Introduction

2020 has certainly been a different year and one which we will never forget. As we enter the halfway mark to Year 9, I know how hard you have worked to perform to the best of your abilities with your current studies. As we move through unchartered territories with classroom changes and asynchronous learning, please be assured our staff will continue to support you to the best of their abilities.

While much of your focus is naturally on your studies this year, it is also important that you start to think about the choices available to you from next September. Until Year 10, you are expected to follow the full range of subjects on offer as part of the curriculum at school. However, from September you will focus on those subjects which you have demonstrated a high degree of interest in. Naturally, you will have shown a good level of ability too. This will enable you to be successful at GCSE!

During the process of selection of courses, it is really important that you discuss your thoughts with us. We will need to have an indication of choices from you before the end of the year, which is designed to help us understand which subjects are popular so that we have the correct staffing available for you. However, it is worth noting that all courses are subject to supply and demand. In other words, we cannot offer a course which does not have enough interest!

While you will have made your choices by February in the spring term, it is crucial that you continue to display the necessary dedication and effort in those subjects you may not be following beyond Year 9. After all, you have worked hard and deserve to finish the year with great success.

There are a number of key dates you should be aware of

Free Option Process (Monday 16th November – Friday 4th December 2020)

You will be able to access options choices via SIMS Options at www.sims-options.co.uk. To log in please use your school email address and your activation code (received via email).

You will be asked to identify three potential areas of study that you may be interested in at this point in time;

- Sunday 6th December 2020 (6.00pm)
  Deadline: Closing date for the completion of “free options” online;
- Wednesday 13th January 2021 – Parents’ Evening 3.20pm;
  This will be an opportunity for your parents to meet (virtually) with subject teachers to discuss your progress, strengths and final option choices;

Formal Option Process (Monday 11th January 2021 – Sunday 7th February 2021)

You will need to log on to www.sims-options.co.uk and confirm/update your option choices. You must select three subjects, one subject from each column;

- Sunday 7th February 2021 (6.00pm);
  Deadline: Closing date for completion of option choices online; and
- February/March 2021
  You will have an appointment to meet with a member of staff to discuss your aspirations and subject choices at Key Stage 4. A form summarising final option choices will be issued to allow parents to authorise the subjects chosen.

While this is a key period of time for you, making some very important decisions, please be assured there will be plenty of support on hand. Your form tutor, subject teachers, head of year and older students will be able to give you the help necessary to make “informed” decisions.

Good luck in making these choices and I am sure that whatever you do, you will achieve your best!

Sarah Parry
Head of School
Art & Design

Examination Board
WJEC

Assessment Summary
Non-examination Assessment 1 (Portfolio 60%)
Non-examination Assessment 2 (Sustained Focus 40%)
All work is internally assessed and externally moderated

Assessment details
- Non-examination Assessment 1 (Portfolio 60%). In addition to classwork students are required to undertake independent study in support of their portfolio work (contextual research/reflective recording).
- Non-examination Assessment 2 (Sustained Focus 40%). Preparatory period culminating in 10 hours sustained study under exam conditions.

Course description
The GCSE provides students with a wide range of creative, exciting and stimulating opportunities through which to explore their interests in Art and Design. The course builds on students' skills at all ability levels and enables them to become confident, creative learners and independent thinkers.

Students initially engage with two coursework projects. Crucially they then develop aspects of this work according to their own interests and ideas. All students are monitored and supported to work to their strengths. They present a portfolio of all their work and outcomes at the end of the course. The coursework experience prepares students well for the exam, the preparatory work for which starts in January of Year 11.

Throughout the course students are required to undertake independent research and to collect and organise visual information. They develop their knowledge of skills and processes and present their own interpretation and ideas through the making of their own personal response. Work is assessed holistically and preparatory sketchbook work forms an intrinsic part of each project.

What skills do I need?
Students must be prepared to carry out research independently and to give their best effort in producing the required quantity of work in order to practise and fully develop skills and techniques. Students will need to be able to think about other artists’ ideas and to consider new and alternative viewpoints and solutions. Students need to have an interest in practical and creative ways of working. Art enhances fine motor skills, problem solving skills, lateral thinking, complex analysis and critical thinking skills.

Useful websites
www.lightboxresource.co.uk
https://www.bbc.co.uk/bitesize/tags/zkjnwty/jobs-that-use-art-and-design/1

Email contact wicksa@bishopofllandandaff.org
Business Studies

Examination Board
WJEC

Assessment Summary
2 written papers
No Non-examination Assessment

There is one tier of entry allowing candidates to gain grades A*- G

Assessment details
Unit 1 Business World
2 hour written examination (62.5%). A mix of short answer and structured questions based on stimulus material covering all of the specification content.

Unit 2 Business Perceptions
1 hour 30 minutes written examination (37.5%). Data response questions covering all of the specification content.

Course description
The subject content enables students to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students are required to develop an understanding of how these contexts impact on business behaviour in the economy of Wales and the rest of the UK.

The content is presented in six clear and distinct topic areas

• Business activity;
• Influences on business;
• Business operations;
• Finance;
• Marketing; and
• Human resources.

Students will be expected to draw on their knowledge and understanding of the subject content to

• use business terminology to identify and explain business activity;
• apply business concepts to familiar and unfamiliar contexts;
• develop problem solving and decision making skills relevant to business;
• investigate, analyse and evaluate business opportunities and issues; and
• make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Students will learn through a variety of methods, including group work, presentations, internet research, case studies and educational visits. Each student will be provided with a printed workbook for each topic studied. This booklet will contain all the notes required for the course.

Email contact jenkinse@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Business Studies
Computing

Examination Board
WJEC

Assessment Summary
Unit 1 Written Paper (50% 1 hour 45 minutes)
Unit 2 On-screen examination (30% 2 hours)
Unit 3 Non-examination assessment (20%)

Assessment details
Unit 1 Understanding Computer Science
1 hour 45 minutes Written Exam Paper (100 marks - 50% of GCSE). This examination will assess understanding of the theory content of the specification with a mixture of short, medium and longer answer questions.

Unit 2 Computational thinking and programming
2 hour on-screen examination set by WJEC. This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Unit 3 Software Development
Non-examination assessment (80 marks 20% of GCSE). This non-examination will give candidates the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by WJEC.

Unit 3 will be internally assessed using WJEC set criteria and externally moderated.

Course description
We will be using the Python programming language for GCSE coursework. This is a free language that can be downloaded onto any platform including Windows, Mac etc. Students will need to
• understand standard programming techniques;
• be able to design a coded solution to a problem including the ability to
  • develop suitable algorithms; and
  • design suitable input and output formats; identify suitable variables and structures; and identify test procedures;
• create a coded solution fully annotating the developed code to explain its function; and
• test their solution
  • to show functionality;
  • to show how it matches the design criteria; and
• identifying successes and any limitations.

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

Email contact huntn@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Computer Science
Assessment Details
Unit 1 The Digital World (40%) On-screen examination
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.

Digital Practices (40%) Non-examination 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 Communicating in the digital world (20%) Non-examination 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.

Course description
The WJEC GCSE qualification in 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.

Email contact huntn@bishopofllandaff.org
Assessment details

Task One – 40% Devising Theatre
Students will create a practical performance based on supplied stimuli, linked with a practitioner or style explored during the course. Students will also produce an evaluation of the final product. This work will be recorded, internally assessed and externally moderated.

Task Two – 20% Scripted Performance
Students will develop and participate in a performance based on two extracts from one published play studied. This will be externally assessed by a visiting examiner.

Task Three - 40% Theory
Students will practically study a set text from a prescribed list to generate understanding of the play’s characteristics and context. Students will sit an exam answering questions which will assess their ability to analyse a text from the perspective of a performer and designer. The exam will also feature a section which assesses students’ ability to critically analyse and evaluate a live theatre production seen over the course of the GCSE.

Through the course students will gain an understanding of the basic elements of theatre, exploring a variety of genres, styles and practitioners through practical workshops. Students will develop performance and creative skills as well as the ability to analyse and evaluate theatre performance.

Enrichment
As part of the GCSE course, students will be offered the opportunity to attend a variety of theatre visits and participate in workshops with professional theatre companies. There are regular opportunities held after school for students to rehearse practical work and to check their understanding of theory work.

Students will also be offered the opportunity to support younger students through working with Drama Club and to view the practical work of A Level students.

Skill Development
The GCSE course is very rewarding and delivers a range of skills that will support the learning of students in other subject areas. For example skills such as working collaboratively, problem solving and communication are areas that are constantly being developed in Drama. There is also a high literacy content to the subject.

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Course description
This course offers a unique opportunity in the curriculum for students to identify and solve real problems by designing and making products or systems. They will be prepared to participate confidently and successfully in an increasingly technological world, be made aware of and learn from, wider influences, including historical, social/cultural, environmental and economic factors. The specification enables students to work creatively when designing and making, and apply technical and practical expertise, in order to

- develop an appreciation of the importance of creativity and innovation to good design practice;
- actively engage in the processes of design and technology to develop as effective and independent learners;
- understand the key principles of designing and making;
- use their knowledge, skills and understanding to make design decisions in order to make a quality prototype;
- analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life; and
- critically analyse links between the principles of good design, existing solutions and technological knowledge.

Students will learn the following techniques
- The use of disperse dyes, the heat press and various other transfer techniques;
- Dye and screen printing;
- Fashion illustration;
- Laser cutting;
- Using the sewing machines and digital embroidery machines;
- Hand embroidery and appliqué methods; and
- Laminating and bonding fabrics.

Email contact patersong@bishopofllandaff.org
Course description
The GCSE in Food and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages them to cook, 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.

This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas promotes flexibility of delivery. The provision of a choice of tasks within the non-examination assessment will ensure students are able to complete assessments suitable to their needs and that of the centre.

By studying food preparation and nutrition students will be able to

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks;
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food; and
- understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas and modify existing recipes.

Email contact patersong@bishopofllandaff.org
**Geography**

**Examination Board**
WJEC

**Assessment Summary**
3 written papers (one will be an in-class assessment)
1 hour 30 minutes each

**Assessment details**
Unit 1 Rivers, coasts, landscapes, tectonics, place and rural-urban links;
Unit 2 Weather, climate and ecosystems; development and resource issues; social development issues; and
Unit 3 Fieldwork Enquiry.

**Course description**
This course incorporates both art and science disciplines and provides students with an excellent knowledge of both the human and physical landscapes and their complex interactions. This course is one of our most exciting and contemporary, challenging students to think, enquire, research and debate. The course reflects some of the most urgent and challenging issues and changes facing our planet today, ranging from international displacement of people to global governance of the world's oceans including the global plastic crisis. It provides students with a range of knowledge and skills highly valued by employers. The Guardian 2017 regards Geography as one of the top A Levels to acquire equipping students with the skills required for all future employment opportunities.

Students can expect lessons to be both challenging and stimulating with a variety of mediums and techniques used to deliver concepts and develop their skills and understanding.

The department prides itself in offering help and support to those encountering difficulties with any aspects of their study. We welcome regular communication with parents/carers so together we can ensure every student achieves their full potential.

visit Twitter @BOLHS_geog to see all of our recent trip visits and up to date teachings and classwork examples

**Email contact** evansl@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Geography
Health and Social Care

Examination Board
WJEC

Assessment Summary
Unit 1 Human growth, development and well-being Written examination, 1 hour 30 minutes (40%)

Unit 2 Promoting and maintaining health and well-being Non-exam assessment, approximately 25 hours (60%)

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

Students will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

This specification has been designed to include contemporary issues in relation to the provision of an ethical and sustainable health and social care, and childcare system in Wales, and to enable students to make informed decisions about further learning opportunities or continuing into related career choices.

By studying Health and Social Care, and Childcare students will be able to

- develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care, and childcare contexts;
- actively engage in the study of health and social care, and childcare to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds;
- appreciate a range of perspectives on the impacts of health and social care, and childcare services on wider society;
- consider how health and social care, and childcare practice should be ethical and support a sustainable health and care system;
- develop and apply skills relevant to health and social care, and childcare including using and interpreting data; and
- develop an awareness of career pathways available within the health and social care, and childcare sector.

Email contact patersong@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Health & Social Care
History

Examination Board
WJEC

Assessment Summary
3 written papers (3 hours 15 minutes) (80%)
Non-Examination Assessment (20%)

Course Description/Assessment details
Students will sit three written papers involving the study of distinct topic areas.

Unit 1 ‘Wales and the wider perspective’
Written examination (1 hour) (25%)
Students will study ‘Depression, War and Recovery, 1930-1951’. This will focus on the impact of aspects such as the Second World War on British life.

Unit 2 A further study in-depth: ‘History with a European/World Focus’
Written examination (1 hour) (25%)
Students will study ‘Germany in Transition, 1919-1939’. This will focus on the rise of the Nazi Party and Hitler in Germany during the 1920s and early 30s as well as Hitler’s transformation of Germany after he comes to power in 1933.

Unit 3 A thematic study
Written examination (1 hour 15 minutes) (30%)
Students to study ‘Changes in Crime and Punishment, c.1500 to the Present Day’. This will focus on the changes in both crimes and punishments over 500 years, such as the changing nature of crime: from heresy, to highwaymen to terrorism.

Unit 4 Working as an historian
Non-Examination Assessment (NEA) (20%)
Students will likely complete the NEA through the topic ‘Martin Luther King and Segregation’. This will focus on racism in the southern states of America in the 1950s/60s as well as the role of MLK on the Civil Rights Movement of the 1960s.

This facilitates the development and assessment of historical and wider skills through two separate tasks. One with a focus on source evaluation within the creation of an historical narrative; and the second with a focus on the formation of different historical interpretations of history. The majority of preparatory work for the task will be done in lesson time under teacher supervision.

Useful websites
The ‘History Learning Site’; ‘History Today’ and the history section of the BBC website are rich sources of information on the content covered at GCSE level.

Email contact hartb@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE History
Languages – French, German and Spanish

Examination Board
WJEC

Assessment Summary
Unit 1 Speaking (25%)
Unit 2 Listening (25%)
Unit 3 Reading (25%)
Unit 4 Writing (25%)

Students are welcome to carry on studying the language they have been studying at KS3.

Assessment details
Unit 1 Speaking oral assessment (60 marks)

Foundation paper (7-9 minutes); or Higher paper (10-12 minutes)
Three tasks: a role play, a discussion based on a photograph, and a conversation

Unit 2 Listening written examination (60 marks)
Foundation paper (35 minutes); or Higher paper (45 minutes)
Listening comprehension tasks with non-verbal and written responses

Unit 3 Reading written examination (60 marks)
Foundation paper (1 hour); or Higher paper (1 hour 15 minutes)
Reading tasks with non-verbal and written responses, including one translation task from French into English

Unit 4 Writing examination (60 marks)

Foundation (1 hour 15 minutes); or Higher paper (1 hour 30 minutes)
Writing tasks, including one translation task from English into French

No dictionaries are allowed in any of the exams.

Course description
The GCSE Modern Foreign Languages courses build on work covered in Key Stage 3, deepening knowledge of French, German or Spanish language and cultures through a range of topic areas. A variety of teaching techniques and resources are used. Students learn through whole class teaching, pair and group work and individual research. Students are given opportunities to develop their thinking skills and to evaluate their own and others’ work against exam criteria.

Email contact:
penacqv@bishopofllandaff.org

Scan the QR code to access the specification and to find out other important information for languages

French  German  Spanish
Music
Examination Board
WJEC

Assessment Summary
1 written paper (1 hour) Appraising (MUS3) (30%)
Non-examination Assessment 2 units (70%)

Assessment details
Unit 1 Performing (35%)
Section A Performance (30%) A minimum of two pieces; solo and ensemble; duration of 4-6 minutes per performance.
Section B Programme Note (5%) A programme note for one of the pieces chosen for performance, linked to an area of study.

Unit 2 Composing (35%)
Section A Composing (30%) Two compositions, one of which must be in response to a brief set by WJEC. The second composition is a free composition for which students set their own brief. Each composition will be 3-6 minutes in duration.
Section B Evaluating (5%) An evaluation of the piece composed in response to a brief set by the WJEC.

Non-exam assessments are internally assessed and externally moderated.

Unit 3 Appraising (30%)
This unit is assessed via a listening examination (1 hour)
There are eight questions in total, two on each of the four areas of study; Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. Two of the eight questions will be based on prepared extracts set by the WJEC.

Course description
Students learn to perform and compose music; listen to features in music; develop creative skills; develop analytical skills; make decisions; work in teams and develop communication skills. All music students are expected to participate in various extra-curricular music activities, both in school and at county level.

Useful websites
www.themusicland.co.uk (subscription)
http://www.musicatschool.co.uk
www.mtrs.co.uk (subscription)
http://naxos.com/education/glossary.asp

Websites to support Performing www.abrsm.org/resources/theseMusicExams0607.pdf ABRSM guide
To practical music examinations www.abrsm.org/?page=students/advice/practiceTips.html
Tips on how to practise YouTube, various performances
To support Composing: http://www.ng-cymru.org.uk/
Resources for teaching composition for different areas http://www.bbc.co.uk/blast/music/tipsandtools/
Online revision and listening tasks http://hwb.wales.gov.uk
Glossary of terms with some audio examples http://www.essentialsofmusic.com/glossary/glossary.html
National Orchestra of Wales website
http://www.bbc.co.uk/wales/now/BBC

Email contact lloydf@bishopofllandaff.org
**Physical Education**

**Examination Board**
WJEC

**Assessment Summary**
1 written paper (2 hours) (50%)
Internal assessment (50%)
3 Practical Sporting Performances; and
Personal Fitness Programme Controlled Assessment

**Assessment details**
Unit 1 Introduction to Physical Education (50%)
Written examination (2 hours)
Topics to be studied include anatomy and physiology applied to performance, biomechanics in sport, the development of skill and the social issues affecting participation. These topics aim to prepare students for AS, A2 and Level 3 BTEC work.

Unit 2 The Active Participant in Physical Education (50%)
Students are assessed in three different activities in the role of a performer; one activity must be an individual sport, one team sport and one other activity that can be either individual or team based. One activity will be a major activity which will have a personal fitness programme linked to it. This will be completed during both independent study time and as a non-examination assessment.

**Course description**
The GCSE Physical Education Course is best suited to students who possess a genuine enthusiasm and practical aptitude for the subject. It is essential that they are actively involved in sport through school extra-curricular activities and/or outside clubs or agencies. An interest in the sciences will also ensure that students fully engage in their studies in GCSE Physical Education.

The syllabus allows students to extensively develop both their practical and theoretical knowledge from the standards achieved during previous key stages. The wide range of topics relating to sport and physical activity are studied through classroom-based lessons and the use of our sporting facilities. Wherever possible key concepts are covered through direct application during practical experiences before being applied to written examination techniques.

The five key areas of study are health, training and exercise, exercise physiology, movement analysis, psychology of sport and socio-cultural issues in sport. These are examined through a variety of question types including pieces of extended writing where topics are discussed in relation to one another. The interpretation of data in various forms is an integral aspect of each area of study.

**Email contact** poterr@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Physical Education
Product Design

Examination Board
WJEC

Assessment Summary
Unit 1
1 written paper (2 hours) (50%)

Unit 2
Design and Make Task non-examination assessment
(approximately 35 hours) (50%)

Course description
Design & Technology offers a unique opportunity for students to identify and solve real problems by designing and making products or systems. They will be prepared to participate confidently and successfully in an increasingly technological world and become aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. This specification will enable students to work creatively when designing and making, and apply technical and practical expertise in order to:

- develop and appreciation of the importance of creativity and innovation to good design practice;
- actively engage in the processes of design and technology to develop as effective and independent students;
- understand the key principles of designing and making;
- use students’ knowledge, skills and understanding to make design decisions in order to make a quality prototype;
- analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life; and
- critically analyse links between the principles of good design, existing solutions and technological knowledge.

The course will include the following aspects:
- Prototyping and 3D model making.
- Use of a range of hand tools and CNC machinery; and
- Manufacturing techniques that include vacuum forming and injection moulding, micro and nanotechnology.

Email contact patersong@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Product Design
Science Triple

Examination Board
WJEC

Assessment Summary
3 separate Science courses (3 GCSE grades)
Each consists of 2 papers (90%) and 1 practical assessment (10%)

Assessment details
6 written examination papers (2 per Science course)
3 exams in June of Year 10: Biology 1, Chemistry 1 and Physics 1
3 exams in June of Year 11: Biology 2, Chemistry 2 and Physics 2 (1 hour 45 minutes each)

Practical Assessment
1 practical unit per GCSE (10% of qualification) to be completed in the Spring Term of Year 11 (3 practical assessments in total).

Course description
Students should consider Separate Science if they enjoy science and are motivated learners with an interest in studying the additional content to the compulsory science courses. The courses are an excellent grounding for A Level biology, chemistry and physics. The suitability of this course for individual students will be reviewed by the department and guidance will be given during student interviews following the submission of options. Those who are interested may seek advice from their science teachers prior to choosing to study separate science.

Exam papers are available at 2 tiers, Higher and Foundation. Students can sit a combination of tiers if their ability differs between biology, chemistry and physics. In order to determine the tier of entry the subject teachers will use evidence from internally assessed topic tests and homework tasks as consideration of a student’s estimated grade and the attitude towards learning they have shown during lessons.

Useful websites
Revision material
https://www.samlearning.com/
www.s-cool.co.uk
www.docbrown.info for chemistry
http://www.bbc.co.uk/schools/gcsebitesize/science/

Email contact emeryk@bishopofllandaff.org
Skills Challenge Certificate*

BTEC Level 2 Course in Life Skills

On successful completion of the course students will be awarded an equivalent B grade at GCSE.

Course description
The Sweet* course provides a package of core learning outcomes from success in life and the world of work. Students follow a high quality and comprehensive curriculum, through the completion of bespoke resources, which are specifically designed to meet the requirements of the course.

Sweet* does not entail any examinations, and is purely a portfolio-based approach to learning.

Students will complete 8 units of work, the final 3 of which provide additional support for the Welsh Baccalaureate Qualification
• Personal Identity;
• Managing Relationships;
• Healthy Living;
• Moving Forward;
• Money Matters;
• Global Citizenship;
• Community; and
• Enterprise and Employability.

Students will learn through a variety of methods, including group work, presentations, internet research and case studies. Each student will be provided with a printed workbook for each topic studied. This booklet will contain all the notes required for the course.

Email contact dolanm@bishopofllandaff.org
**Assessment details**

Unit 1 Improving sporting performance (30%)
This unit will be completed via a series of non-examination assessments. Topics to be studied include; the factors affecting sporting performance; how to measure sporting performance and the strategies used to improve sporting performance. These topics aim to prepare students for AS, A2 and Level 3 BTEC work.

Unit 2 Fitness For Sport (40%)
This will be completed via a 90 minute written examination. Topics in this unit include; body systems and their response to exercise (short and long term effects), components of fitness needed for a variety of sporting activities/how and why we test these components and finally the methods/principles of training that can be applied to improve the components of fitness.

Unit 3 Coaching Principles (30%)
This unit will be completed via a series of controlled assessments. The aim of this unit is to provide students with the appropriate knowledge and skills to be able to plan, lead and evaluate a sporting activity.

**Course description**

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire students to follow into a worthwhile qualification that provides an insight specifically into sports performance and coaching. It does not require the student to be practically efficient at sports (unlike the GCSE), but instead is designed to develop a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess performers needs and identify action plans to develop physical fitness for sport or health, and how to coach different groups with different needs.

The knowledge and skills gained provide a clear grounding within the sport/sports coaching sectors for those students that may choose a career in sport, leisure, fitness instruction and coaching. Topics relating to sport and physical activity are studied through classroom-based lessons and the use of our sporting facilities. Wherever possible key concepts are covered through practical experiences before being applied to written examination/non-examination assessment techniques. Where possible the non-examination assessments in Unit 1 and 3 will be completed practically such as leading coaching sessions within Unit 3.

**Email contact** potterr@bishopofllandaff.org
Assessment Details

Written examinations
1 for English Literature in Year 10 with re-sit opportunities in Year 11 (2 hours, 35%)
1 for English Literature in Year 11 (2 hours, 40%)
2 for English Language in Year 11 (2 hours (80%)

Non-examination Assessment
2 English Language speaking and listening tasks (10% of marks each)
1 extended Shakespeare and poetry analysis (completed in 2 parts, 25%)

Course description
The two courses aim to develop an understanding of literature alongside competence in the English language, increasing students’ ability to confidently construct and convey meaning through speech and writing.

The integrated skills of Speaking and Listening, Reading and Writing will build upon the foundations created in Key Stage 3. As in previous years, the school plans to enter all students for the two subjects of English Language and English Literature. They will be assessed through non-examination assessments (for "Speaking and Listening" in English Language and for "Shakespeare and Welsh Writing in English" in English Literature) and also through final written examinations.

The Reading sections of both English Language papers are now more closely aligned to the National Reading Tests undertaken in KS3, testing understanding of a wider range of materials including (for example) graphs, charts and tables. Year 9 assessments, along with teacher recommendation will determine teaching groups for the GCSE years.

Email contact dodwellc@bishopofllandaff.org

Scan the QR code to access the specification and to find out other important information for English
Course description
All Key Stage 4 students will study two distinct GCSE qualifications as part of the Mathematics course
GCSE Numeracy; and
• GCSE Numeracy Unit 1; Non-Calculator paper (50%); and
• GCSE Numeracy Unit 2; Calculator paper (50%).

GCSE Mathematics
• GCSE Mathematics Unit 1; Non-Calculator paper (50%); and
• GCSE Mathematics Unit 2; Calculator paper (50%).

The GCSEs are divided into 3 tiers and all students will be prepared and entered for the tier most appropriate
to their mathematical development.
• Higher Tier (Grades A* - C);
• Intermediate Tier (Grades B – E); and
• Foundation Tier (Grades D – G).

It is possible for a student to sit papers at a different tier of entry for each qualification if appropriate but all
students will complete both qualifications as part of the course. There is no non-examination assessment in
either qualification at GCSE.

Course description
GCSE Numeracy
This qualification assesses the mathematics that students will need in their everyday lives, in the world of
work and in other general curriculum areas. There is roughly a 90% crossover of content with the GCSE
mathematics course.

GCSE Mathematics
This qualification will extend and assess the mathematics needed for progression in scientific, technical and
further mathematical study. It is designed to enable students to develop their knowledge, skills and
understanding of mathematical methods.

Useful websites
www.hegartymaths.com
www.corbettmaths.com
www.mathsdiy.com

Email contact jonesg@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Maths
Religious Studies
(Compulsory)

Examination Board
WJEC

Assessment Summary
2 written papers (2 hours) (100%)
One paper in the summer of Year 10 (50%)
One paper in the summer of Year 11 (50%)

Course description
The topics of study are

- Christian Beliefs and Practices which includes; Beliefs about the Nature of God; The Trinity; Beliefs about Creation; and Beliefs about Human Nature.
- Muslim Beliefs and Practices which includes; The Nature of God in Islam; The Muslim Beliefs on Creation; Human Nature According to Islam; and The 5 Pillars of Islam.
- Philosophical Concepts: Life and Death which includes; Religious and Humanist Attitudes towards the Sanctity of Life; Medical Ethics; and Life after Death.
- Philosophical Concepts: Good and Evil which includes; Religious Attitudes towards Good and Evil; Philosophical Explanations on the Origins of Evil; Moral Decision Making; Sources of Moral Authority; and Religious and Humanist Attitudes towards Punishment and the Death Penalty.

For all kinds of reasons, good and bad, religious and moral issues play a significant role in modern society. Religions have always asked fundamental questions, such as; Is it ever right to go to war? What is the true meaning of life? What happens to us after death? Why do innocent people suffer? Whether you consider yourself a religious person or not, religious studies offers you the opportunity to explore these religious and moral issues and have your say!

This extremely relevant and stimulating course of study proves enjoyable to students because it begins with their own experiences of life and enables them to understand the world in which we live. GCSE Religious Studies not only allows students to deepen and utilise their understanding of Christianity, but also broaden their understanding of other world religions such as Islam and Humanism.

Throughout the two year course, students will develop a number of skills including communication, working with others, constructing clear and logical arguments, research, literacy, critical Thinking and many more. Moreover, they will be provided with a valuable qualification that will equip them for the future in further education or a vast number of careers. Many industries and employers value those who can work with others in a respectful manner, who can construct an argument with the use of sound reasoning, who have an awareness of the world around them and who possess an understanding and an appreciation for the beliefs of others.

Email contact jonese@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for GCSE Religious Studies
Science
(Compulsory)

Examination Board
WJEC

Assessment Summary
Double Award Science
6 written papers (90%); and 1 Practical Assessment (10%)
Double Applied Science
3 written papers (70%); and 2 Practical Assessments (30%)

Assessment details
Double Award Science
6 written examinations; each worth 15% of the qualification (1 hour 15 minutes each).
Biology 1, Chemistry 1 and Physics 1 will be taken in Year 10.
Biology 2, Chemistry 2 and Physics 2 will be taken in Year 11.

Practical Assessment
1 practical unit worth 10%. It will be completed in the Spring Term of Year 11.

Double Applied Science
3 Written exams (1 hour 30 minutes each)
Unit 4 Task Based Assessment completed in lesson time (Autumn Term Year 11)
Unit 5 Practical Unit (Spring Term Year 11)

Course description
Students will be offered the course that best suits their personal skills profile. The Double Award Science has the most similarities to the traditional science pathway, while the Double Applied Science course is more vocational with less exams. It is still a GCSE course and is comparable to the double award science course but will not be a suitable pathway for students aiming to study A Level Science.

Both Science courses generate 2 GCSE grades for students.

All exams are available at Higher and Foundation tiers; the tier of entry is submitted in January of the examination year. Students can sit combinations of tiers of entry if their ability differs between biology, chemistry and physics. In order to determine the tier of entry the subject teachers will use evidence from internally assessed topic tests and homework tasks as well as consideration of a student’s target grade during lesson time and the attitude towards learning they have shown.

Revision material
www.s-cool.co.uk; www.docbrown.info for Chemistry
http://www.bbc.co.uk/schools/gcsebitesize/science/

Email contact emeryk@bishopofllandaff.org

Scan the QR code to access the specification and to find out other important information for Science

Double Award Science  
Double Applied Science
Welsh Baccalaureate (Compulsory)

Examination Board
WJEC

Assessment Summary
Non-examination assessment only

Assessment details
Three challenges and an individual project
In Year 10 Enterprise and Employability Challenge (20%); Global Citizenship Challenge (15%); and Community Challenge (15%).
In Year 11 Individual Project (50%).

Students must achieve the National Skills Challenge Certificate together with the following:
- GCSE English Language at grade A*-C;
- GCSE Mathematics-Numeracy or Mathematics at grade A*-C; and
- A minimum of three further GCSEs grade A*-C, of which two may be equivalent qualifications.

Course description
The Welsh Baccalaureate aims to develop an understanding of essential and employability skills. These are the skills that employers and higher education establishments value which students need for their future careers and life.

Through the three challenges and the individual project, the seven essential and employability skills are
- Literacy;
- Numeracy;
- Digital Literacy;
- Critical Thinking and Problem Solving;
- Planning and Organisation;
- Creativity and Innovation; and
- Personal Effectiveness.

The essential skills are presented through a variety of real-life contexts, providing a theoretical underpinning of knowledge and techniques related to skills and allowing students to demonstrate these. For example, in the Enterprise and Employability challenge, students are encouraged to plan and develop a marketing strategy to bring a new product to the marketplace, providing costing and taking part in 'Dragons Den' style presentations and meetings.

In the Global Challenge students reflect on current global issues and develop their own standpoint. They use their critical thinking and problem solving skills to analyse the issue and raise awareness. In the Community Challenge students have the opportunity to plan their own activities working within our school community.

The Individual Project (which takes the structure of a mini-dissertation) encourages students to carry out a research activity in an area of personal interest or one that reflects future educational or career aspirations. They explicitly develop skills in digital literacy, planning and organisation, critical thinking and problem solving then apply them to produce a formal report, a highly relevant skill for future study.

Email contact johnsonj@bishopofllandaff.org

Scan this QR code to access the Specification and to find out other important information for Welsh Baccalaureate Qualification
Assessment details

Unit 1 A Speaking Response to a Visual Stimulus (25%)
10% Speaking and 15% Listening;
Pair 6-8 minutes; Group of 3; 9-12 minutes;
Students watch a visual stimulus clip and respond on paper – Listening and Viewing comprehension and then engage in a discussion about what has been viewed.

Unit 2 Communicating with others (25%)
20% Speaking and 5% Listening;
Pair 6-8 minutes; Group of 3; 9-12 minutes;
The pair/group task will be based on stimuli provided by the WJEC in order to stimulate discussion.

Unit 3 Specific and Directed (25%)
A written examination (1 hour 30 minutes);
15% Reading and 10% Writing;
Writing and Reading tasks – responding non-verbally and in writing; one translation task – English to Welsh; and one reading test task.

Unit 4 Descriptive, Creative and Imaginative (25%)
A written examination (1 hour 30 minutes);
10% Reading and 15% Writing;
Writing and Reading tasks – responding to non-verbally and in writing.

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