

Ysgol Penglais School
Year 11 Curriculum 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 the final year of compulsory education for your child! A daunting prospect for them, and for you as parents/guardians. Nevertheless, for those who worked hard in Year 10, the results were encouraging. There is plenty to celebrate within the year group and whilst there is much to be done, the students that did well and can gain confidence from their results. For those that are disappointed, there needs to be honest reflection on their performance and a determination to improve.

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 academic and organisational 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, the 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 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 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 11 will be Ms Hill, who is looking forward to working with the year group. Ms Hill 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 11 Leader**

Year 11 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).

1) Year 11 exams –

In 2023-24 the expectation is to deliver full GCSE courses, with the summer exam season in May and June. The specifications you are taught in Year 11, and the grade boundaries set after the exams have been completed, are expected to be at their pre-covid 'normal' levels. 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 in Year 11

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. These are scheduled to take place in the Main Hall and will be sat under formal exam conditions.

The mock exams for 2023-24 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.

b) January. Year 11 students study Science double award or Triple Award – these do not have written exams in January, but 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 receive a draft print out of their entries at the start of February. They will then have 2 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 staff seen if any changes have to be made.

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 regards to 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 must not be brought into any exam room. If a phone is brought into the exam room and 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 website and the 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 Key Dates

Information	Dates
Insed Day	Friday 1 st & Monday 4 th September
Autumn Term	Tuesday 5 th September
Curriculum Evening	Wednesday 13 th September, 6.30pm
Progress Report	October 2023
Parent Governors Annual General Meeting (AGM)	Tuesday 24 th October
Half Term	Monday 30 th October – Friday 3 rd November
Mock Exams	Monday 27 th November – Friday 8 th December
Christmas Carol Concert	Thursday 14 th December (TBC)
Mock Exams Results	Week commencing Monday 18 th December
Insed Day	Friday 22 nd December
Christmas Break	Monday 25 th December – Friday 5 th January
Insed Day	Monday 8 th January 2024
Start of Spring Term	Tuesday 9 th January
Full Written Report	January 2024
6 th Form Open Evening	Thursday 25 th January
Parents Evening	Thursday 1 st February
Half Term	Monday 12 th – Friday 16 th February
Progress Report	April 2024
Easter Break	Monday 25 th March – Friday 5 th April
Insed Day	Monday 8 th April
Summer Term	Tuesday 9 th April
Progress Report	May 2024
Bank Holiday	Monday 6 th May
GCSE Exams	Early May – End June (TBC)
Half Term	Monday 27 th May – Friday 31 st May
Transition to 6 th Form	Wednesday 26 th and Thursday 27 th June
Inset Day	Friday 28 th June
End of Summer Term	Friday 19 th 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

Headteacher	Ms M. Hughes
Deputy Headteacher	Ms H. Leighton
Head of Year	Mrs S. Johnson
Assistant Head of Year	Ms F. Hill

Faculty Leaders:

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

Important Contacts

Name	Job title	Telephone	Email
Mrs Sarah Johnson	Year Leader of Year 11	01970 621120	s.johnson@penglais.org.uk
Ms F Hill	Assistant Head of Year 11	01970 621168	flh@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

English Language

Students will start the year completing a group discussion on a given topic. This will count towards 10% of the final English Language GCSE grade. Individual presentations will have been completed already at the end of Year 10 (which counts towards another 10%).

The rest of the year will be spent preparing for the Unit 2 & 3 English Language exams. Both exams are worth 40% each of the English Language GCSE, and both have a reading and writing section. We will be working on improving exam technique in answering reading questions and completing writing tasks throughout the year. There will be 'walk through' and full mock exams at different points in the year to assess progress. Smaller classwork tasks will also help to develop these reading and writing skills further.

English Literature

Students will have already finished their controlled assessments and completed the Unit 1 exam in the summer. The final Unit 2 exam consists of the study of two texts:

- '*An Inspector Calls*' by JB Priestley
- '*Heroes*' by Robert Cormier

Both texts have an extract and an essay section to complete in the exam, which is worth 40% of the final Literature GCSE.

English Language	
Unit 1: Speaking and listening 20%	<ul style="list-style-type: none">• Individual presentation• Group Discussion
Unit 2: exam 40%	<ul style="list-style-type: none">• Reading section• Writing section (creative/ descriptive/ exposition writing)
Unit 3: exam 40%	<ul style="list-style-type: none">• Reading section• Writing section (argumentation and persuasive writing)
English Literature	
Unit 1: exam 35%	<ul style="list-style-type: none">• <i>Of Mice and Men</i>• Unseen poetry
Unit 2: exam 40%	<ul style="list-style-type: none">• <i>An Inspector Calls</i>• <i>Heroes</i>
Unit 3: controlled tasks 25%	<ul style="list-style-type: none">• <i>Romeo and Juliet</i>• Poetry comparison

Mathematics

Students take 2 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.

GCSE exams

- Each GCSE comprises 2 papers (calculator and non-calculator). There is no coursework.
- There are three tiers of entry: Foundation (G - D 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 year.
- End of October – All students sit mock Mathematics exam. This will help determine the final tier of entry for each student. On the basis of the results, some students will be offered extra support to achieve their target grade.
- December Year 11: All students sit mock Numeracy GCSE exams. These will help determine the final tier of entry for each student. On the basis of the results, some students will be offered extra support to achieve their target grade.
- Summer Year 11: All students sit Mathematics GCSE and Numeracy GCSE.

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. Then click on Mathematics and Mathematics Numeracy GCSE (from 2015) on the left.

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.

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.

1. www.corbettmaths.com

Revision videos on all aspects of the mathematics curriculum, with practice questions and solutions.

2. www.mymaths.co.uk Password: penglais login: median

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

Science

If your child in **Year 11 is following the WJEC Science Double Award Course**, during the year they will study the following four Units:

Unit 4 Biology:

- 4.1 Classification and biodiversity
- 4.2 Cell division and stem cells
- 4.3 DNA and inheritance
- 4.4 Variation and evolution
- 4.5 Response and regulation
- 4.6 Disease, defence and treatment

Unit 5 Chemistry:

- 5.1 Bonding, structure and properties
- 5.2 Acids, bases and salts
- 5.3 Metals and their extraction
- 5.4 Chemical reactions and energy
- 5.5 Crude oil, fuels and carbon compounds

Unit 6 Physics:

- 6.1 Distance, speed and acceleration
- 6.2 Newton's laws
- 6.3 Work and energy
- 6.4 Stars and planets
- 6.5 Types of radiation
- 6.6 Half-life

Unit 7 Practical Assessment

During January and February, students will complete their WJEC external practical exam. There are two sections: Section A is the experimental aspect; section B is the formal written exam. The practical assessment contributes to 10% of the qualification.

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 11** is following the **WJEC Science Triple Award Course**, during the year they will study the following three Units:

Unit 2 Biology

- 2.1 Classification and biodiversity
- 2.2 Cell division and stem cells
- 2.3 DNA and inheritance
- 2.4 Variation and evolution
- 2.5 Response and regulation
- 2.6 Kidneys and homeostasis
- 2.7 Micro-organisms and their applications
- 2.8 Disease, defence and treatment

Unit 2 Chemistry

- 2.1 Bonding, structure and properties
- 2.2 Acids, bases and salts
- 2.3 Metals and their extraction
- 2.4 Chemical reactions and energy
- 2.5 Crude oil, fuels and organic chemistry
- 2.6 Reversible reactions, industrial processes and important chemicals

Unit 2 Physics

- 2.1 Distance, speed and acceleration
- 2.2 Newton's laws
- 2.3 Work and energy
- 2.4 Further motion concepts
- 2.5 Stars and planets
- 2.6 The Universe
- 2.7 Types of radiation
- 2.8 Half-life
- 2.9 Nuclear decay and nuclear energy

Unit 3 Practical Assessments

During January and February, students will complete their WJEC external practical exams. There will be a practical exam for Biology, Chemistry and Physics. Each assessment will have two sections: Section A is the experimental aspect; section B is the formal written exam. The practical assessment contributes 10% to each qualification.

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 11, bydd disgyblion yn cwblhau dau asesiad llafar – cyflwyniad unigol i'w gwblhau yn yr Hydref a thasg grŵp fydd yn cael ei hasesu yn y Gwanwyn. Yna ar ddiwedd y cwrs, bydd dau arholiad ysgrifenedig o ddwy awr yr un a fydd yn cynnwys cwestiynau darllen ac ysgrifennu estynedig.

In year 11, students will be following the TGAU Iaith Gyntaf programme of Study. The main themes range from *Cymru a Chymreictod*, *Rhyfel a Heddwch*, *Ieuenctid* and *Natur*. Students will need to complete two oral assessments, an individual presentation based on research of a chosen topic. This task will be completed by the end of November followed by a group discussion task which will be completed in the Spring term. At the end of the course, students will sit two reading and writing exams, including a mixture of reading and response questions, proof-reading and editing tasks as well as extended writing questions. Some of the key skills that will be revisited and refined this year are:

Oracy – Researching and presenting factual information on a chosen topic. Discussing and expressing opinions on a given topic using persuasive, opinion based and creative skills.

Reading – simple reading comprehension; discussion a variety of written techniques; comparison of texts; analysis and evaluation of information within a Welsh context.

Writing – An awareness of a variety of written styles, both formal and informal as well as the ability to use written techniques and styles to a purpose.

Term	Module / Project	Key Task
Autumn	Asesiad terfynol	Asesiad llafar cyflwyniad unigol yn seiliedig ar waith ymchwil
	Ieuenctid	Ysgrifennu creadigol – ymarfer cwestiwn arholiad
	Ymarfer sgiliau arholiad	Papur arholiad
Spring	Asesiad terfynol	Asesiad llafar ymateb a rhyngweithio
	Ymarfer sgiliau arholiad	Tasg cymharu darnau darllen

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. 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. Students are encouraged to speak Welsh and engage in any cultural or social events as often as possible in order to support their learning in school and to develop their grammar and vocabulary.

Cymraeg Ail Iaith

Welsh Second Language

This GCSE specification in Welsh second language will enable candidates to:

- understand and use the language for a variety of purposes and audiences
- develop language learning skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified context
- develop language learning skills and strategies to enable candidates to develop their grasp of Welsh further
- develop listening, speaking, reading and writing skills in an integrated manner, emphasising listening and speaking skills
- use Welsh in further studies, in the workplace and in their communities
- develop curiosity about the Welsh language.

This qualification has two external assessment units which are weighted equally and two internal assessment units. In planning this specification, careful consideration has been given to the duration of examinations and the number of questions in order to ensure a balance between robust assessment and feasibility. Various types of questions and clear instructions aim to make this non-tiered assessment accessible to learners of all abilities. Students have already completed Unit 1 in Year 10.

Unit 1 – 25%	Unit 2 – 25%	Unit 3 – 25%	Unit 4 – 25%
1 Oral task Speaking (10%) Listening (15%) A pair/group of three oral assessment based on a visual stimulus that will be provided by the WJEC to encourage the discussion.	1 Oral task Speaking (20%) Listening (5%) A discussion in pairs/groups of three based on stimulus material including graphs, pictures and short reading texts provided by WJEC.	Written exam 1.5hrs Reading (15%) Writing (10%) Reading tasks with non-verbal and written responses, including one translation task from English to Welsh and one proof-reading task and writing tasks	Written Exam 1.5hrs Reading (10%) Writing (15%) Reading tasks with non-verbal and written responses and writing tasks.
Learners are not permitted to use dictionaries or any other resources in any part of the assessment.			

Other relevant info (exams/trips/homework etc): Formal mock exams will be held in the hall according to the school calendar. Students will also practise exam skills and questions in the class at various times throughout year 11. 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. Students are encouraged to speak Welsh and engage in any cultural or social events as often as possible in order to support their learning in school and to develop their grammar and vocabulary.

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 title 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
- Graphic communication
- Textile design
- Three-dimensional design
- Photography
- 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 outcomes 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 a number of varied tasks set out on the GCSE exam paper, which they will receive in January 2024.

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 11

Term One	Marketing Business Operations
Term Two	Human Resources Review Influences on Business
Term Three	Revision Exam and case study technique

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.

Unit	Length of exam	Total marks	Qualification weighting
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 paper. Students are expected to apply their understanding of business content to specific contexts.

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 to 5 actors and 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 to 4 actors and 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, students must answer **ALL** questions. In Section B, a **choice of two** questions will be given to students who must **choose one to answer**.

Course Outline

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

Year 11 Content

	Content	Assessment
Autumn	UNIT 1 revision of practitioners <ul style="list-style-type: none"> • Brecht/Splendid • Theatre in Education • Physical Theatre UNIT 1 Rehearsal Process Revision for Unit 3 - Blue Remembered Hills	Devised performance in pairs/threes held in December 2023 (dates TBC). Mock Exam – December
Spring	UNIT 2 – Performing Theatre	Visited by an external examiner between January and May of Year 11 for performances/design of two extracts from the same play. Usually done in pairs.
Summer 1	Final revision for Unit 3 <ul style="list-style-type: none"> • Revision packs containing sample questions given out to pupils. • Redrafts of theatre evaluations completed 	NA

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).

The qualification 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 have been taught the practical techniques and knowledge in Year 10 and will undertake the unit paperwork and all practical assessments this year. Each unit will involve learning theory-based knowledge that relates to the end of year exam which the students will be required to revise for. They will be prepared for the exam by end of module tests throughout Year 11.

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 [WJEC]

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.

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

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.

Mock examination in preparation for this will take place in the autumn term and further revision in the spring term. Students will also be expected to complete regular revision and exam style questions throughout the academic year.

Assessment 1: This Food Science Investigation Assessment is worth 20% of the final GCSE with 40 marks available. Student's will be presented with two written briefs in which they will select **one** of these to investigate. Students will be able to choose from one of the following tasks:

Option A

"Sugar is a popular commodity used to sweeten many foods. However, current government advice is to reduce our sugar consumption. Investigate the effects of reducing the sugar content, or using alternative ingredients, when making a shortbread biscuit".

Option B

"Due to enzymic browning, some fruit and vegetables become discoloured when peeled or cut. Investigate the conditions that may speed up, slow down or prevent the process of enzymic browning".

These assessments must be supported by investigational work.

Assessment 2: The Food Preparation Assessment is worth 40% of the final GCSE with 80 marks available. The task will assess the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu.

Students will be able to choose one from the following tasks:

Option A

Eggs are one of the most nutritious and versatile food commodities available and can be used in a range of dishes.

Research, plan, prepare and cook a selection of dishes (with accompaniments if appropriate) that showcase the use of eggs.

Option B

Wales is a multicultural society with people from many countries making up the population. Due to this diversity, some of Wales' most popular dishes come from around the world.

Research, plan, prepare and cook a selection of dishes (with accompaniments if appropriate) that showcase a country of your choice.

The tasks must be supported by investigational work. Guidance will be given to students during lesson time.

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 behavior.
- Be positive and enjoy the course.

If you need any further support, please contact Mr Retter.

Geography

During Year 10 students will have studied Unit 1: Changing Physical and Human Landscapes and this unit will be examined at the end of Year 11. It is important to note that Unit 1 is worth 40% of the final award and it is therefore vital that students revise thoroughly for this unit in the run up to the summer exams.

During Year 11 students will study the following units:

	% of GCSE	Exam	Teaching times
Unit 2 Environmental and Development Issues	40%	1hr 30	Y11
Unit 3 Fieldwork enquiry	20%	Controlled Assessment	October- November

Unit 2: Environmental and Development Issues

The core themes assessed in this unit are:

- Weather, climate and ecosystems
 - Climate change
 - Weather patterns and processes
 - The processes and interactions within ecosystems
 - The impact of human activity on ecosystems
- Development
 - Measuring global inequalities
 - Causes and consequences of uneven development
 - Water resources and their management
 - Regional economic development

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

- Social development issues
- Environmental challenges

Unit 3: Fieldwork enquiry

Students will complete an enquiry based on fieldwork worth 20% of the GCSE qualification. This will be completed as a controlled assessment under exam conditions. 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.

Useful links:

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

www.bbc.co.uk/bitesize

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

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

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

Health and Social Care

The GCSE in Health and Social Care is suitable for learners aged 14-16 who are interested in learning about the development and care of individuals throughout the life cycle from conception to later adulthood. The qualification enables learners to develop and demonstrate their knowledge, skills and understanding within the context of health and social care, and childcare.

Structure of the course:

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%	Non-exam assessment	Y11

In Year 11 students will complete Unit 2 - Non-Examination Assessment

Students will focus on learning about promoting and maintaining health and well-being. Assessment will be through two controlled assessment tasks which students will research, plan and prepare, before completing the assessment. Students will investigate service provision for a chosen age group in task one and in task two they will carry out a health promotion campaign targeted at their peer group and based on a topic of their choosing.

- **Task 1:** Service Provision (approximately 10 hours) 40% of the marks within this unit are allocated to a service provision investigation which will assess the learner's knowledge, understanding and skills in relation to health and social care, and childcare service provision locally and nationally. Students may have started this in year 10.
- **Task 2:** Health Promotion (approximately 15 hours) 60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

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.

Good progress is expected in year 10 and 11. Marks from both units are amalgamated at the end to form a final GCSE grade.

Useful link:

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

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

Students 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.

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:

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

During the first term of Y11 students will be working on the Unit 4 Controlled Assessment Tasks on Britain during the “Swinging Sixties”. It is vital that all students complete both Controlled Assessment Tasks as they represent 20% of the final qualification. Students will start the final unit during the second term and 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

Digital Technology

Digital Technology is a broad 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
Unit 1	The Digital World	40%	80
Unit 2	Digital Practices	40%	80
Unit 3	Communication in the Digital World	20%	60

Unit 1	40%	1½ hours	Examination Paper
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.			
Unit 2	40%	45 hours	Non-Exam Assessment
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.			
Unit 3	20%	15 hours	Non-Exam Assessment
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 exams 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 each student 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 the students probably know more than they think. Language classes are still fun and interactive and the students cover things at a slightly quicker pace and in more detail than previously. Plus, by taking a language GCSE they 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 the students will be able to communicate confidently and spontaneously in your chosen language. Globally minded students are the future!

Exams

Unit 1: Speaking	<ul style="list-style-type: none"> • 7-9 minutes (Foundation tier) • 10-12 minutes (Higher tier) 	25% of qualification
Unit 2: Listening	<ul style="list-style-type: none"> • 35 minutes (Foundation tier) • 45 minutes (Higher tier) 	25% of qualification
Unit 3: Reading	<ul style="list-style-type: none"> • 1 hour (Foundation tier) • 1 hour 15 minutes (Higher tier) 	25% of qualification
Unit 4: Writing:	<ul style="list-style-type: none"> • 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.

Music

At Penglais, we follow the WJEC curriculum for GCSE Music; this follows a course of performance, composition and appraisal. The course is designed to cater for students from all abilities from students who have no previous experience as a musician to our accomplished musicians. 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 to speak to Mrs Rhys in Music.

Alongside the course requirements below, don't forget that students will need to be in a routine of practicing their instrument regularly - as well as attending their instrumental lessons.

Unit 1 - 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, they will also need write a short programme note about one of the pieces. This is worth an additional 5%. – **Unit 1 exam in February/March**

Unit 2 - 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 students can choose their own brief and instrumentation), whilst the other will be to a brief set by the exam board.

Composition 1 due November.

Composition 2 due by February.

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%.

Unit 3 - Appraising: At the end of the course, students will sit a listening exam. In essence, they will listen to music then answer questions about 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 the students are prepared for the exam.

The written exam is worth 30% of the overall course. **Unit 3 exam in May/June**

Physical Education

Learners will continue with the practical assessment from year 10.

Learners will be assessed in their ability to:

- Apply the appropriate skills and techniques to the activity in demanding situations.
- Apply appropriate decision-making and strategies in demanding situations such as full games.
- Apply compositional ideas in performance situations in creative activities such as dance and gymnastics.
- Solve problems whilst under pressure in physical activity and sport.
- Apply physical attributes appropriate to the chosen activity.

UNIT 1: THEORY (Introduction to physical education): The two remaining modules to be taught in year 11 will include:

4. Psychology of sport and physical activity

5. Socio-cultural issues in sport and physical activity.

Written examination: 2 hours (100 marks)

50% of qualification

UNIT 2: The active participant in physical education.

Assessment of practical performance: Candidates can be assessed at intervals throughout the course.

For the **team** sports/activities candidates should: demonstrate the application of skills, techniques and strategies appropriate to the position/activity in demanding situations i.e. **competitive contexts**.

For individual sports/activities candidates should: demonstrate the application of skills, techniques and strategies appropriate to the activity in **demanding pressure situations**.

Candidates can offer off-site activities for assessment. Off-site activities are those that do not take place at the school campus. In these instances, appropriate DVD/digital evidence **must** be available for the performance of all off-site activities. All DVD evidence must be handed in for assessment by **October half term**.

Non-exam assessment (100marks)

50% of qualification

An internal assessment of the practical activities will be set in January 2024 before the external moderation.

Homework: Practice questions and revision for the exam

Attend extra-curricular clubs and practices where appropriate to prepare for the internal assessment.

Product Design

There will be a controlled assessed task in Year 11 which will be completed at school. Students will have the equivalent of 35 hours to complete the project and to develop a product. The coursework project will have a range of tasks from research to designing and evaluation.

Students in Year 11 have started the project and have chosen from the following design briefs set by the WJEC:

Brief 1: Designing for a sustainable future

Design and make an innovative, sustainable proposal to improve or replace an existing product(s).

Brief 2: Revitalised/modernised product

Research and identify a particular product and revitalise/modernise that product by clearly introducing specific changes.

Brief 3: Enhancing everyday life

Research into problems that would help a person or persons carry out basic important tasks in everyday life.

Coursework: 50% of final grade

Students will need to be independent at times, especially when undertaking primary research tasks and they should explore design possibilities through iterative design methods.

Exam 50% of final grade

Exam: this will be at the end of the year. Students will have to answer a variety of questions relating to product design in industry. They will need to use their revision folders to prepare notes and to revise from prior to the exam.

Homework: Practice questions and revision for the exam; preparation for the coursework

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 organized around key questions and learners should be encouraged to pose philosophical questions of their own.

The full programme of study is outlined below:

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

In Year 11 students will study Unit 2: Religion and Philosophical Issues

The core themes assessed in this unit are:

- Christianity
 - o Beliefs: The Bible and The Afterlife
 - o Practices: Life's Journey and Special Places
- Buddhism
 - o Beliefs: Three Lakshanas and the three Jewels
 - o Practices: Places of worship/Puja and Ethical Behaviour
- Issues of Relationships
 - o Relationships
 - o Sexual relationships
 - o Issues of equality: gender prejudice and discrimination
- Issues of Human Rights
 - o Human Rights and Social Justice
 - o Prejudice and Discrimination
 - o Issues of wealth and poverty

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

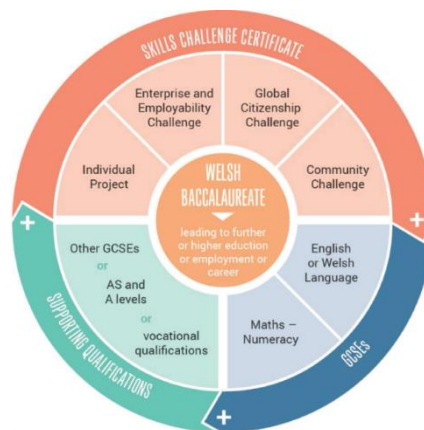
If you need any further support please contact Mrs J. Jacques-Butterworth.

Welsh Bacallaureate

Key Stage 4 Welsh Bacallaureate

Through the Welsh Bacallaureate 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 Bacallaureate 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 Bacallaureate 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 Bacallaureate.



In year 11 students complete the Individual Project worth 50% of the Skills Challenge Certificate.

The Individual Project helps students to develop their skills, through carrying out a research activity in an area of personal interest or one that reflects their future educational or career aspirations.

The Individual Project should be presented in written form of 1,000 – 2,000 words in length, with or without a product/artefact. Written work should be word processed and include a variety of graphs, images, statistical tables, diagrams and drawings.

The Supporting Qualifications include **two** mandatory GCSEs of English Language or Welsh Language **and** Mathematics-Numeracy. A further **three** GCSEs are also required, of which two may be of equivalent qualifications (eg: BTEC).

To meet the National Key Stage 4 Welsh Bacallaureate requirements all **five** of the Supporting Qualifications must be achieved at grades A*-C.

There is no Welsh Bacallaureate exam