus guidelines. (As a performer in at least one individual and one team sport).

Assessment also occurs through a written analysis and evaluation of personal performance in one chosen activity.

Activities that are listed in the WJEC syllabus but not taught in school can be offered for assessment **BUT** must have video evidence provided by the pupil and fulfil the Board's assessment criteria, e.g. Horse Riding, Golf, Cycling, Trampolining, Boxing, Skiing,



Snowboarding, Dance, Gymnastics, Canoeing, etc. It will also be necessary to identify a suitable External Assessor, e.g. usually a Coach or Instructor.

PRE-REQUISITE

ALL PHYSICAL ACTIVITIES ARE COMPULSORY ELEMENTS OF THE GCSE COURSE. PUPILS ARE EXPECTED TO PARTICIPATE FULLY, REGULARLY AND IN ALL ACTIVITIES. (Exemption from activity for more than two weeks will require a medical note). ANY PROBLEMS PARTICIPATING IN AN ACTIVITY MUST BE DISCUSSED WITH THE HEAD OF P.E. PRIOR TO COMMENCING THE COURSE. THIS APPLIES PARTICULARLY TO SWIMMING.

For pupils to achieve the A to C grades requires them to be very involved in extracurricular sports. For example, in school and club teams, in more than one sport.



RE FULL COURSE

WJEC

MR D HICKS

COURSE CONTENT

The RE course is divided into 2 units. We study the main beliefs, teachings and religious practices of Christianity and Judaism as well as non-religious viewpoints held by atheists & humanists through Year 10 and 11. The course allows pupils to study the world we live in and challenge the increasing number of issues that people face each day. It encourages pupils to form opinions about current affairs and inform their future roles as citizens in an ever-changing, multicultural world.

MODULE CHOICES

| <p style="text-align: center;"><u>UNIT 1: YEAR 10</u> Religion and Philosophical themes</p> | <p style="text-align: center;"><u>UNIT 2: YEAR 11</u> Religion and Ethical Themes</p> |
|---|---|
| <p><u>Philosophical themes:</u></p> <ul style="list-style-type: none"> • Life and Death: The world, evolution & creation (religious and non-religious views), work of charities & organisations, sustainability, value of life (abortion & euthanasia), the afterlife (ghosts, heaven, and hell), and stewardship & scientific theories of existence. • Good and Evil: Crime & punishment (criminals, prison, and the death penalty), morality and justice, forgiveness & pacifism, war, good, evil & suffering, The Holocaust. <p><u>Religious themes:</u></p> <ul style="list-style-type: none"> • Christianity: God, Creation, the Trinity, the life of Jesus, morality, love, forgiveness, the Church, persecution in the modern world. • Judaism: God, the synagogue, traditions, the home, practices and beliefs, clothing, and food. | <p><u>Ethical themes:</u></p> <ul style="list-style-type: none"> • Relationships: Rites of passage, marriage, families, sexual relationships, adultery, divorce, homosexuality, the role of men & women (gender equality). • Human Rights: Human life, laws, religious extremism, censorship, equality, discrimination, Martin Luther King, wealth, poverty, charity, and social justice. <p><u>Religious themes:</u></p> <ul style="list-style-type: none"> • Christianity: The Bible, the afterlife, judgement, heaven and hell, life's journey (baptisms, weddings), places of worship, and pilgrimage. • Judaism: Sacred texts, the Covenant, Israel, Tenakh, Talmud, Ten Commandments, identity and festivals. |

INTERNAL ASSESSMENT

Internal assessments will examine learners' ability to construct well-argued, well-informed, balanced, and structured written arguments, demonstrating their depth and breadth of understanding of the subject. At the end of each theme / booklet, pupils will complete a range of knowledge tests, walking-talking mocks, and mock exams in preparation for the external assessments.

EXTERNAL ASSESSMENT

The course is assessed via two written examinations which are externally assessed. There is no coursework.

Paper 1 [1 hour & 45 minutes] - sat in the summer of Year 10 and is worth 50% of the overall GCSE*

Paper 2 [1 Hour & 45 minutes] - sat in the summer of Year 11 and is worth 50% of the overall GCSE.

**Pupils have the opportunity to re-sit the Year 10 exam in the summer of Year 11 if they wish.*



PRE-REQUISITE

In order to study GCSE RE Full Course, a minimum of Level 5 is required in literacy-rich subjects (such as English and Humanities) by the end of Year 9. An enthusiasm for the subject, respect for religious and non-religious views, and a readiness to work hard are also expected.