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 27th November – Friday 8th December 2017**
  You will be issued with a password and 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;

- **Sunday 14th January 2018 – 6:00pm**
  Deadline: Closing date for the completion of “free options” online;

- **Thursday 18th January 2018 – Parents’ Evening**
  This will be an opportunity for your parents to meet with subject teachers to discuss your progress, strengths and final option choices;

- **Monday 22nd January – Monday 26th February 2018 - 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.

- **Monday 26th February 2018 – 6:00pm**
  Deadline: Closing date for completion of option choices online; and

- **February/March 2018**
  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
Art & Design

Examination Board
WJEC

Assessment Summary
Controlled Assessment 1 (Portfolio 60%)
Controlled Assessment 2 (Sustained Focus 40%)

All work is internally assessed and externally moderated

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 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?
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 93% of students achieving grades A*-C, and 27% of students achieving grades A*-A in 2017.

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@bishopollandandaff.org
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
Child Development

Examination Board
WJEC

Assessment Summary
Unit 1 written paper (1 hour 30 minutes) (40%)
Unit 2 (30%) Child Study controlled assessment
Unit 3 (30%) Child Focused Task controlled assessment

Assessment details
- Unit 1
  2 hour written exam Paper (40%)
- Unit 2 and 3
  Controlled Assessment (classroom based supervised assessment) (30% each)
- 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
Unit 1 Understanding Computer Science (1 hour 30 minutes written paper) (50%)
Unit 2 Solving Problems Using Computers (30% controlled assessment)
Unit 3 Developing Computer Solutions (20% controlled assessment)

Assessment details
- Unit 1 Understanding Computer Science
  1 hour 30 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
  Controlled Assessment (60 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 Software Development
  Controlled Assessment (80 marks 20% 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 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.

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

Email contact densleyadamsm@bishopoflandaff.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.

Course description

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.

Useful websites

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

Email contact lloydf@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 learners 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.

Useful websites
www.wjec.co.uk

Email contact patersong@bishopoflandaff.org
French

Examination Board
WJEC

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

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, and the translation tasks are entirely new.

Course description
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 2017 100% of candidates scored A – C at AS and 100% scored A* - B at A2. The pass rate at A*/A was 43%, with 98% 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 strategy 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.russellgroup.ac.uk/informed-choices/

Email contact downsg@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. 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.

This year we are celebrating 95% A*- C at GCSE with 57% achieving A*- A. Many of our GCSE students go on to study Geography at AS and A2 level where we have seen record breaking results of 100% A*- A. Each year we see many successful university applications for a range of disciplines including all areas of earth sciences, medicine, law and international relations. 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.

Useful websites
visit Twitter BOLHS_geog to see all of our recent trip visits and up to date teachings

Email contact kettlewelle@bishopofllandaff.org
History

Examination Board
WJEC

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

Course description
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'.

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'.

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'.

Unit 4 Working as an historian
Non-Examination Assessment (NEA) (20%)
This facilitates the development and assessment of historical and wider skills which cannot be effectively
assessed under examination conditions 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 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 – This 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
Assessment details
- Unit 1 Understanding ICT written paper (20%)
- Unit 2 Solving Problems with ICT (30%)
  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 and will be assessed over a period of 22 hours 30 minutes
- Unit 3 ICT in Organisations written paper (20%)
- Unit 4 Developing Multimedia ICT Solutions (30%)
  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 and will be assessed over a period of 22 hours 30 minutes.

Course description
The course 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. They will develop interdisciplinary skills and the capacity for imaginative and innovative thinking, creativity and independence. 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 students enjoy using computers to build advertising materials, use the Internet and e-mail, create presentations, spreadsheets, databases and animations, they will enjoy ICT. The coursework and controlled assignment are all about creating software using these tools to solve business needs eg. advertise and run a sports club or salon. The theory will teach students 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 densleyadams@bishopofllandaff.org
Music

Examination Board
WJEC

Assessment Summary
1 written paper (1 hour) Appraising (MUS3) (30%)
Controlled Assessment 2 units (70%)

Assessment details/Course description

- 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.

Other information
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.

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://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
Suggested websites 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
Psychology

Examination Board
WJEC

Assessment Summary
2 written papers
There is one tier of entry allowing candidates to gain grades A*-G

Assessment details
- Unit 1 Social, Biological and Developmental Psychology
  Written Paper (1 hour 30 minutes) (50%)
- Unit 2 Cognitive Psychology; Individual Differences; and Ethics and Research Issues in Psychology
  Written Paper (1 hour 30 minutes) (50%)

Compulsory, short-answer questions based on the three areas identified in the content, and on stimulus material at the start of the question. Some of these questions will require extended writing and will assess the quality of written communication.

Course description
This specification provides a basis for the study of Psychology and related subjects, including health and social care, and has been designed to provide a suitable foundation for the study of Psychology or a related area of study at GCE level. Both assessment units require students to exhibit essential skills developed through Psychology i.e. the ability to identify, understand and evaluate key critical concepts and issues from psychological theory and methodology. Specifically, there is an emphasis on

- the implications of psychology for society;
- explaining, theorising and modelling in psychology; and
- procedural knowledge of ethical practice in psychology.

Psychology is a subject that by its very nature requires students to consider individual, moral, ethical, social, cultural and contemporary issues. The specification provides a framework for explanation of such issues eg. the applications of Psychology. In addition, students are required to demonstrate an understanding of ethical issues in relation to carrying out research.

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 paynes@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 the activity. This
  will be completed during both independent study time and as a controlled 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 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 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. They 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
1 written paper (2 hours) (50%)
Design and Make Task controlled assessment (50%)

Assessment Details
- Unit 1
  Written examination (2 hours) (50%)
- Unit 2 Design and Make Task (50%)
  Controlled assessment over a period of approximately 35 hours

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 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.

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.

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)
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 worth 10% to be completed in the Spring Term of Year 11 (3 practicals 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 the 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; 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 and homework tasks as consideration of a student’s estimated grade and the attitude towards learning they have shown during lessons.

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
Fashion & Textiles

Examination Board
WJEC

Assessment Summary
1 written paper (2 hours) (50%)
Design and Make Task controlled assessment (50%)

Assessment Details
- Unit 1
  1 written paper (2 hours) (50%)
- Unit 2 Design and Make Task
- Controlled assessment (approximately 35 hours) (50%)

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.

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; and
- 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 Language & English Literature (Compulsory)

Examination Board
WJEC

Assessment Summary
4 written papers (2 hours)
3 Non-examination assessments

These equate to two separate qualifications

Assessment details
- Written examinations
  2 for English Language in Year 10 with resit opportunities in Year 11; 2 hours each (80%)
  2 for English Literature in Year 11; 2 hours (75%)
- Non-exam Assessment
  2 speaking and listening tasks (20% of marks)
  1 extended Shakespeare and poetry analysis

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 dodwellc@bishopofllandaff.org
Mathematics & Numeracy (Compulsory)

Examination Board
WJEC

Assessment Summary
4 written papers (100%)
These equate to two separate qualifications

Assessment details
All Key Stage 4 students will study two distinct GCSE qualifications as part of the Mathematics course

GCSE Numeracy
- GCSE Numeracy Unit 1 is the Non-Calculator paper (50%); and
- GCSE Numeracy Unit 2 is a Calculator paper (50%).

GCSE Mathematics
- GCSE Mathematics Unit 1 is the Non-Calculator paper (50%); and
- GCSE Mathematics Unit 2 is the 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 controlled 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 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 ganners@bishopofllandaff.org
Religious Studies (Compulsory)

Examination Board
WJEC

Assessment Summary
2 written papers (2 hours) (100%)

Course description
The topics of study are
Christian Beliefs and Practices which includes
- Beliefs about the Nature of God;
- The Trinity;
- Beliefs about Creation;
- 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;
- The 5 Pillars of Islam.

Philosophical Concepts: Life and Death which includes
- Religious and Humanist Attitudes towards the Sanctity of Life;
- Medical Ethics;
- 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;
- 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!

Throughout the two year course, students will develop a number of skills including communication, working with others, constructing clear and logical arguments, research, literacy 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.

Useful websites
www.wjec.co.uk

Email contact jonese@bishopoflandaff.org
Science (Compulsory)

Examination Board
WJEC

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

Assessment details
- Double Award Science
  6 written examinations; each worth 15% of the total marks (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 lessons (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. However 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 by that time.

Useful websites
Course specifications http://www.wjec.co.uk/qualifications/science/
Revision material 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
Welsh 2nd Language (Compulsory)

Examination Board
WJEC

Assessment Summary
Two Internal assessments – Speaking and Listening; and Two examinations – Reading and Writing.

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.

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

To achieve the National Welsh Baccalaureate students 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; 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 studied 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.

Useful websites
www.wjec.co.uk

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