

# Ysgol Penglais School Year 10 Information Booklet 2023 - 2024



## Ysgol Penglais' Vision: Striving for Excellence

Ysgol Penglais is a happy, ambitious, diverse and high achieving school where everyone is respected and valued. We are a strong, actively inclusive community where everyone cares for each other. By developing our independent skills and working with staff, families and others in our community we will achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We empower students to take on challenges and recognise that this is key to their individual growth. By developing bravery, confidence, resilience, independence and acceptance our students will become responsible citizens of their communities, Wales and the world.

We will achieve this vision together through our school values:

**BE RESPECTFUL AND  
KIND**

**BE AMBITIOUS AND  
RESILIENT**

**DEVELOP  
INDEPENDENCE AND  
CONFIDENCE**

**TAKE PRIDE IN  
BELONGING TO OUR  
COMMUNITY**

**CELEBRATE DIVERSITY  
AND SUCCESS**



Dear Parents/Guardians,

Welcome to Year 10. This is the start of the most important years of secondary education. The two GCSE years form the foundation for future pathways such as a job, training or further education.

For all students the challenges are immense. The need to be more self-motivated, the confidence to ask when unsure, developing coping strategies, getting organised, completing even more work both in school and at home, completing Controlled Tasks, understanding exam structure and techniques, revising and finally sitting their exams will put pressure on students facing the challenges of the GCSE exams. All this comes at a time when, from a teenage perspective, interest and effort in education and the long-term benefits of that learning often comes a long way down the priority list, after friendships, social life, romance and hobbies.

For many parents/guardians, this will be the first time you have experienced this kind of pressure on your child. For others, you will have had the experience with older siblings. It can be a very stressful time for you as parents/guardians too. Nevertheless, the evidence shows that the greater the parent/guardian support the greater the results. You are the expert on your own child and have always been their most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the huge demands of the exam years.

Please remember that whatever your individual child's needs, your chief role will always be that of the person who cares most, champion of their needs and admirer of every achievement. The most important role you will play is to be proud of them whatever happens.

As a school we will do our utmost to ensure the success of your child. Strong links between school and home will be vital and it is encouraging to have spoken to many parents/guardians already about their child's progress. This guide is designed to give you the key information you will need to support your child through the coming year. When new information arises, we will be quick to communicate that to you via the school's Parent Mail service. There is also a wealth of information on the school's website, [www.penglais.org.uk](http://www.penglais.org.uk) under the exams section. When there are concerns about your child's progress, we will contact you, however, we also welcome contact from home if you have concerns.

This year will see a slight change to the pastoral structure, I will continue in my role as Head of Year, but I will also be supported by an assistant Head of Year. This change will allow us to provide further pastoral support to the students in the year group. The assistant Head of Year for year 10 will be Ms N Goode who is looking forward to working with the year group. Ms Goode and I will work closely to ensure that students make the best possible progress and are happy in school.

By working together both the school and parents/guardians can ensure the best possible outcomes for your child.

Yours sincerely,

Mrs S Johnson, **Year 10 Leader**

# Year 10 Exams

A lot of exams information is in the Student Exams Information Booklet on the school website.

Qualifications in schools in Wales are regulated by Qualifications Wales. The main exam board for schools in Wales is WJEC and this exam board provides a lot of information and support on their website ([www.wjec.co.uk](http://www.wjec.co.uk)).

## 1) Year 10

In May and June, Year 10 students sit exams in English Literature and all the Sciences. These are the first units of these courses, you will complete the full GCSE in Year 11. These exams count towards your final grade and as they are moderated, external exams, they give an excellent guide to your level of performance. Some students may also sit an exam in History.

You will also be studying content that will be assessed in Year 11, and you may also have started controlled assessments in many of your subjects.

## 2) Year 11

Most subjects have a combination of controlled assessments and written exams. Science practical exams take place in January. There are practical exams in some subjects, completed before the written exams start in May and June, these include PE, Music, and oral exams in Spanish, French, Welsh second language and Cymraeg.

## Exam seasons

**a) November.** If you have had older children in Year 11 in recent years you will be aware that in November we had Maths and English Language GCSE exams. Now, this is not a general exam season for all Year 11 students but will mostly be Year 12 and 13 taking re-sits. All Year 11 students will have **mock exams** in most subjects during November and December. These are scheduled to take place in the Main Hall and will be sat under formal exam conditions.

In Year 10 there will be mock exams for subjects with external exams in the summer, and further exams take place in the other subjects. Mock exams are very important, as they provide students with further practice of sitting exams under formal conditions, and they also give a good guide to their level of performance ahead of the summer exams, and in moving on to Year 11.

**b) January.** There are no January exams for students in Year 10. Year 11 students study Science double award or Triple Award, there will be practical assessments taken during science lessons in January. These assessments form part of the final grade awarded. The Cambridge National in Business also offers an exam in January for unit 1.

**c) Summer exams.** These entries are made in January and students will get a draft print out of their entries at the start of February. They will then have two weeks to see Mr P Jones or the exams assistant if any changes are needed. After this date late fees apply. It is very important that these entries are checked very carefully, and you see Mr Jones if any changes have to be made before late fees are payable.

It is important that students are prepared properly for their exams, so that this is part of their routine. Students must be on time, in full uniform, checked the seating plan before they go into the exam room and know their candidate number (this is a 4-digit code and is the same for all their exams). Students must follow the exam regulations, especially in behaviour and they must not disturb any other candidates. Morning exams start at 9am and afternoon exams start at 1pm.

Students need to be outside the exam room 15 minutes before the start times of 9am and 1pm, have all the correct equipment (e.g. a black pen must be used for written answers, calculators for some maths and all science exams, normal mathematical equipment for maths exams and check their calculator is working and they know how it works). Students are to work for the full time allowed and follow any instructions from invigilators. Mobile phones, smart watches etc. must not be brought into any exam room. If a phone is brought into the exam room or if there is any bad behaviour, this must be reported to the exam board and students can expect to be disqualified.

### **The importance of good attendance and completing tasks**

When exams were cancelled in summer 2020 and 2021, we had to use work students had completed, it was not based on what students might have been capable of. It is very similar if students are affected by circumstances outside of their control during the exam seasons. We can contact the exam boards for advice and/or apply for special consideration, but this can only be made if students are fully prepared for the assessment and we are satisfied that the request is genuine. As long as students have completed all their work throughout the course, if they are affected by any circumstances outside of their control, and we are satisfied that this is genuine, we can contact the exam board for advice and may apply for special consideration. However, none of this is possible if students are not fully prepared for their assessments.

Plan ahead – when confirmed, the exam timetable for WJEC exams for the year is published on the WJEC and school website. The first exam is usually before the end of the first week in May.

### **Results Day – Thursday 22nd August 2024**

Students are strongly advised to come in and collect their results. On the results' day, further information is available, such as grade boundaries, and staff will be available to meet with students to discuss their results. This support can be very important, particularly in discussing their options based on the results, grade boundaries and potential ordering of scripts and reviews of marking. This can be especially important when students are moving to other institutions. We are unable to give out Exam results over the telephone or via email.

### **Monitoring Progress**

All reported grades are based on Key Assessments that take place through the year. The following will be reported to Parents three times during Year 10:

<b>Progress Grades</b>	Current progress in a subject
<b>Predicted Final Grades</b>	What they will achieve in the final GCSE, based on current progress
<b>Attitude to Learning</b>	Effort, behaviour, homework

## Monitoring Progress Key Dates

Information	Dates
Inset Day	Friday 1 <sup>st</sup> & Monday 4 <sup>th</sup> September
Autumn Term	Tuesday 5 <sup>th</sup> September
Curriculum Evening	Wednesday 13 <sup>th</sup> September 5.30pm
Parent Governors AGM	Tuesday 24 <sup>th</sup> October
Half Term	Monday 30 <sup>th</sup> October – Friday 3 <sup>rd</sup> November
Progress Report	November 2023
Parents Evening	Thursday 7 <sup>th</sup> December
Christmas Carol Concert	Thursday 14 <sup>th</sup> December (TBC)
Inset Day	Friday 22 <sup>nd</sup> December
Christmas Break	Monday 25 <sup>th</sup> December – Friday 5 <sup>th</sup> January
Inset Day	Monday 8 <sup>th</sup> January 2024
Start of Spring Term	Tuesday 9 <sup>th</sup> January
Half Term	Monday 12 <sup>th</sup> – Friday 16 <sup>th</sup> February
Easter Break	Monday 25 <sup>th</sup> March – Friday 5 <sup>th</sup> April
Inset Day	Monday 8 <sup>th</sup> April
Summer Term	Tuesday 9 <sup>th</sup> April
Mock Summer Exams	Monday 15 <sup>th</sup> April - Friday 19 <sup>th</sup> April
Progress Report	PP2 - April 2024
Bank Holiday	Monday 6 <sup>th</sup> May
Half Term	Monday 27 <sup>th</sup> May – Friday 31 <sup>st</sup> May
End of Year Exams	Monday 24 <sup>th</sup> June – Thursday 27 <sup>th</sup> June
Inset Day	Friday 28 <sup>th</sup> June
Progress Report & Exam Results	PP3 July 2024
End of Summer Term	Friday 19 <sup>th</sup> July

In addition to these dates, a significant number of students will be mentored, have their books monitored and targets set for improvement. As part of this, contact with home will be made if there are concerns to raise. If necessary, the school will also call you in for a meeting with the Year Leader, Assistant Head of Year, Senior Leader or Faculty Leader to discuss the concerns of your child's teachers.

## Key Staff

<b>Headteacher</b>	Ms M Hughes
<b>Deputy Headteacher</b>	Ms H Leighton
<b>Head of Year</b>	Mrs Sarah Johnson
<b>Assistant Head of Year</b>	Ms N Goode

### Faculty Leaders:

Maths & Numeracy	Dr J. Devlin
English & Literacy, Welsh & MFL	Mrs J. Davies
Science & Digital Competency	Mr S. Jones
Welsh Baccalaureate	Miss K. Davis
Creative	Mr J. Evans
Humanities	Mr A. Fisher

## Important Contacts

Name	Job title	Telephone	Email
Mrs S Johnson	Year Leader of Year 10	01970 621120	s.johnson@penglais.org.uk
Mrs N Goode	Assistant Head of Year 10	01970 621168	Gooden13@penglais.org.uk
Ms L Jones	Attendance	01970 621124	attendance@penglais.org.uk
Miss C Jones	Student Services	01970 621121	cej@penglais.org.uk
Mrs S Jones	Finance	01970 621130	sj@penglais.org.uk

## Key Priorities

### Students

- Take responsibility for your own learning
- Ask when you don't understand
- Find ways of coping with stress
- Stay healthy
- Get organised
- Attend school every day
- Listen to your teachers
- Stay on top of the work. Complete all tasks on time. Get controlled tasks done.
- Start effective revision now
- Complete as many past papers as you can to perfect your exam technique
- Know your exam timetable
- Come to school on the day of the exam in the correct uniform, with the correct equipment and on time

## **Parents/Guardians**

- Ensure your child attends school
- Attend parents' evenings
- Provide space and time for your child to work at home
- Ensure your child has the correct equipment for school and their exam
- Show an interest in their subjects
- Help your child break down tasks into manageable chunks
- Agree a timetable for homework/revision
- Give them time to let off steam
- Listen to their concerns
- Liaise with school to resolve any problems early
- Help them find past papers/revision guides online

## **School**

- Report on your child's progress
- Communicate with students and parents when there are concerns about progress
- Ensure the content of each exam is covered
- Provide opportunities for your child to learn the correct techniques for their exams
- Ensure Controlled Tasks are completed
- Give opportunities for your child to catch up on missing work
- Give access to relevant information regarding the GCSE courses and exams
- Advise on effective revision techniques
- Provide academic and emotional support when things don't go as planned
- Ensure exam procedures are followed correctly
- Offer advice on the next step for your child, whether that be sixth form, college, apprenticeships etc.

# **Supporting your child with their homework**

## **General Advice:**

- All students are different and have different needs. Some will require a lot of support from you, others will require the minimum. It is most important that you have an honest discussion with your child – "How can I support you?" Many children will be put off if you become over-involved or controlling. Ensure you establish that you are there to support.
- Consider using a reward structure to motivate your child. Rewards don't have to be financial or very big; talk to your child about what they would value, an extra night out, and extension to the time they can come in, a trip with friends, being let off household chores etc. Don't make rewards dependent on results, this can lead to added disappointment if they don't do as well as expected; rewards should be based on effort.
- Clear boundaries are vital. Whilst you do not want to be seen to 'nag' you also have a duty to check that your child is doing their homework properly. Explain this to them from the outset. This will help avoid unnecessary accusations of 'nagging'.



- All students will fall behind, feel unmotivated or overwhelmed, or struggle with the balance of social and school demands at times. When your child feels like this, getting cross can have a negative effect. Talk to them about the issues, acknowledge their feelings, help them to find a solution, help them prioritise.
- Be flexible. Use the 80/20 rule (if your child is sticking to what they are supposed to be doing 80% of the time, they are probably doing alright!)
- Hours can quite happily be eaten up by online communications, and it is important that you set boundaries for the use of Facebook and other social media, just as you would for going out or watching TV.

### **Setting your child up for homework:**

- Talk to your child about how you can support them and what they would find helpful.
- Help your child to plan a realistic homework timetable. It will take an investment of your time (probably an hour or so), but it will make a big difference to their work. Plan in favourite TV shows, dinner time, time with friends and family, chores, etc. It must be realistic if you want it to work.
- If possible try to create a clutter free area in which your child can do their homework or agree a dedicated time when they can use the dinner/kitchen table to work. Try to keep this time and area quiet.
- All students have a school planner that you can look at to check homework assignments and deadlines.

### **Supporting your child while they do their homework:**

- Provide snacks and drinks during extended homework periods.
- Be flexible – if they want to go out during an agreed homework time, discuss when they will make the time up.
- Be sensitive to the pressure your child may be feeling, let them know that if they are really not up to it on odd days, it isn't the end of the world. Let it go when it really matters to them, remind them of all the good work they have done and will continue to do.
- Keep up with regular 'check-ins' and don't nag in between times. Show an interest in how their homework is going, talk through any difficulties and be prepared to help them if necessary.

**Keep things in perspective. Your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can.**

# English

In English, most students will be working towards two GCSEs: English Language and English Literature.

## **English Language:**

The English Language GCSE assesses the core skills of reading, writing and oracy. The course is mainly exam based (80%) with two units that are taken at the end of Year 11. Both exams are two hours long and consist of a reading and writing section. The other 20% consists of two speaking and listening tasks (an individual presentation and a group discussion) that are completed at the end of Year 10 and the start of Year 11. Students will be working on a number of assessed tasks throughout Year 10. This will develop their confidence when responding to a variety of reading question types and develop their ability to write accurately and effectively with a clear sense of purpose and audience.

## **English Literature:**

The English Literature GCSE focuses on the study of novels, plays and poems. There are two exams for this GCSE, one of which will be taken at the end of Year 10. This exam will focus on '*Of Mice and Men*' by John Steinbeck and an analysis of two unseen poems. This exam counts for 35% of the Literature GCSE. The final exam will be taken at the end of Year 11. There are also two controlled tasks to complete for English Literature in Year 10: one will be on a question relating to Shakespeare's *Romeo and Juliet* and the other will be based on the close study of two poems. The controlled tasks together account for 25% of the Literature GCSE.

The skills of close reading and analysing texts for Literature will also help improve students' reading and writing skills for the English Language exams. The two GCSEs will run side by side; some weeks will focus on Language, while other weeks will focus on Literature. Often students will be completing work within a lesson that will help develop skills for both qualifications.

### **Unit 1: speaking and listening 20%**

- Individual presentation
- Group discussion

### **Unit 2: exam 40%**

- Reading section
- Writing section (creative/ descriptive/ exposition writing)

### **Unit 3 exam 40%**

- Reading section
- Writing section (argumentation and persuasive writing)

# Mathematics

Students take two GCSEs: GCSE Mathematics and GCSE Mathematics – Numeracy.

The Mathematics paper test students' understanding of mathematical processes.

The Numeracy paper tests students' ability to choose appropriate methods to successfully solve problems in real-life situations.

## The GCSE courses

Each GCSE comprises two papers (calculator and non-calculator). Students sit all exams in Year 11. There is no coursework.

There are three tiers of entry: Foundation (D-G grades available), Intermediate (E – B), Higher (C – A\*).

Most students in Set 1 sit Higher Tier, Set 2/3 Intermediate, Set 4 Foundation. There will be opportunities to change set during the course of the two years.

Students can find past papers, mark schemes, examiners' comments, subject specifications etc on the WJEC website:

<http://wjec.co.uk> Click on 'Select Qualification'. From the drop-down menu, choose Mathematics. The click on Mathematics and Mathematics Numeracy GCSE (from 2015) on the left.

## Helping your child in maths

The best way to help students is by practising topics that they studied 2-3 weeks ago as this is when many students start to forget the work. You can use the online resources below. This will help secure the ideas in their long-term memory and is more useful than pre-teaching work that they will later be taught in class.

## Online resources

1. <https://corbettmaths.com>  
Revision videos on all aspects of the mathematics curriculum, with practice questions and solutions.
2. <https://www.mymaths.co.uk/>

Penglais School subscribes to the mymaths website where you can search for lessons, games and exercises on all maths topics.

Password: penglais      login: median

## Lesson starters

In order to improve students' recall of knowledge, every lesson will start with a quick low-stake quiz focussing on the most important skills and techniques that are required to secure the best grade possible for each student.

**Calculators:** Although we often expect students to work without a calculator, there will be times when a calculator is required. The recommended calculator is CASIO fx-83GT PLUS. Calculators should be brought to all lessons. Calculators may be purchased on Parentpay and collected from School.

# Science

If your child in **Year 10 is following the WJEC Science Double Award Course**, during the year they will study the following three units:

## **Unit 1 Biology**

- 1.1 Cells and movement across membranes
- 1.2 Respiration and the respiratory system in humans
- 1.3 Digestion and the digestive system in humans
- 1.4 Circulatory system in humans
- 1.5 Plants and photosynthesis
- 1.6 Ecosystems and human impact on the environment

## **Unit 2 Chemistry**

- 2.1 The nature of substances and chemical reactions
- 2.2 Atomic structure and the Periodic Table
- 2.3 Water
- 2.4 The ever-changing Earth
- 2.5 Rate of chemical change

## **Unit 3 Physics**

- 3.1 Electric circuits
- 3.2 Generating electricity
- 3.3 Making use of energy
- 3.4 Domestic electricity
- 3.5 Features of waves

### **Double Award**

Assessment of students' progress will be made through end of module tests.

There will be a 1 hour 15-minute external written examination for each unit in the summer. Each exam counts for 15% of their GCSE qualification (total 45%).

The recommended textbooks are:

WJEC GCSE Biology – ISBN-13: 978-1471868719

WJEC GCSE Chemistry – ISBN-13: 978-1471868740

WJEC GCSE Physics – ISBN-13: 978-1471868771

Recommended revision guide:

My Revision Notes: WJEC GCSE Science Double Award - ISBN-13: 978-1471883590

(There is a limited supply currently available to purchase from the Science department through Parent Pay)

If your child in **Year 10 is following the WJEC Science Triple Award Course**, during the year they will study the following Units:

**Unit 1 Biology:**

- 1.1 Cells and movement across membranes
- 1.2 Respiration and the respiratory system in humans
- 1.3 Digestion and the digestive system in humans
- 1.4 Circulatory system in humans
- 1.5 Plants and photosynthesis
- 1.6 Ecosystems, nutrient cycles and human impact on the environment

**Unit 1 Chemistry:**

- 2.1 The nature of substances and chemical reactions
- 2.2 Atomic structure and the Periodic Table
- 2.3 Water
- 2.4 The ever-changing Earth
- 2.5 Rate of chemical change
- 2.6 Limestone

**Unit 1 Physics:**

- 3.1 Electric circuits
- 3.2 Generating electricity
- 3.3 Making use of energy
- 3.4 Domestic electricity
- 3.5 Features of waves
- 3.6 The total internal reflection of waves
- 3.7 Seismic waves
- 3.8 Kinetic theory
- 3.9 Electromagnetism

### **Triple Award**

Assessment of students' progress will be made through end of module tests. There will be a 1 hour 45-minute external written examination for each Unit in the summer. Each exam counts for 45% of their GCSE qualification in each subject.

The recommended textbooks are:

WJEC GCSE Biology – ISBN-13: 978-1471868719

WJEC GCSE Chemistry – ISBN-13: 978-1471868740

WJEC GCSE Physics – ISBN-13: 978-1471868771

Recommended revision guide:

My Revision Notes: WJEC GCSE Biology - ISBN-13: 978-1471883507

My Revision Notes: WJEC GCSE Chemistry - ISBN-13: 978-1471883538

My Revision Notes: WJEC GCSE Physics- ISBN-13: 978-1471883569

(There is a limited supply currently available to purchase from the Science department through Parent Pay)

# Cymraeg Iaith Gyntaf

## Welsh First Language

Ym mlwyddyn 10 ac 11, bydd disgyblion sy'n dilyn y rhaglen addysgu Iaith Gyntaf yn astudio ystod o themâu fel Cymru a Chymreictod, Rhyfel & Heddwch, Ieuenctid a Natur. Bydd dau asesiad llafar – cyflwyniad unigol i'w gwblhau yn Hydref blwyddyn 11 a thasg grŵp fydd yn cael ei hasesu yng Ngwanwyn blwyddyn 11. Yna ar ddiwedd y cwrs, bydd dau arholiad ysgrifenedig o ddwy awr yr un a fydd yn cynnwys cwestiynau darllen ac ysgrifennu estynedig.

*Students will study a variety of themes such as Cymru & Chymreictod, Rhyfel & Heddwch, Ieuenctid and Natur. They will complete two oral assessments, one at the end of year 10 and another nearer the end of year 11. At the end of the course, students will sit two 2-hour exams, including a mixture of reading and response questions and extended writing questions. We offer a range of trips and activities which will be of great help to students with their Welsh studies and attending these trips would be advantageous to all students in both their oral and written exam work.*

Term	Module / Project	Key Task
Autumn	Cymru & Chymreictod	Traethawd : <i>Beth yw'r ots gennyf fi am Gymru</i>
	Cymru & Chymreictod	Cywain gwybodaeth a darllen ar y testun Aberfan.
Spring	Rhyfel	Tasgau darllen Tryweryn
	Rhyfel	Ffug arholiad llafar ymateb a rhyngweithio - <i>Arwyr</i>
Summer	Natur	Ffug arholiad cyflwyniad llafar unigol
	Ymarfer arholiad	Ffug arholiad – papur Uned 3

### Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.*

- Gwyllo a gwranddo ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](#) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*

**Other relevant info (exams/trips/homework etc):** Formal mock exams will be held in the hall according to the school calendar. Students will also sit mock exams in the class at various times throughout the two-year course. Trips are regularly arranged to reinforce understanding of a topic and to give valuable extra-curricular opportunities to all students. All homework tasks will be fully explained, and students must meet the deadlines without fail. Students' exercise books contain a great deal of information that will help with homework and students will have been prepared thoroughly beforehand.

# Cymraeg Ail Iaith

## Welsh Second Language

Cymraeg Ail Iaith students will follow this language and skills-based course concentrating on students' ability to present information, express their opinion, question, persuade and describe orally, in written work and in their response to reading factual and creative texts. The context for learning the language is organised under 3 broad themes: Employment, Wales and the world and Youth. Year 10 students will sit the Unit 1 Oracy exam in the Spring which is worth 25% of the GCSE grade.

Term	Module / Project	Key Tasks
<b>Autumn</b>	Skill: Describing: People (self, friends, family, famous Welsh people) Places (home, area, places and attractions in Wales).  Skill: Expressing opinion Discussing topics such as healthy eating and living, the environment.	Written: Portrayal of a famous Welsh person  Oral: Group oracy response to visual stimulus  Reading: Exam style reading comprehension and responding tasks  Proof-reading task Translation task
<b>Spring</b>	Skill: Questioning Discussing topics such as bilingualism, Welsh in the community and the workplace, Welsh celebrations, Welsh organisations.  Skill: Expressing Opinion Discussing topics such as school, fashion, technology, socialising, part time work.	Oral: Group oracy response to visual stimulus including mock exam  Reading: Exam style reading comprehension and responding tasks  Written: Article about  Proof-reading task Translation task
<b>Summer</b>	Revision for Unit 1 Oracy response to visual stimulus exam Writing genres Extended reading skills	Letter thanking sponsors for support Exam style reading comprehension and responding task

### **Sut i gefnogi'r disgyblion gyda'r Gymraeg. *How to support students with Welsh.***

- Gwylio a gwranddo ar raglenni Cymraeg ar [Hafan | S4C](#), Radio Cymru, Youtube. *Watch and listen to Welsh programmes.*
- Darllen pytiau yn y papur newydd neu wefanau newyddion - [BBC Cymru Fyw](#), [golwg360.cym](#) *News websites in Welsh.*
- Cylchgronau'r Urdd – [urdd.org/cylchgronau](http://urdd.org/cylchgronau) *Urdd magazines for learners.*
- Siarad gyda chymdogion, ffrindiau, pobl mewn caffis a siopau – ymarfer a gwella hyder. *Speaking with neighbours, friends, people in cafes, shops etc. – practise and gain confidence.*



# Art and Design

Art GCSE has been designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

This offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study from at least two titles listed below.

Students are required to demonstrate the ability to realise creative intentions relevant to areas of study drawn from at least two of the following titles:

- Fine art
- Three-dimensional design
- Graphic communication
- Photography
- Textile design
- Critical and contextual studies.

Students may explore overlapping areas and/or combinations of disciplines within any of the above titles.

## **Unit 1 Portfolio (60% of final grade at GCSE)**

This unit consists of a major practical project/theme-based portfolio and outcome/s with integrated critical and contextual analysis. Assignments, briefs or themes undertaken are to be determined by the student and teacher.

This unit is designed to enable students to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences which build fundamental learning, knowledge, contextualisation skills and critical thinking. The time available for this unit (**September in year 10 until Christmas in year 11**) also provides opportunities to focus on the acquisition of valuable skills (which include experimentation, risk-taking, drawing, the application of the formal elements and the ability to analyse and synthesise information and ideas) as well as to develop and refine techniques.

The work produced for GCSE art will be presented as a portfolio of work, which will include a sketchbook of artist research, experimentation and final outcomes, including development sheet work.

The Portfolio is internally assessed and externally moderated. Work for Unit 1 must be completed and handed in by the end of the Autumn term.

## **Unit 2 Externally Set Assignment (40%)**

This unit represents the culmination of students' GCSE study and provides both focus and challenge. Students are required to develop a personal response to one of varied tasks set out in the GCSE exam paper.

Students must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.

The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by WJEC. Students are required to select one of the set assignments and develop it in the form of:

- a personal response
- a specific design brief
- or another suitable approach.

Students will develop their response over a four-month period.

Responses must take the form of critical, practical and contextual preparatory work and/or supporting studies, which will inform the resolution of these ideas in a sustained focus study.

Following the preparatory study period, students will be allocated a period of 10 hours (The Art exam) to realise their response unaided and under supervised conditions.

Students are assessed on their ability to work independently, within specific time constraints and in relation to all four assessment objectives.

# Business Studies

The content is divided into 6 areas:

## **Business activity**

Students will learn about the nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit. At the heart of business activity is enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives.

## **Influences on business**

Students will learn that all businesses operate in an external environment and there are a number of external influences that impact on business activity. The success or failure of a business will often depend on its willingness and ability to recognise and anticipate these external influences.

## **Business operations**

Students will learn that business operations are concerned with the efficient management of the key functions and resources within a business to maximise profit. Businesses will organise their operations in different ways, depending on their size, the types of goods or services they sell and the markets they operate in.

## **Finance**

Students will learn that the finance function manages the financial activities of a business. It will have a number of roles including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance.

## **Marketing**

Students will understand that marketing involves identifying, anticipating and satisfying customer needs in a profitable way. Marketing affects all functions of a business and includes a wide range of activities including researching the market, analysing the market and developing a marketing strategy through the implementation of the marketing mix.

## **Human resources**

Students will understand that human resources focus on the human function within a business. It involves the recruitment, training, organisation, retention, development and motivation of employees. Human resource managers will work with other business functions to contribute and direct the business aims and objectives.

## **Content covered in Year 10**

Term One	Business Activity Influences on Business
Term Two	Finance Influences on Business
Term Three	Human Resources Influences on Business

As well as learning the theory of Business Studies, the specification requires the development of a range of skills and these will be assessed in the examination papers:

- A minimum of 10% of total qualification marks will assess quantitative skills – these include the calculation and interpretation of quantitative data.
- Reading and using qualitative data in order to make informed judgements.
- Showing good business acumen.
- Apply knowledge and understanding to different business contexts.

This highlights the importance of working hard in Maths and English to do well in Business Studies.

The content is not divided into individual units. The specification is truly linear with 100% external assessment at the end of the 2-year course. This means that both examination papers could ask questions about any of the content covered over the 2 years.

There are two examination papers that are sat at the end of Year 11. There is no coursework.

<b>Unit</b>	<b>Length of exam</b>	<b>Total marks</b>	<b>Qualification weighting</b>
1 Business World	2 hours	100	62.5%
2 Business Perceptions	1 hour 30 mins	60	37.5%

The focus for each unit is the style of the examination paper:

- Unit 1 Business World - is a mixture of short and structured questions that cover a broad sample of the content.
- Unit 2 Business Perceptions - is a data response/case study paper. Students are expected to apply their understanding of business content to specific contexts.

## Enterprise & Marketing

The content for the BTEC Tech Award 1/2 in Enterprise is divided into three components:

**Component 1 Exploring Enterprises:** Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

**Component 2 Planning and Presenting a Micro-Enterprise idea:** Learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

**Component 3 Marketing and Finance for Enterprise:** Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Component	Component Title	How is it assessed?
1	Exploring Enterprises	Internally (coursework)
2	Planning and Presenting a Micro-Enterprise Idea	Internally (coursework)
3	Marketing and Finance for Enterprise	Externally (Synoptic exam)

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding, including the range of enterprises and the key features and factors that contribute to an enterprise's success
- the development and application of skills such as analysing research, information, planning and financial forecasting, communicating and problem solving
- reflective practice through presenting an enterprise idea that allows learners to reflect on their own communication skills.

### Grading

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction\* to Level 1 Pass.

# Drama

WJEC GCSE Drama is made up of three individual units:

## Unit 1 – Making Theatre – marked by Teacher and moderated by the WJEC

- Students will work in groups of between 2 and 5 actors + designers to create a piece of theatre inspired by a stimulus set by the WJEC.
- The performance must also be based on the working methods of one theatre practitioner or style of theatre.
- Students will complete a portfolio of evidence over the rehearsal process that is no more than 900 words in length.
- Students will also complete a written evaluation of the final performance piece under exam conditions over 90 minutes.

## Unit 2 – Performing Theatre – externally assessed by the WJEC

- Students will work in groups of between 2 and 4 actors + designers to realise a short segment of a scripted play.
- Students will study two, ten-minute extracts from the same play and cut the play text down so that the performance consists of two contrasting extracts lasting no more than 7-14 minutes depending on group sizes.
- A Statement of Intent must be completed prior to the examination date by all students, whether acting or designing, that outlines their artistic intentions for the performance.

## Unit 3 – Interpreting Theatre – externally assessed by the WJEC

- This is a written exam split into two different sections. Section A (45 marks) is based on an extract from the set text (Blue Remembered Hills by Dennis Potter) and Section B (15 marks) is a Live Theatre Evaluation.  
In Section A, pupils must answer **ALL** questions. In Section B, a **choice of two questions** will be given to pupils who must **choose one to answer**.

## Course Outline

	Weighting of Unit	Marks Available	Examination Period
Unit 1 – Making Theatre	40%	60	November - December Year 11
Unit 2 – Performing Theatre	20%	60	January – May Year 11
Unit 3 – Interpreting Theatre	40%	60	May – June Year 11

## Year 10 Content

	Content	Assessment
Summer 2 (Yr 9)	Baseline Assessments	Quick fire assessments that cover the Assessment Objectives of the course.
Autumn	Practitioner/Style Study <ul style="list-style-type: none"> <li>• Frantic Assembly (Physical Theatre)</li> <li>• Brecht/Splendid Theatre Company</li> <li>• Theatre in Education</li> </ul>	Students will take part in a Devised Performance Project in small groups (2-4 actors + designers) which will be performed in the Emily Davies Studio at the University. Students will also complete a short portfolio of their work.
Spring 1	Set Text Study <ul style="list-style-type: none"> <li>• Blue Remembered Hills by Dennis Potter</li> </ul>	Students will answer a series of short and long answer questions in a timed test.
Spring 2	<ul style="list-style-type: none"> <li>• Live Theatre Evaluation</li> </ul>	Students will watch a (recorded as) live piece of theatre and write up their evaluation using a given exam question as guidance. The essay will be approx. 2 pages in length.
Summer	Performing Text <ul style="list-style-type: none"> <li>• Naturalism (Stanislavski's System)</li> </ul>	Students will perform extracts from published play texts that contrast to their Unit 3 study text. This work will be completed in pairs and threes and assessed in July.

# Music

At Penglais, we follow the WJEC curriculum for GCSE Music; this follows a course of performance, composition and appraisal. The course is both practical and academically rigorous in its content; it has the potential to lead on to A-Level music, which is a recognised subject for prestigious universities to look out for during UCAS applications.

In addition, and as part of the GCSE music course at Penglais, each GCSE music candidate is entitled to free instrumental or vocal lessons for the duration of the two years of the course. It is possible to continue this into KS5, if studying A Level music, thereby potentially allowing four years of free instrumental or vocal lessons whilst at Penglais.

There are also plenty of opportunities to get involved in the extra-curricular life of the music department at Penglais. GCSE Music students can practice in any of the music rooms at lunch and break and can get involved in the senior choir, orchestra, string ensemble, wind band, and plenty more. If you are interested please come speak to Mrs Rhys in Music.

The course is divided into three main aspects: performing, composing and appraising. Alongside the course requirements below, students will need to be in a routine of practicing their instrument regularly, as well as attending their instrumental lessons.

Performing: Students will be recorded performing a minimum of two pieces - one of which must be in an ensemble, e.g. a rock band or a string quartet.

This part of the course is worth 30%. In addition, students will also need to write a short programme note about one of the pieces. This is worth an additional 5%.

Composing: During the course, students will compose a minimum of two pieces - which will be internally assessed and moderated. One of these will be a 'free choice' (where they can choose their brief and instrumentation), whilst the other will be to a brief set by the exam board.

This part of the course is worth 30%. In addition, Students also need to write an evaluation of one of their compositions. This is worth an additional 5%.

Appraising: At the end of the course, Students will sit a listening exam. In essence, they will listen to music, then answer questions on it. There are eight questions in total - based on four areas of study.

**Area of study 1:** Musical Forms and Devices

**Area of study 2:** Music for Ensemble

**Area of study 3:** Film Music

**Area of study 4:** Popular Music

During the two years of the course, we look at past papers and 'exam-style' questions - to make sure that students are prepared for the exam. The written exam is worth 30% of the overall course.



	Module/Project title	Key assessment piece
Autumn 1	<p>Forms &amp; Devices</p> <p>Introduction to area of study 1: <b>Forms and Devices</b> with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>• binary, ternary and rondo forms</li> <li>• repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> <li>• Performing - establishing standards and setting targets: first practical assessment</li> <li>• Notating a simple melody</li> <li>• Using ICT in the music department</li> <li>• Appreciating and using the elements/‘building blocks’</li> <li>• Recapping the basics – aural, notational and listening skills</li> <li>• Introduction to prepared extract – <i>Rondeau</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing in front of others</li> <li>• Composing e.g. writing a melody in a simple structure using devices</li> <li>• Class performance of <i>Rondeau</i> drawing out relevant teaching points</li> <li>• Listening exercises to develop notation skills</li> <li>• Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul>
Autumn 2	<p>Introduction to area of study 4: <b>Popular Music</b>, with terminology:</p> <ul style="list-style-type: none"> <li>• rock and pop</li> <li>• Appraising; more challenging theoretical and aural work:</li> <li>• strophic form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros</li> <li>• primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms</li> <li>• the relationship between melody and chords</li> <li>• How to ‘describe’ a piece using the elements of musical language</li> <li>• Introduction to prepared extract – <i>Handbags and Gladrag</i>:</li> <li>• Instrumentation/orchestration (including piano, oboe, strings and brass) lead vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (syncopation,), walking/descending bass</li> </ul>	<p>Class performance of <i>Handbags and Gladrag</i></p> <ul style="list-style-type: none"> <li>• Incorporating synthesized sounds with vocal work and accompaniment</li> <li>• Composing with chords (and melody)</li> <li>• Start a composing ‘sketch book’</li> <li>• Improvisation tasks</li> <li>• Listening exercises to develop notation skills</li> <li>• Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul>

Spring 1	<p>Introduction to area of study 2: <b>Music for Ensemble</b></p> <ul style="list-style-type: none"> <li>• Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc) as suited to learner interests (cover other topics in year 11).</li> <li>• Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> <li>• Monophonic, homophonic, unison, chordal, melody and accompaniment</li> <li>• Evaluating their own music</li> <li>• Introducing the more challenging concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</li> </ul> </li> </ul>	<p>Compose a short piece (homophonic texture)</p> <ul style="list-style-type: none"> <li>• Evaluate composition</li> <li>• Perform a piece in one of the styles associated with the area of study as a member of an ensemble</li> <li>• Listening exercises to develop notation skills</li> <li>• Listening exercises to develop the ability to identify musical</li> </ul>
Spring 2	<p>Introduction to area of study 3: <b>Film Music</b>, with devices and terminology:</p> <ul style="list-style-type: none"> <li>• Layering, imitation chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation</li> <li>• The relationship between the story and the music</li> <li>• The effect of audience, time and place</li> <li>• Use of sonority to create a mood</li> <li>• Use of dynamics to create a mood</li> <li>• Evaluating their own work</li> <li>• Writing a programme note</li> </ul>	<p>Solo performing with programme note</p> <ul style="list-style-type: none"> <li>• Composing to a brief (a piece of film music)</li> <li>• Producing a score and evaluation</li> <li>• Listening exercises to develop notation skills</li> <li>• Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul>
Summer 1 + 2	<p>Revisiting topics from year 10 using different pieces as examples.</p> <ul style="list-style-type: none"> <li>• Complete composition project (of choice) and submit</li> <li>• Continue to build aural skills</li> </ul>	<p>Free composition</p> <ul style="list-style-type: none"> <li>• Work on year 10 performance pieces</li> <li>• Listening exercises to develop notation skills</li> <li>• Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>• Assessment of composition to WJEC criteria</li> <li>• Mock listening exam based on areas of study</li> <li>• Mock performing assessment – two pieces (with at least one ensemble)</li> </ul>

# Diploma in Engineering Technologies

Engineering Technologies is a wide-ranging course that involves many aspects of trade-related skills. The course is an introduction to most technical and allied trades. The full course requires students to complete six individual units, three mandatory (Engineering environment awareness, Engineering Techniques and Engineering Maths and Science principles) and three technical units (Hand Fitting, CAD, MIG Welding).

It involves many skills that students will learn through the course such as:

- planning tasks
- independent working
- measuring and marking using basic mathematics
- safe use of hand and power tools
- safe use of machinery
- technical drawing
- basic machinery maintenance

**The course is assessed with both an online multiple-choice exam and practical assessments.**

Students will do the three mandatory units this year. Each unit will involve learning theory-based knowledge that relates to the Engineering industry as well as carrying out a variety of practical task. If a student shows competence and works hard then they may move on to the technical units earlier.

**Homework is set once per cycle**

**What we require from our students:**

- Hard work in a physical environment
- Listen to instructions
- Be safe
- Good behaviour
- Independent thinking
- Meet deadlines and keep up to date with work
- Effort to improve their skills
- Be positive and enjoy the course

# GCSE Food and Nutrition [Wales]

Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will also help those wishing to pursue a career in the food industry.

## **Content**

Students will have the opportunity to develop their knowledge and understanding of the following six areas:

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

Students will also be given the opportunity to develop technical skills through carrying out a range of practical and experimental work. This opportunity will allow learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

## **Assessment**

Unit 1: Written examination: 1 hour 30 minutes 40% of qualification

Unit 2: Food and Nutrition in Action Non-examination assessment

**Assessment 1:** The Food Investigation Assessment: 20% of the total marks available will be allocated to a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.

**Assessment 2:** The Food Preparation Assessment 40% of the total marks available will be allocated to a task which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu.

## **What we require from our students:**

- Hard work
- Listen to instructions
- Be safe
- Provide ingredients for practical work
- Meet deadlines and keep up to date with work
- Produce homework
- Effort to improve their skills
- Good behaviour
- Be positive and enjoy the course

Students will be provided with a recipe book for their year 10 practical work. This will contain many of the recipes that will be cooked throughout the year. Recipes can of course be modified to suit individual preferences and any allergies or intolerances.

# Geography

WJEC 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 learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and learners should be encouraged to pose geographical questions of their own.

The full programme of study is outlined below:

WJEC GCSE Geography	% of GCSE	Exam	Teaching times
Unit 1 <b>Changing Physical and Human Landscapes</b>	40%	1hr30	Y10
Unit 2 <b>Environmental and Development Issues</b>	40%	1hr30	Y11
Unit 3 <b>Fieldwork enquiry</b>	20%	CA	Y11

## Unit 1: Changing Physical and Human Landscapes

The core themes assessed in this unit are:

- *Landscapes and physical processes*
  - Distinctive landscapes in Wales
  - Landform processes and change in the UK
- *Rural-urban links*
  - The links between rural and urban areas in Wales
  - Population and urban change in the UK
  - Issues in contrasting global cities

All students will study these two themes. The students will also study **one** of the following topics:

- Tectonic processes and landforms
- Coastal hazards and their management

This unit is 40% of the GCSE and is examined in the summer of Year 11.

### Useful links

<http://resources.wjec.co.uk>

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

<https://www.echalk.co.uk/>

<http://www.sln.org.uk/geography/>

<http://www.internetgeography.net/>

**If you need any further support, please contact Mr D. Johnson.**

# Health and Social Care and Childcare

## Course Content and Assessment

**In Year 10** all students will gain knowledge and understanding of the growth, development and well-being of individuals from conception to old age. This includes study of physical, social emotional and intellectual health, the importance of active participation on health, public health and health promotion across the lifespan, and well-being, factors which affect health and well-being, the interdependence of physical and mental health and the tools available to support good mental health.

**Unit 1:** Human growth, development and well-being

**Written examination:** 1 hour 30 minutes 40% of Single Award qualification 80 marks: 100 UMS

The teaching and learning for the Unit 1 exam will take place in Y10 and reviewed in year 11

## **Unit 2: Non examination Assessment (NEA)**

Students complete Task 1 in year 10. This will involve students in investigating and producing a written report on service provision locally and nationally to meet the needs of a specific group of people.

Students will be required to work hard and be expected to show initiative throughout the course. Health is a fascinating and fast-moving area as new treatments, diseases and ways of providing care evolve. If successful at Health and Social Care and Childcare GCSE Students will be able to progress onto the Level 3 Health and Social Care course in the sixth form.

WJEC GCSE Health and Social Care and Childcare	% of GCSE	Exam	Teaching times
Unit 1 Human growth, development and well-being	40%	1 hr 30 mins	Y10
Unit 2 Promoting and maintaining health and well being.  Task 1 – Completed in Year 10 Task 2 – Completed in Year 11	60%	CA	Y11

Useful link:

<https://www.healthandcarelearning.wales/qualifications/gcse-health-and-social-care-and-childcare-single-and-double-award/>

**If you need any further information, please contact Mr A Fisher**

# History

By studying the WJEC GCSE History course Students will develop a knowledge and an understanding of key events in the past. History will help in their development as a successful independent learner and a critical and reflective thinker. Learning about past events and the people who have influenced history will allow them to understand the key factors that have shaped our past.

The full programme of study is outlined below:

<b>WJEC GCSE History</b>	<b>% of GCSE</b>	<b>Exam</b>	<b>Teaching times</b>
Unit 1 <b>Depression War and Recovery 1930-1951</b>	25%	1hr	Y10
Unit 2 <b>USA 1910-1929</b>	25%	1hr	Y10
Unit 3 <b>Development of Warfare c.1250 to the present</b>	30%	1hr 15	Y11
Unit 4 <b>Controlled Assessment</b>	20%	CA	Y11

Students will have regular opportunities to develop their knowledge and understanding of the historical context. Students will be provided with revision guides later in the course and should take every opportunity to attempt past paper practice. When working with past papers students should be encouraged to focus their answers directly on the question set and must provide relevant factual support in their answers if they want to achieve the higher marks. In addition to what the school provides there is much excellent support on the WJEC GCSE History site.

**If you need any further support, please contact Miss T Leighton.**

## Health & Well-being

The Health and Well-being curriculum provides opportunities for students to develop their understanding of health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. These lessons will support learners to understand and appreciate how the different components of health and well-being are interconnected, and to recognise that good health and well-being are important to enable successful learning.

Topics will include:

- Mental and emotional well-being
- Developing positive relationships
- Staying safe
- Sex and Relationship Education
- Careers and lifelong Learning
- Financial well-being

Pupils will not have to complete an exam or coursework in this subject. Health and Well-being assessment will consist of continuous, low stakes quizzes and activities throughout the course.



# Media Studies

In Years 10 and 11, students study the WJEC GCSE specification for Media Studies and are assessed at the end of Year 11.

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they importantly provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase. The **WJEC GCSE** specification in **Media Studies** offers learners the opportunity to develop knowledge and understanding of these 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.

## GCSE MEDIA STUDIES (Wales) SUMMARY OF ASSESSMENT

**Unit 1: Exploring the Media** Written examination: 1 hour 30 minutes 30% of qualification 60 marks

### Section A: Representations – advertising, video games and newspapers

This section will assess knowledge and understanding of the representation of gender and events in relation to any of the media forms studied – advertising, video games and newspapers. • One stepped question based on unseen print-based resource material related to advertising, video games or newspapers.

### Section B: Music

This section will assess knowledge and understanding of media language, representation, media industries and audiences. • One stepped question and two single questions.

**Unit 2: Understanding Television and Film** Written examination: 1 hour 30 minutes 30% of qualification 60 marks

### Section A: Wales on Television

This section will assess knowledge of media industries, audiences, media language and representation. • One stepped question based on the set 'Wales on Television' product chosen by the centre. The final part of this question requires an extended response where the quality of written communication will be assessed.

### Section B: Contemporary Hollywood Film

This section will assess knowledge and understanding of media industries, audiences and media language. One stepped question and two single questions.

## Unit 3: Creating Media

**Non-exam assessment** 40% of qualification 80 marks • A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts. • An individual reflective analysis of the production.

# Digital Technology

Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification is designed for learners who wish to begin their journey towards a career that utilises digital technologies or to progress onto advanced level programmes of learning involving digital technologies.

The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively, and safely.

The specification is divided into a total of 3 units and is the equivalent of 1 GCSE:

- Unit 1: The Digital World
- Unit 2: Digital Practices
- Unit 3: Communication in the Digital World

		Weighting	Marks
<b>Unit 1</b>	The Digital World	40%	80
<b>Unit 2</b>	Digital Practices	40%	80
<b>Unit 3</b>	Communication in the Digital World	20%	60

<b>Unit 1</b>	<b>40%</b>	<b>1½ hours</b>	<b>Examination Paper</b>
An assessment (taken on-screen), comprising of a range of question types to assess specification content related to digital technology systems, the value of digital technology and perspectives on digital technology.			
<b>Unit 2</b>	<b>40%</b>	<b>45 hours</b>	<b>Non-Exam Assessment</b>
A non-examined assessment comprising of two sections. In Section A candidates will interrogate a supplied data set imported into a spreadsheet in order to inform Section B, where they will create a website incorporating either an animation or a game related to a set context.			
<b>Unit 3</b>	<b>20%</b>	<b>15 hours</b>	<b>Non-Exam Assessment</b>
A non-examined assessment focusing on marketing digital assets using social media. Candidates will create digital assets related to a set context and then formulate an online digital communications campaign around them.			

## Modern Foreign Languages

There are no controlled tasks in MFL but 100% final exam broken up into the 4 disciplines. It will be decided in year 11 if your son/daughter will be entered for Higher/Foundation. This decision is based on Key Piece marks and class-work. (Please note, due to specification changes in Edexcel Mandarin, the new 9-1 grading system will replace A\*-G.)

By taking a language at GCSE the Students will have amazing skills and a valuable talent that is applicable to almost everything they do. A language GCSE builds on what they have already learnt in years 7, 8 and 9 and will probably know more than they think. Language classes are still fun and interactive and Students cover things at a slightly quicker pace and in more detail than previously. Plus, by taking a language GCSE Students will not just learn the language, they will get to find out about other people, countries and cultures. By the end of the GCSE course they will be able to communicate confidently and spontaneously in their chosen language. Globally minded students are the future!

### Exams

Unit 1	Speaking	7-9 minutes (Foundation tier)	
		10-12 minutes (Higher tier)	25% of qualification
Unit 2	Listening	35 minutes (Foundation tier)	
		45 minutes (Higher tier)	25% of qualification
Unit 3	Reading	1 hour (Foundation tier)	
		1 hour 15 minutes (Higher tier)	25% of qualification
Unit 4	Writing	1 hour 15 minutes (Foundation tier)	
		1 hour 30 minutes (Higher tier)	25% of qualification

#### Topic areas covered at GCSE in all languages:

Youth culture, lifestyle choices, customs and traditions, home and locality, tourism, global sustainability, current study, enterprise, employability and future plans.

#### The course will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers. in speech and writing, conveying what they want to say with increasing accuracy.
- express and develop thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

# Physical Education

The course is designed to give candidates an opportunity to extend and apply their skills through a practical activity. Lessons are divided into theory and practical lessons which are mainly fitness based and designed to consolidate candidates learning of the factors that underpin physical activity and sport.

## UNIT 1: Theory

Introduction to physical education:

The subject content focuses on five key areas, three of which are covered in year 10:

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

**There is no written examination in year 10.**

## Practical

Students will be assessed through **three** practical activities which includes a personal fitness programme (50% of the final mark).

Practical activities will be assessed during core PE lessons, tournaments and extra-curricular fixtures throughout the year.

**Coursework:** Students will plan and perform a personal fitness programme for one of their chosen practical activities over 8-12 weeks. (8% of qualification).

<b>Unit 1: Theory</b> Introduction to physical education. Written examination: 2 hours ( <b>Year 11</b> ) 50% of qualification	<b>100 marks</b>
Learners will be assessed through a range of short and extended questions. The questions will be based on audio visual stimuli and other sources.	
<b>Unit 2: Practical</b> The active participant in physical education. Non-exam assessment 50% of qualification	<b>100 marks</b>
Learners will be assessed in <b>three</b> different activities in the role of performer in at least one <b>individual</b> sport, one <b>team</b> sport and <b>one</b> other (team or individual). One activity will be a <b>major</b> activity which will have a personal fitness programme linked to the activity.	

# Product Design

Product Design covers many areas as there are so many consumer products designed, made and sold to different target markets. Product Design is creatively thinking of new ideas for either new products that solve problems or redesigning existing products, so they are better and help improve people's lives.

**It involves many skills that students will learn through the course such as:**

- creative thinking
- drawing and presentation skills
- CAD – 2d design and 3d CAD
- CAM – Laser cutting and rapid proto-typing
- making skills
- modelling skills
- research
- extended writing
- ICT
- group work and working together
- independent working
- time management

Product design is not restricted to one area of design such as furniture or vehicles as product designers are more versatile and use their skill sets to solve problems.

Good design can be simple and uses a range of technologies and materials.

**The course (50% practical 50% exam)**

Students will do three projects this year. Each project will involve learning different skills and builds knowledge and understanding ready for the exam and coursework in Year 11.

**The projects are:**

- Phone holder and speaker
- Sustainability
- Awards

**Homework: Set once a week**

What we require from our young designers:

- Hard work
- Listen to instructions
- Be safe
- Good behaviour
- Creative thinking
- Meet deadlines and keep up to date with work
- Produce homework
- Effort to improve your skills
- Be positive and enjoy the course

# Religious Studies

WJEC GCSE Religious Studies provides opportunities for candidates to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices of at least two religions, with an understanding of how they can be applied to philosophical and ethical themes. Content is organised around key questions and learners should be encouraged to pose ethical questions of their own.

The full programme of study is outlined below:

WJEC GCSE Religious Studies	% of GCSE	Exam	Teaching times
<b>Unit 1</b> Religion and Ethical Issues	50%	2 hours	Y10
<b>Unit 2</b> Religion and Philosophical Issues	50%	2 hours	Y11

## Year 10:

### **Unit 1: Religion and Ethical Issues**

The core themes assessed in this unit are:

- Christianity
  - Beliefs: God and Jesus as God Incarnate
  - Practices: Morality and Church
- Buddhism
  - Beliefs: The Buddha and his teachings
  - Practices: Meditation, Festivals and Retreats
- Issues of Life and Death
  - The world
  - The origin and value of human life
  - Beliefs about the afterlife
- Issues of Good and Evil
  - Crime and Punishment
  - Forgiveness
  - Good, Evil and Suffering

This unit is 50% of the GCSE and is examined in the summer of Year 11.

### **Useful links:**

<http://resources.wjec.co.uk>

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

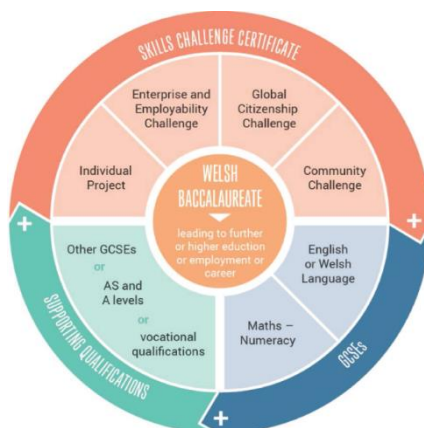
**If you need any further support, please contact Mrs J. Jacques-Butterworth at the School.**

# Welsh Baccalaureate

## Key Stage 4 Welsh Baccalaureate

Through the Welsh Baccalaureate students will raise their skills levels and confidence, allowing them to take their place as a responsible and active citizen within a diverse society. The Welsh Baccalaureate also provides them with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues and events.

The Welsh Baccalaureate is based on a Skills Challenge Certificate and Supporting Qualifications. The requirements of **both** the Skills Challenge Certificate **and** Supporting Qualifications **must** be met in order for students to achieve the overarching Welsh Baccalaureate.



The Skills Challenge Certificate consists of three components which you will complete during Year 10 and Year 11.

Year 10 September to December

- **Global Citizenship Challenge** – this challenge requires students to respond to a global issue by raising awareness of the issue to an audience in a creative and innovative way.

Year 10 January to April

- **Enterprise and Employability Challenge** - this challenge requires students to develop a business idea and proposal, and with final proposals pitched to a panel of experts.

**OR**

- **Community Challenge** – this challenge will provide students with the opportunity to select an activity from one of the following community themes: social/welfare, neighbourhood enhancement or coaching. In school activities are provided over two days but students are encouraged to plan and arrange their own activities.

These two challenges are worth 50% of the Skills Challenge Certificate.

**There is no Welsh Baccalaureate exam.**