INTRODUCTION

As you enter the halfway mark in Year 9, it is 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

- **Monday 28th November – Friday 9th December 2016**
  You will be issued with a password to log-on to the Careers Wales website (www.careerswales.com) to familiarise yourself with potential courses on offer at The Bishop of Llandaff. You will be asked to identify three potential areas of study that you may be interested in at this point in time;

- **Wednesday 11th January 2017 – Parents’ Evening**
  This will be an opportunity for your parents/carers to meet with subject teachers to discuss your progress, strengths and final option choices;

- **Sunday 15th January 2017 – 6:00pm**
  Deadline: Closing date for the completion of “free options” online;

- **Monday 23rd January – Monday 27th February 2017 - Formal Option Process**
  You will need to log on to Careers Wales online and make your option choices. You must select three subjects, one subject from each column. If a vocational course is selected it is equivalent to 2 GCSEs therefore counts as two choices;

- **Monday 27th February 2017 – 6:00pm**
  Deadline: Closing date for completion of option choices online;

- **February/March 2017**
  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!

Marc Belli
Headteacher
Assessment details:
- Controlled 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).
- Controlled Assessment 2 (Sustained Focus 40%). Preparatory period culminating in 10 hours sustained study under exam conditions.

Course description:
The GCSE in Art and Design 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 students 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?
You must be prepared to carry out research independently and to give your best effort in producing the required quantity of work in order to practise and fully develop your skills and techniques. You will need to be able to think about other artists' ideas and to consider new and alternative viewpoints and solutions. You 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. Results at GCSE are consistently very good with 96% of students achieving grades A*-C and 33% achieving grades A*-A in 2016.

What about afterwards?
A GCSE in Art and Design is an appropriate foundation for those students wishing to pursue opportunities within any of the creative industries. The skills developed by students undertaking a GCSE in Art and Design are relevant to a wide variety of occupations. A GCSE in Art and Design is advisable for those wishing to study the subject at A Level.

Useful websites:
www.wjec.co.uk
www.lightboxresource.co.uk

Email contact: LamontL@bishopofllandandaff.org
Assessment details:
There is one tier of entry allowing candidates to gain grades A*-G

Unit 1: Business World
Written examination: 2 hours (62.5% of qualification)
A mix of short answer and structured questions based on stimulus material covering all of the specification content.

Unit 2: Business Perceptions
Written examination: 1 hour 30 minutes (37.5% of qualification)
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. Learners 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
- 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;
- 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 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.

Useful websites:
WJEC GCSE Business website www.wjec.co.uk

Email contact: JenkinsE@bishopofllandaff.org
Assessment details:
Number of papers: 1
- Unit 1 - Written Exam Paper: 2 hours (40%)

Controlled Assessment (classroom based supervised assessment): Unit 2 (30%), Unit 3 (30%)
- Unit 2 comprises one task to be selected from a bank of three set by the WJEC. A child study is to be completed on a child between the age of 1 and 5 years old. The study will compare the "norms" of physical, intellectual, emotional or social development of the child at the time of the study.
- Unit 3 is one task to be selected from a bank of two set by the WJEC. The task is a food or textiles based project which will promote the development of the child.

Course description:
The course is designed to give students an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of five years within a variety of concepts.

It will enable students to extend their Design and Technological capability and their interdisciplinary skills to include all six key skills. Their capacity for imaginative, innovative thinking, creativity and independence relating to their personal interest will also be developed. Opportunities for students to develop their critical thinking will also be provided. It promotes an understanding of the social, emotional, physical and intellectual development of the child which is interlinked through the study of family, community and the responsibilities of parenthood.

The specification provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses including GCE Home Economics, GCE Health and Social Care, National Diplomas/Certificates in Health Studies/Care and CACHE Courses.

Useful websites:
www.wjec.co.uk

Email contact: PatersonG@bishopofllandaff.org
**Computer Science**

**Examination Board:**
WJEC

**Assessment Summary:**
Number of papers: 1
Unit 1: Written paper: Understanding Computer Science: 1 hour 30 minutes (45%)

**Controlled Assessment:**
Unit 2: Solving Problems Using Computers (30%)
Unit 3: Developing Computer Solutions (25%)

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**Assessment details:**
Number of papers: 1
Written Exam Paper: 1 hour 30 minutes (90 marks - 45% of GCSE)
Unit 1: Understanding Computer Science
This examination will assess understanding of the theory content of the specification with a mixture of short, medium and longer answer questions.

Controlled Assessments:
Unit 2: Practical investigation (30 marks - 30% of GCSE)
This assessment consists of a series of tasks set and marked by WJEC and completed on screen by candidates. These tasks will assess the practical application of knowledge and understanding.
Unit 3: Developing Computer Solutions (50 marks - 25% of GCSE)
This controlled assessment will give candidates the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by WJEC.

Units 2 and 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: 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;
  - 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
- Test their solution:
  - To show functionality;
  - To show how it matches the design criteria; and
  - Identifying successes and any limitations.

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

**Useful websites:**
Syllabus and course details: https://www.wjec.co.uk/qualifications/computer-science
Twitter@BOLHS_ICT

**Email contact:** DensleyAdamsM@bishopofllandaff.org
Drama

Examination Board:
WJEC

Assessment Summary:
Number of papers: 1
Theory paper (40%)
Devising Theatre (40%)
Scripted Performance (20%)

Assessment details/Course description:

- 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 plays’ 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. The exam will also feature a section which assesses students’ ability to critically evaluate a live theatre production seen over the course of the GCSE.

Through the course you will gain an understanding of the basic elements of theatre, exploring a variety of genres, styles and practitioners through practical workshops. You 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.

Useful websites:
http://www.wjec.co.uk/qualifications/drama/r-drama-gcse-from-2016/index.html

Email contact: LloydF@bishopoflandaff.org
Assessment details/Course description:
The GCSE in Food Preparation 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, 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.

Component 1: Principles of Food Preparation and Nutrition
Written examination: 1 hour 45 minutes (50% of the qualification - 100 marks)
Areas of Content:
- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Component 2: Food Preparation and Nutrition in Action (50% of the qualification - 100 marks)
Non-examination assessment
The non-examination assessment is composed of two assessments that are set by WJEC. Both assessments are to be completed in the academic year in which the learner is entered for the qualification. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.

Useful websites:
www.wjec.co.uk

Email contact: PatersonG@bishopofllandaff.org
French

Examination Board:
WJEC

Assessment Summary:
Number of papers: 3
Unit 2: Listening (25%)
Unit 3: Reading (25%)
Unit 4: Writing (25%)
Oral Assessment: 1
Unit 1: Speaking (25%)

Assessment details:

- Unit 1: Speaking, 60 marks: Oral test: 7-9 minutes (Foundation) 10-12 minutes (Higher)
  Three tasks: a role play, a discussion based on a photograph, and a conversation
- Unit 2: Listening, 60 marks: Written examination: 35 minutes (Foundation) 45 minutes (Higher)
  Listening comprehension tasks with non-verbal and written responses
- Unit 3: Reading, 60 marks: Written examination: 1 hour (Foundation) 1 hour 15 minutes (Higher)
  Reading tasks with non-verbal and written responses, including one translation task from French into English
- Unit 4: Writing, 60 marks: Written examination: 1 hour 15 minutes (Foundation) 1 hour 30 minutes (Higher)
  Writing tasks, including one translation task from English into French

Course description:
Those taking French GCSE in 2019 will be sitting the new specification which is being taught in schools from September 2016. Each skill is now worth 25% and candidates will, in most cases, be entered for either Higher Level papers or Foundation Level papers across all four skills. There are no Controlled Assessments, so all skills are tested in final exams in the summer of Year 11. No dictionaries are allowed in any of the exams, and the translation tasks are entirely new.

The GCSE French course builds on work covered in Key Stage 3, deepening knowledge of French language and culture 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 and are given opportunities to develop their thinking skills and to evaluate their own and others’ work against exam criteria. GCSE students have regular access to our French assistant, a native speaker, who works in small groups to develop oral skills.

French results in recent years have been very good indeed. In 2016 the pass rate at A*/A was 51%, with 95% at A*-C. French is also offered at AS and A Level.

Welsh students currently in Year 9 will be competing for university places in 2021 against their English counterparts who will have a GCSE in Modern Foreign Language as a compulsory subject in the English Baccalaureate. Many of the Russell Group of universities, which represents the top 30 higher education institutions in the UK, look very favourably upon a GCSE in a Modern Foreign Language. The Welsh Government in its recently published document ‘Global Futures’ is keen to promote foreign languages not only for the obvious educational benefits that study brings, but also for the country’s economic future in an increasingly international market, whatever the effects of Brexit may be.

Useful websites:
http://www.wjec.co.uk/qualifications/french/r-french-gcse-from-2016/
http://www.russellgroup.ac.uk/informed-choices/

Email contact: DownsG@bishopofllandaff.org
Assessment details:
Topics:
Unit 1: Rivers, coasts, landscapes, tectonics, Place and rural-urban links
Unit 2: Weather, climate and ecosystems; development and resource issues; Social development issues
Unit 3: Fieldwork Enquiry

Course description:
The WJEC Geography course incorporates both arts and science disciplines and provides students with an excellent knowledge of both the human and physical landscape. 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. It provides students with a range of knowledge and skills highly valued by employers and vital to further study in all areas of humanities and science subjects.

This year we are celebrating 100% A*-C at GCSE with 64% achieving A*-A. Many of our GCSE students go on to study Geography at AS and A2 level and annually we see many successful university applications for a range of disciplines including all areas of earth sciences. 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 aspect of their study. We welcome regular communication with parents and carers so that together we can ensure every student achieves their full potential.

Useful websites:
The WJEC Geography Specification for teaching from September 2016:
http://www.wjec.co.uk/qualifications/geography/geography-gcse/wjec-gcse-geography-spec-from-2016-e.pdf?language_id=1
BBC Bite size – for on line reading material & quick tests
BBC Class Clips – for short clips on a range of topics
www.wjec.co.uk – revision guide available

Email contact: KettlewellE@bishopofllandaff.org
Graphic Products

Examination Board:
WJEC

Assessment Summary:
Number of papers: 1
Written paper: 2 hours (40%)
Controlled Assessment (60%)

Assessment details:
Written paper:
Duration: 2 hours (40%)

Controlled Assessment:
The WJEC is responsible for 'task setting' and details of the controlled assessment tasks for Design and Technology will be forwarded to all centres in September each year.

Course description:
Students are required to complete one 30 hour design, make and evaluate task. The task is divided into two sections. Section A is concerned with designing the product and Section B is concerned with planning, making and evaluating the product. The task is time limited and teachers are required to monitor and verify this time limit.

During Year 10 students will learn to develop their skills within the focus area. This will assist them to complete the Controlled Assessment Task in Year 11 - 60% of final GCSE grade (classroom based and supervised assessment).

Design and Technology in Graphic Products is an established GCSE course within the suite of GCSE specifications offered by the WJEC. The course provides opportunities for students to apply aesthetic, moral, social, economic and industrial awareness in their design work. They are encouraged to use a range of communication skills, including verbal, graphical, ICT and modelling skills to help their thinking and their ability to take action in the process of designing.

Within the focus area students will study Material and Components, Product Analysis, Commercial Manufacturing Practices, Tools and Equipment, Graphic Designers and Sustainability, Computer Aided Design and Computer Aided Manufacture. This will include the following aspects:

- Sublimation Printing, Laser Cutting
- Pastel, Marker Rendering
- Colour Systems and Printing Methods
- Orthographic, Isometric and Geometrical Drawing
- Packaging

Useful websites:
www.wjec.co.uk

Email contact: PatersonG@bishopofllandaff.org
History

Examination Board:
WJEC

Assessment Summary:
Number of written papers: 3
Written papers: 3 hours 15 minutes in total (80%)
Non-Examination Assessment (20%)

Assessment details/Course description:
Written papers:
Students will sit three written papers which will involve the study of distinct topic areas:
- Unit 1: A study in depth: ‘Wales and the wider perspective’
  Written examination: 1 hour
  25% of qualification
  Students will study the following topic area – ‘Depression, War and Recovery, 1930-1951’
- Unit 2: A further study in depth: ‘History with a European/World focus’
  Written examination: 1 hour
  25% of qualification
  Students will study the following topic area – ‘Germany in Transition, 1919-1939’
- Unit 3: A thematic study
  Written examination: 1 hour 15 minutes
  30% of qualification
  Students will study ‘Changes in Health and Medicine, c.1340 to the present day’
- Unit 4: Working as an historian
  Non-Examination Assessment (NEA)
  20% of qualification
  NEA facilitates the development and assessment of historical and wider skills which cannot be effectively assessed under examination conditions.
  Unit 4 will involve the completion of two separate tasks: one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history. The topics chosen for the NEA must not replicate or overlap with the content of any of the examined units chosen. The majority of preparatory work for the task will be done in lesson time under teacher supervision. However, it is permissible for some preparatory work to be undertaken outside the lesson situation.

Why study History?
Employers value the subject because History at GCSE level and above develops a variety of skills. It enables students to develop an understanding of people’s feelings and what motivates them to think and act in a certain way. History also allows students to weigh up evidence, check for bias and develop both their written and oral skills.

Useful websites:
www.wjec.co.uk - The WJEC website gives more specific information on the examination units mentioned above.
www.jcq.org.uk - The JCQ website gives further information on the conduct expected of students while completing the NEA.
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: MorganK@bishopoflandaff.org
ICT

Examination Board:
WJEC

Assessment Summary:
Number of papers: 2
Written papers: 1 hours 30 minutes each (20% each)
Controlled Assessment: 2 (30% each)

Assessment details:
Written papers:
Unit 1: Understanding ICT (20% of GCSE)
Unit 3: ICT in Organisations (20% of GCSE)

Controlled Assessment:
Unit 2: Solving Problems with ICT (30% of GCSE)
Controlled Assessment: 22½ hours
This controlled assessment consists of a portfolio of work which shows students’ attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.
Unit 4: Developing Multimedia ICT Solutions (30% of GCSE)
Controlled Assessment: 22½ hours
This controlled assessment will give students the opportunity to develop a piece of work using multimedia software following a single task brief issued by WJEC.

Course description:
A course in Information and Communication Technology offers a unique opportunity in the curriculum for students to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops students’ interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

The specification encourages the investigation and study of information and communication technology in a variety of contexts. In these contexts the students are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information and communication systems. Students from all cultures and both genders can develop their interest in, enjoyment of, and critical reflection about information technology as an integral part of modern society.

If you enjoy using computers to build advertising materials, using the Internet and e-mail, create presentations, spreadsheets, databases and animations, you will enjoy the GCSE ICT. Your coursework and controlled assignments are all about you creating software using these tools to solve business needs eg. Advertise and run a sports club or salon. The theory will teach you all about the applications and the legal and social implications of ICT use.

Useful websites:
Syllabus and course details: https://www.wjec.co.uk/qualifications/ict/
Resources at: www.teach-ict.com
Twitter: @BOLHS_ICT

Email contact: DensleyAdamsM@bishopofllandaff.org
Music

Examination Board:
WJEC

Assessment Summary:
Number of papers: 1
Written paper: 1 hour 30 minutes - Appraising (MUS3) (40%)

Controlled Assessment: 2 units (60%)

Assessment details/Course description:
Written paper: 1 hour 30 minutes
• Appraising (MUS3), 40%: This examination will assess the students’ ability to identify the key elements in the music.

Controlled Assessment: The controlled assessment is worth 60% of the overall mark:
• Performing (MUS1), 30%: Students may perform music of their own choice on any instrument and/or sing. They will be examined during the course by their teacher and may also perform for a visiting moderator. Students will perform one piece on their own and one in a group (three or more students).
• Composing (MUS2), 30%: Students will compose several pieces during the course, but must submit two contrasting compositions to be formally assessed by the teacher. They may compose for any group of instruments and/or voices in any style. They must record their work and provide a score or lead sheet or a written description of the piece one of which must be in response to a brief set by the WJEC, the other is a free choice.

Students will study these activities within four areas: Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music.
All Music students are expected to participate in various extra-curricular music activities, both in school and at county level.

Other Information:
Studying music has many benefits, some subject related and others more general. 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.

What can be done with a GCSE in music?
Studying music at GCSE level will prepare students either for further study in the sixth form or will help them to enjoy music more fully in their leisure time. During the course they will develop creative and analytical skills to assist in a chosen career path.

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

Suggested 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
Suggested websites to support Composing: http://www.ng-cymru.org.uk/
Resources for teaching composition for different areas of study: http://www.bbc.co.uk/blast/music/tipsandtools/
Suggested websites to support Listening include: http://www.bbc.co.uk/schools/gcsebitesize/music/
On-line revision and listening tasks http://hwb.wales.gov.uk
http://www.essentialsofmusic.com/glossary/glossary.html Glossary of terms with some audio examples
http://www.bbc.co.uk/wales/now/ BBC National Orchestra of Wales website

Email contact: LloydF@bishopofllandaff.org
Physical Education

Examination Board:
WJEC

Assessment Summary:
Number of papers: 1
Written paper: 2 hours (50%)

Internal assessment (50%)
3 Practical Sporting Performances
Personal Fitness Programme Controlled Assessment

Assessment details:
Unit 1: Introduction to Physical Education (50%)
Written examination during summer term of year 11: 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.
At least 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 the activity. This will be completed during both independent study time and as a controlled assessment.

Course description:
The GCSE Physical Education Course is suited to students who possess a genuine enthusiasm and practical aptitude for the subject. It is important 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 that are studied relating to sport and physical activity are studied through lessons based in the classroom 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.

Topics studied in each of the five key areas of study, health, training and exercise, exercise physiology, movement analysis, psychology of sport and socio-cultural issues in sport, are examined as linked concepts applied to sporting performance and leading an active, healthy lifestyle. 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.

Useful Websites:
www.wjec.co.uk

Email contact: GardinerS@bishopofllandaff.org
**Product Design**

**Examination Board:**
WJEC

**Assessment Summary:**
Number of papers: 1  
Written paper: 2 hours (40%)  
Controlled Assessment (60%)

**Assessment details:**
Examination: 40%  
Written examination paper: 2 hours  
Controlled Assessment: 60% of final GCSE grade (classroom based and supervised assessment). The WJEC is responsible for ‘task setting’ and details of the controlled assessment tasks for Design and Technology will be forwarded to all centres in September each year.

**Course description:**
Students are required to complete one 30 hour design, make and evaluate task. The task is divided into two sections: Section A is concerned with designing the product and Section B is concerned with planning, making and evaluating the product. The task is time limited and teachers are required to monitor and verify this time limit.

During Year 10 students will learn to develop their skills within the focus area. This will assist them to complete the Controlled Assessment Task in Year 11.

Design and Technology in Product Design is an established GCSE course within the suite of GCSE specifications offered by the WJEC.

The course provides opportunities for students to apply aesthetic, moral, social, economic and industrial awareness in their design work. They are encouraged to use a range of communication skills, including verbal, graphical, ICT and modelling skills to help their thinking and their ability to take action in the process of designing. Within the focus area students will study Material and Components, Product Analysis, Commercial Manufacturing Practices, Tools and Equipment, Product Designers and Sustainability, Computer Aided Design and Computer Aided Manufacture.

This will include the following aspects:
- Prototyping and 3D model making  
- Use of a range of hand tools and CNC machinery  
- Manufacturing techniques that includes vacuum forming and infection moulding  
- Micro and nanotechnology

**Useful websites:**
www.wjec.co.uk

**Email contact:** PatersonG@bishopofllandaff.org
Separate Science

Examination Board:
WJEC

Assessment Summary:
3 separate Science courses (3 GCSE grades)
Number of papers: 6 total (90%)
Practical Assessment: 1 unit (10%)

Assessment details:
3 separate Science courses (3 GCSE grades)
Number of papers: 6 total
3 separate exams in June of Year 10: Biology 1, Chemistry 1 and Physics 1
3 separate exams in June of Year 11: Biology 2, Chemistry 2 and Physics 2
Duration of Papers: 1 hour 45 minutes (both tiers)

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

Course description:
Students should consider Separate Science if they are motivated learners with an interest in studying additional content in order to achieve 3 separate GCSEs grades in Science. The courses are an excellent grounding for A Level biology, chemistry and physics. Suitability of this course for each student will be reviewed by the department and guidance will be given during the student interviews following the submission of options. Interested students may seek advice from their science teachers prior to choosing to study separate science.

Exam papers are available at 2 tiers, Higher and Foundation; the tier of entry is submitted in January of Year 10. 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 made up of past paper questions as well as consideration of a student’s estimated grade from their KS3 performance and the attitude towards learning they have shown by that time.

Useful websites:
Course specifications:
http://www.wjec.co.uk/qualifications/science/
Revision material etc:
http://www.bangor.ac.uk/ccm/gcserevision
https://www.samlearning.com/
www.s-cool.co.uk
www.docbrown.info for chemistry
http://www.bbc.co.uk/schools/gcsebitesize/science/
(AQA and Edexcel section give closest match to WJEC)

Email contact: EmeryK@bishopofllandaff.org
**Textiles**

**Examination Board:**
WJEC

**Assessment Summary:**
Number of papers: 1  
Written paper: 2 hours (40%)  
Controlled Assessment (60%)

**Assessment details:**
Examination: 40%  
Written examination paper: 2 hours

Controlled assessment (60%) (classroom based and supervised assessment)  
The WJEC is responsible for ‘task setting’ and details of the controlled assessment tasks for Design and Technology will be forwarded to all centres in September each year.

**Course description:**
Students are required to complete one 30 hour design, make and evaluate task. The task is divided into two sections: Section A is concerned with designing the product and Section B is concerned with planning, making and evaluating the product. The task is time limited and teachers are required to monitor and verify this time limit.

Design and Technology in Textiles is an established GCSE course within the suite of GCSE specifications offered by the WJEC. The course provides opportunities for students to apply aesthetic, moral, social, economic and industrial awareness in their design work. They are encouraged to use a range of communication skills, including verbal, graphical, ICT and modelling skills, to help their thinking and their ability to take action in the process of designing. Within the focus area students will learn the various construction methods used to create fabrics, the science of fibres and fabric properties, the use of materials and components and the relationship between material, form and manufacture. They will identify and use style details which reflect current trends and select and use the correct materials for a range of practical tasks. 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
- Laminating and bonding fabrics

**Useful websites:**
www.wjec.co.uk

**Email contact:** PatersonG@bishopofllandaff.org
**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 known as ‘chapters’, the final 3 of which provide additional support for the Welsh Baccalaureate:

- Personal Identity
- Managing Relationships
- Healthy Living
- Moving Forward
- Money Matters
- Global Citizenship
- Community
- Enterprise and Employability

On completion of Sweet* students will also be required to complete at least one other vocational qualification which will not require an examination.

**Email contact:** DolanM@bishopofllandaff.org
English
(Compulsory)

Examination Board:
WJEC

Assessment Summary:
Number of papers: 4
Written papers: 2 hours each
Non-examination assessments: 2

Assessment details:
Written examinations - number of papers:
2 for English Language in Year 10 with resit opportunities in Year 11
2 for English Literature in Year 11

Duration of written papers:
2 hours each for English Language (80% of marks)
2 hours each for English Literature (75% of marks)

Non-exam Assessment:
2 speaking and listening tasks (20% of marks)

Course description:
The two year courses aim to develop an understanding of Literature; allowing students to participate effectively in a range of speaking and listening activities and to develop their ability to construct and convey meaning in the written language.

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 examinations.

There will be a difference in the Reading sections of both English Language papers which will test understanding of a wider range of materials including (for example) graphs, charts and tables. They will be more closely aligned to the literacy tests undertaken in Years 7 – 9. Year 9 assessments, along with teacher recommendation will determine teaching groups for GCSE.

This subject is also offered at AS and A2 Level.

Useful websites:
www.wjec.co.uk

Email contact: LewisA@bishopofllandaff.org
Assessment details:
All Key Stage 4 students will study two distinct GCSE qualifications as part of the Mathematics course:
- GCSE Numeracy
- GCSE Mathematics

The GCSEs are divided into 3 tiers and all students will be prepared and entered for the tier most appropriate to their mathematical development. 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 controlled assessment in either qualification at GCSE.

Examination
For the GCSE Numeracy qualification each examination paper is worth 50% of the overall qualification:
- GCSE Numeracy Unit 1 is the Non-Calculator paper
- GCSE Numeracy Unit 2 is a Calculator paper

For the GCSE Mathematics qualification each examination paper is worth 50% of the overall qualification:
- GCSE Mathematics Unit 1 is the Non-Calculator paper
- GCSE Mathematics Unit 2 is the Calculator paper

There are three tiers: Higher Tier (Grades A* - C)
Intermediate Tier (Grades B – E)
Foundation Tier (Grades D – G)*
*C Grade may be awarded for exceptional performance

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 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.wjec.co.uk
Corbettmaths
Hegarty Maths

Email contact: GriffithsH@bishopofllandaff.org or GannerS@bishopofllandaff.org
Religious Studies (Compulsory)

Examination Board:
WJEC

Assessment Summary:
Number of papers: 2
Written papers: 1 hour 45 minutes each

Assessment details:
Number of papers: 2
Written exam papers: 1 hour 45 minutes each

Course description:
The topics of study are:

- Religion and Life Issues which includes:
  - Relationships – love, sex and marriage
  - Is it fair? – issues of justice and equality
  - Looking for Meaning – beliefs about God, life and death
  - Our World – exploring creation and our responsibilities to the world

- Religion and Human Experience which includes:
  - Religion and Conflict – war, violence and peace
  - Religion and Medicine – the sanctity of life and medical issues
  - Religion Expression – expressing a faith
  - Authority – law and order in religion and society

Please note that the WJEC Religious Studies Specification is under review and could be subject to change.

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.

Throughout the two year course, students will develop a number of skills including communication, working with others, analysis and investigation, literacy and the ability to construct clear and logical arguments. Moreover, students will be provided with a valuable qualification that equips them for their future in further education and beyond with a vast number of industries now recognising the value of the subject. Many industries and employers value candidates 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 complex world around them and who possess an understanding and an appreciation for the beliefs of others.

Useful websites:
www.wjec.co.uk

Email contact: JonesE@bishopofllandaff.org
Assessment details:

- **Science (Double Award)**
  6 written examinations; each worth 15% of the total marks. 1 hour 30 minutes each paper.
  - 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.

- **Applied Science (Double Award)**
  3 Written exams
  - Unit 1: Energy, Resources and the Environment (22.5%)
  - Unit 2: Space, Health and Life (22.5%)
  - Unit 3: Food, Materials and Processes (22.5%)
  - Unit 4: Task Based Assessment completed in class (20%)
  - Unit 5: Practical Unit (10%)

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

Science courses generate 2 GCSE grades for students.
Science and Applied Science GCSE qualifications will be reported on a 17 point scale from A*A* → GU, where A*A* is the highest grade. Students will receive grades such as A*A, AA, AB etc.

Students are able to sit these exam papers at 2 tiers; Higher and Foundation. The tier of entry is submitted in January of the examination year. Students can sit combination 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, as well as consideration of a student’s target grade from their KS3 performance and the attitude towards learning they have shown by that time.

**Useful websites:**
Course specifications: http://www.wjec.co.uk/qualifications/science/
Revision material etc: http://www.bangor.ac.uk/ccm/gcserevision
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
Assessment details:
This qualification is a unit based one which allows for an element of assessment in stages
- Two Internal assessments – Speaking and Listening
- Two examinations – Reading and Writing

Unit 1: 25%: A Speaking Response to a Visual Stimulus
One task: An in-school assessment
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. Engage in a discussion about what has been viewed.

Unit 2: 25%: Communicating with others
One task: An in-school assessment
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: 25%: Specific and Directed
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
- One reading test task.

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

Useful websites:
www.wjec.co.uk

Email contact: DaviesG@bishopofllandaff.org
Welsh Baccalaureate
(Compulsory)

Examination Board:
WJEC – National Welsh Baccalaureate

Assessment Summary:
Controlled Assessment only

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

To achieve the National Welsh Baccalaureate learners must achieve the National Skills Challenge Certificate together with the following supporting qualifications:
- GCSE English Language or GCSE Welsh Language at grade A* - C;
- GCSE Mathematics – Numeracy at grade A* - C;
- 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 and which learners need for their future careers and life. Through the three challenges and the individual project, the seven essential and employability skills studied are:
- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

The essential skills are presented through a variety of real-life contexts, providing learners with a theoretical underpinning of knowledge and techniques related to skills and allowing them 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. During the Individual Project, students explicitly develop skills in digital literacy, planning and organisation and critical thinking and problem solving, and apply them to produce a formal report, a highly relevant skill for future study.

Useful websites:
www.wjec.co.uk

Email contact: ButcherJ@bishopofllandaff.org or JonesRo@bishopofllandaff.org