



BRYN CELYNNOG

Comprehensive School
Nurturing Success



Key Stage 4 Prospectus

2021/2022

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Letter to Parents

Dear Parent,

Helping your child to choose the right course at Key Stage 4 can be a daunting task. As teachers, we know only too well how important the next two years will be, and therefore we want to fully support you as you help your child make the right choices.

We have designed this prospectus to provide you and your child with a clear overview of the curriculum at Key Stage 4.

You will see that some subjects are compulsory, whilst others form part of option columns and enable your child to make choices. A great deal of thought has gone into the structure of the option columns. We have tried to offer our students the best possible range of subjects in a framework that is broad and balanced and therefore gives them the best advantage in their future career prospects.

Whilst it is important that your child gains qualifications at the end of the two years, we believe that it is also important that your child is given opportunities to develop his or her individual talents and skills and to grow into a caring, healthy adult. Many elements of the Key Stage 4 programme, including Personal & Social Education, Religious Education, Physical Education, and the wealth of extra-curricular and work-related activities that are available to students, will enhance such opportunities.

The Key Stage 4 prospectus marks the beginning of the options process. My staff and I are on hand to work with you personally to ensure that your child makes an informed choice. We would like to extend that personal invitation to you throughout the transition from Key Stage 3 to Key Stage 4. Please do not hesitate to contact us at any time during that process if you need additional information or advice.

We look forward to the opportunity of helping you make the right decisions with your child.

Yours sincerely,

Debra Baldock
Headteacher

Letter to Students

Dear Student,

This prospectus is designed with you in mind. We want you to have as much information as possible so that you are able to make wise choices about the courses that you will take over the next two years.

It is really important that you do not choose subjects just because your friends are. You need to ask yourself three main questions as you make your choices :

Do I enjoy this subject ?

Am I good at it ?

Will the skills that I learn in this subject be useful to me in my future career ?

Some of you won't yet know what career you want to pursue. If this applies to you, then you should aim to choose subjects that you enjoy but that are not too similar. Keeping your options as wide as possible at Key Stage 4 will be helpful to you when you come to making further choices at post 16.

Remember that the subjects you choose now may well affect the work that you do as an adult. We want you to have an interesting and satisfying working life, and therefore we would encourage you to think carefully before you make your final choices.

Please ask your teachers, the Careers Officer and, of course, your parents if you need advice.

Yours sincerely,

Debra Baldock
Headteacher

KS4 Curriculum

In the earlier part of this brochure you were given advice about things to consider when making subject choices which could influence career directions.

In the following sections of the brochure Departments and Faculties have described important features of their particular subjects. These descriptions are designed to help you focus on aspects of the subject which may give it an appeal and help you to make decisions which are important.

All KS4 students will follow a compulsory curriculum which will consist of:

- English
- Mathematics
- Science
- Welsh
- Skills Challenge Certificate
- RE
- Physical Development

Three open options will be available in addition to the compulsory curriculum.

We will discuss the individual needs of each student in an interview, where the most appropriate subjects for the student will be chosen.

Yours sincerely,

Debra Baldock
Headteacher

The Compulsory Curriculum

English and English Literature

Course Outline

English is one of the crucial subjects studied at school. All students are entered for GCSE English. Some students will also be entered for GCSE English Literature. For a minority of students, we will offer the WJEC Entry Level English.

Details

English

There are three basic aims:

- To enable students to become effective speakers and listeners.
- To develop students' ability to read, understand and enjoy different types of text.
- To help students become competent in written language using appropriate grammar.

English Literature

There are three basic aims:

- To help students appreciate the ways in which authors achieve particular effects.
- To develop students' ability to respond personally, and in an informal way, to what is read.
- To help students relate their reading to their wider experience of life.

Examination and Coursework Requirements

ENGLISH:

Students are assessed on controlled assessment completed throughout Key Stage 4 (40% of the marks) and 2 terminal examinations (60% of the marks).

ENGLISH LITERATURE:

Students are assessed on controlled assessment (25% of the marks) and 2 terminal examinations (75% of the marks).

Reasons for Studying English/Career Opportunities

All employers regard English as an essential qualification.

Mathematics

Course Outline

The course covers the 4 main areas of Mathematics

- Number
- Algebra
- Shape, Space and Geometry
- Handling Data

Details

Students are entered for examinations within a tiered system.

- HIGHER TIER: Grades A* - D
- INTERMEDIATE TIER: Grades B - E
- FOUNDATION TIER: Grades C - G

Examination and Coursework Requirements

Paper 1: Non calculator written paper (Higher & Intermediate Tier) 1 3/4 hrs, (Foundation Tier) 1 1/2 hrs

Paper 2: Calculation written paper (Higher & Intermediate Tier) 1 3/4 hrs, (Foundation Tier) 1 1/2 hrs

Reasons for Studying Mathematics/Career Opportunities

Mathematics is a compulsory National Curriculum subject and is regarded as an essential qualification by many employers and higher / further education establishments.

Mathematics provides a sound basis for many occupations as well as an entry subject for higher/further education.

Mathematics Numeracy

Course outline

The course covers 3 main areas of Mathematics

- Number
- Measure
- Statistics

The course will assess the mathematics that learners will need in their everyday lives, in the world of work and in other general curriculum areas.

Details

Students are entered for examination within a tiered system.

- **HIGHER TIER Grades A* - D**
- **INTERMEDIATE TIER Grades B – E**
- **FOUNDATION TIER Grades D – G**

Examination and Coursework Requirements

Paper 1: Non calculator written paper 1 $\frac{3}{4}$ hours.

Paper 2: Calculator written paper 1 $\frac{3}{4}$ hours.

Reasons for Studying Mathematics/Career Opportunities

Mathematics is a compulsory National Curriculum subject and is regarded as an essential qualification by many employers and higher/further education establishments. Mathematics provides a sound basis for many occupations as well as an entry subject for higher/further education.

Further details may be obtained from Miss L Griffiths, Ms E Clark

Science

Course Outline

The WJEC science course covers aspects of Chemistry, Biology, Physics and practical work. There are two pathways available:

Pathway 1

GCSE Double Award

This qualification will be studied in Year 10 and Year 11. Students will be assessed by Examination and a practical assessment. This entails carrying out practical work and an internal assessment, which will examine students' understanding of practical techniques. Completion of all of the above aspects will lead to a 2 GCSE's in Science

Pathway 2

GCSE Triple Award

Students who enjoy Science can now study three separate Sciences. They will study for three GCSE qualifications, GCSE Biology, GCSE Chemistry and GCSE Physics. Assessment will be through examinations in Year 10 and 11, and completion of a practical assessment.

Reasons for Studying Science/Career Opportunities

- To develop abilities and skills that will be of use in the future.
- To develop practical skills.
- To understand how your body and the world around you work.
- To develop a logical approach to problem solving.
- To show appreciation and care for the environment.

GCSE Double Award Science and Triple Award Science are suitable preparation for the study of "A" Level Sciences.

CAREER OPPORTUNITIES

Science provides opportunities for further studies in Science, Engineering, Pharmacy, Medicine, Physiotherapy, Veterinary Science and Nursing. Science is now a requirement for students wishing to become primary school teachers. Science is an ideal preparation for Technological and Beauty Therapy Apprenticeships and Training Schemes. Science also provides a good background for careers in Environmental Studies.

Further details may be obtained from Ms F Hockings

Welsh Second Language

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

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

Examination Requirements

Unit 1: Oracy response to visual stimulus Non-examination assessment:

Group discussion - 25% of the qualification: Speaking (10%) Listening (15%)

A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate discussion.

Unit 2: Communicating with other people Non-examination assessment:

Group discussion - 25% of the qualification: Speaking (20%) Listening (5%)

A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC.

Unit 3: Written examination:

1 hour 30 minutes 25% of the qualification: Reading (15%) Writing (10%)

To include one translation task from English to Welsh and one proof reading task and writing tasks.

Unit 4: Written examination:

1 hour 30 minutes 25% of the qualification: Reading (10%) Writing (15%)

Reading tasks and writing tasks.

Reasons for Studying Welsh/Career Opportunities

The GCSE Welsh course builds on the work covered in Years 7-9, and improves language skills which have already been acquired

There is growing demand for Welsh qualifications for example in Primary/Secondary/Tertiary Education, Library/Museum Work, Journalism, Nursing, Media, Publishing, Tourism, Banking, Commerce, Law, Theatre, Television, Local Authorities, Government, Publishing and the Welsh Assembly to name but a few.

Further details may be obtained from Mr R Griffiths

Religious Studies Short Course

Course Outline

This programme provides opportunity for candidates to obtain a qualification in short course GCSE Religious Studies.

The course is divided into the following topics.

- **Christianity**
- **Hinduism**
- **Life and Death**
- **Greed and Evil**

Students are required to study the core beliefs, teachings and practices of Christianity and Hinduism. They will need to consider religious and non-religious beliefs about philosophical themes. Learners are expected to make relevant references to the beliefs of Humanists and Atheists.

Reasons for Studying Religious Studies/Career Opportunities

As well as offering knowledge and understanding of two world religions, the course also touches upon issues of a moral and spiritual nature e.g. the meaning and purpose of life. The course seeks to encourage the consideration of more than one point of view, so increasing tolerance towards others, and will complement and enhance skills taught in other subjects. Students will receive many aspects of Personal and Social Education through following this programme.

While providing a basis for 'A' level, Religious Studies is also accepted as a useful qualification for numerous types of employment as diverse as nursing, social work, banking, journalism, teaching, law, human resources and public relations.

Examination and Coursework Requirements

Unit 1 – Religion and Philosophical Themes: Written paper 2 hours: 100%

There is no coursework requirement with this course.

Further details may be obtained from Mr M Maidment.

PE GCSE Short Course

Course Outline

PRACTICAL – 60%

Students will be required to offer **TWO** activities for assessment. Students may offer practical performances as a player, official or leader.

THEORY – 40%

Students will sit one examination which covers Healthy Active Lifestyles and Your Healthy Active Body.

The duration of the exam is 45 minutes and includes video observation, short answer and extended answer questions.

The course shows why people get involved in physical activity and the long term health benefits of a sustained active lifestyle. It explains the relationship between exercise, diet, work and rest and how they contribute to a balanced healthy lifestyle.

Reasons for Studying Physical Education/Career Opportunities

The course offers students the opportunity to develop physical skills, plus personal and social qualities whilst attaining academic success.

The qualification is ideal preparation for the BTEC Sport Single or Double Award. The course develops key skills and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the Armed Forces and the Civil Services.

Further details may be obtained from Miss S Bell

Skills Challenge Certificate

Course Outline

The central focus of the Welsh Bacallaureate at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers. The emphasis in the Welsh Bacallaureate is on applied learning i.e. acquiring and applying a range of transferable skills. The Welsh Bacallaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Bacallaureate.

Course Details

The Welsh Bacallaureate is achieved by completing four skill challenges. Each challenge is internally assessed and externally moderated. The challenges are awarded as a pass, merit or distinction. The challenges have the following weightings: Individual Project: 50%, Enterprise and Employability: 20%, Global Citizenship: 15% and Community: 15%.

Each challenge can be completed at Level 1 or Level 2. To achieve the National Skills Challenge Certificate, which is graded A* - C at GCSE level, the learner must successfully complete 80% of the challenges at Level 2. This must also be supported by further GCSEs at grade A* - C. One of the GCSEs must be the new Maths Numeracy qualification and the other the new English Language GCSE. A further three GCSEs are also required, of which two may be of equivalent qualifications.

Reasons for Studying WBQ/Career Opportunities

The Welsh Bacallaureate is valued by employers who appreciate that it gives students the skills needed for work. They understand that it makes students more confident, better communicators and more able to work with people.

Further details may be obtained from Mrs C Davies

Option Subjects

Business Studies

GCSE - WJEC Business Studies

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

The focus of the specification is to introduce and nurture an enthusiasm for studying business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

This GCSE specification in Business will enable learners to:

- actively engage in the study of business to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply business knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate a range of perspectives on the impacts of business on wider society consider the extent to which business activity can be ethical and support sustainable development
- develop and apply quantitative skills relevant to business including using and interpreting data
- apply and relate knowledge and understanding to real enterprise and business opportunities, decision making and scenarios.

The content is presented in six clear and distinct topic areas:

- Business activity and operations
- Influences on business
- Finance
- Marketing
- Human resources

The subject content for GCSE Business will be assessed across two examination papers.

Unit 1: Business World	Unit 2: Business Perceptions
Written examination: 2 hours	Written examination: 1 hour 30 minutes
62.5% of qualification	37.5% of qualification
Total marks: 100	Total marks: 60

Both units assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

Reasons for studying Business/Career Opportunities

Business gives pupils the opportunity to identify with the working world. It gives them an insight into what is to come and allows them to explore different aspects of business. Business can lead to a wide variety of careers including marketing, HRM, management and finance.

Further details can be obtained from Mrs L Mucha

Computer Science

Course Outline

The WJEC GCSE in Computer Science has been designed to give an understanding of the fundamental concepts of computer science and a broad scope of study opportunities.

The WJEC GCSE in Computer Science encourages learners to:

- Understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to computer science.

Summary of Assessment

Unit1: Understanding Computer Science		
Written examination: 1 hour 45 minutes	50% of the qualification	100marks
This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.		
Unit 2: Computational Thinking and Programming		
On-screen examination: 2 hours	30% of the qualification	60marks
This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.		
Unit 3: Software Development		
Non-exam assessment: 20 hours	20% of qualification	80 marks
This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.		

Reasons for Studying Computer Science

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners. Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

Further details can be obtained from Mrs K Stock

Retail Business

Course Outline

This course offers a learning experience that focuses learning through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in a sector or subject contexts that have many of the characteristics of real work.

The qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit.

Qualification Structure

WJEC LEVEL 1 AND 2 AWARDS IN RETAIL BUSINESS	
UNIT TITLE	ASSESSMENT
Customer Experience	Internal
Retail Business	External
Retail Operations	Internal

External Assessment – Unit 2: Retail Business

75 minute examination in the summer period. Total of 60 marks available. Includes short and extended answer questions, based on stimulus material and applied contexts. Grades available include Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

External Assessment – Unit 1: Customer experience and Unit 3: Retail Operations

For internal assessment, WJEC has adopted the principles of controlled assessments.

Reasons for studying Business/Career Opportunities

Business gives pupils the opportunity to identify with the working world. It gives them an insight into what is to come and allows them to explore different aspects of business. Pupils will develop vital skills within the subject such as communication and teamwork as well as explore various natures of business such as retail, operations and customer service.

Business can lead to a wide variety of careers in all industries. The study of this subject will be beneficial to any career or higher education course. In particular jobs regarding management too.

Further details can be obtained from Mrs L Mucha

Art and Design

Course Details

Students will produce a portfolio of work, selected and presented by the student from work undertaken within the course. The portfolio will cover a range of activities and media over 5 terms in separate disciplines, for example:-

FINE ART: Painting, Printing, Drawing, Collage, Mixed Media, Photography, Batik, Silk Painting, Felting, Weaving.

GRAPHICS: Graphic Communication, Storyboards, Computer Design (Photoshop) Typography.

3D DESIGN: Mask Making, Sculpture, Ceramics. Re-cycled Artwork, Environment Artwork.

THE EMPHASIS IS ON UNDERSTANDING, MAKING AND INVESTIGATING

Students should experience a broad and balanced curriculum in art, craft and design that includes:

- A good range of creative activities with techniques, tools and materials.
- An introduction to contemporary practitioners and first hand contact with art material, as well as historical and cultural sources.
- Contact and workshops with contemporary artists.
- Different learning approaches as an individual, a group and as a whole class.
- Working in both two and three dimensions including ICT where appropriate, on a variety of scales. Students will have the opportunity to use the 'Apple Suite', for graphics and editing. iPads are available in class.
- Students are encouraged to explore, experiment, express and evaluate in response to their environments.
- Students are encouraged to visit art establishments and attend excursions locally and abroad.

Examination and Coursework Requirements

The assessment consists of 60% coursework and 40% on the final examination.

Coursework: Portfolio work spread over the 5 Terms.

Examination: Exam paper arrives January in Year 11, 8 weeks preparation and development. 10 hours to produce the final product over two days.

Reasons for Studying Art/Career Opportunities

- To explore, develop and put into practice individual ideas.
- To encourage and enhance personal creativity.
- To develop an interest in art & design of the past and the present.
- To have the experience of working in 2D and 3D individual projects.
- To develop an understanding for the world we live in and how art & design is a major factor in contemporary society.
- The creative industry in the U.K. is quickly developing with far more job opportunities in companies where App's and Gaming are at the forefront.

First rung on the ladder for an art based career and taking an AS/A level course in the subject. This could lead to Further Education following a Foundation Course and a Degree Course in the subject area of your choice e.g. Graphics, Advertising, Furniture/Product Design, Illustration, Media, Fine Art, Fashion and Textiles, Stage Design, Digital Film, Animation and Creative Advertising, Website Design, Gaming Design.

Further details may be obtained from Mrs E Burke

Engineering

Course Outline

The course offers a learning experience that is designed to develop learner's skills, knowledge and understanding through purposeful tasks set in subject contexts that relate to the real world of work.

The course has been devised around the concept of a 'plan, do, review' approach to learning, so problem solving, independent learning and a sound understanding of mathematics is critical.

Examination and course requirements

Unit 1- Engineering design-internally assessed

Unit 2- Producing Engineering Products- internally assessed

These tasks have a time limit and must be completed with the teacher's supervision.

Unit 3- Solving engineering problems- externally assessed written examination paper.

Reasons for studying Engineering/Career Opportunities

This course provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training. Pathways that this qualification could lead to are design engineers, product design, civil engineering, technician, mechanical engineering, automotive industry etc.

If students are fortunate enough to start an apprenticeship they could progress with their studies into high education in order to pursue that desired career path.

Further details may be obtained from Mr J Williams

Food and Nutrition

Course Details

GCSE Food and Nutrition provides students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students 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.

Examination and coursework requirements

Unit 1 – Principles of Food and Nutrition

External written examination - 40% of the qualification

Unit 2 – Cooking and Nutrition in Action

Assessment 1 – Food Investigation Project – 20% of the qualification

Assessment 2 – Food Preparation – 40% of the qualification

Reasons for studying Food and Nutrition/Career Opportunities

Food unites all of us. It links our health, moods and activity. Food would be a good choice if you have enjoyed Food Technology and want to enhance your skills and knowledge of food. It is a great way to acquire life skills and to learn to cook. You could choose Food simply because you enjoy it, or you are good at it and you want to complete a qualification in the subject. It is a subject with a great variety of content including both independent and team working, problem solving, costing and planning. The course covers elements of food science, use of ingredients and nutrition and actively encourages you to explore the wide diversity of foods available and their application in creating a wide variety of dishes. A food qualification can lead to a range of career opportunities within the food industry, such as, food technologist, dietetics and sports nutrition, hotel and catering management, retailing, as well as many careers related to food production. Students can progress to a range of Level 3 course or straight into employment.

Geography

Course Outline

The course is divided into three sections:

Unit 1 – studied in Year 10

Unit 2 – studied in Year 11

Unit 3 – Fieldwork enquiry

Unit 1 is divided into physical and human themes with an underpinning knowledge of key processes and patterns. These form the basis of an understanding of environmental interactions and an appreciation of the importance of sustainability.

Unit 1 themes consist of:

1. Landscapes and Physical processes
2. Rural-urban links
3. Either Coastal Hazards and their management or Tectonic landscapes and hazards

Unit 2 themes consist of:

1. Weather, Climate and Eco systems
2. Development and Resource issues
3. Either Social Development Issues or Environmental Challenges.

Unit 3 – Students will be given the opportunity to develop their skills of geographical enquiry through fieldwork. They will be expected to undertake two fieldwork enquiries, each in a contrasting environment.

Examination and Requirements

Candidates sit two written papers at the end of Year 11

- Unit 1: 40% - 1 ½ hours
- Unit 2: 40% - 1 ½ hours
- The fieldwork enquiry is worth 20% of the total marks. Candidates must complete two separate fieldwork tasks. Please note that this is a compulsory element of the course and will involve a cost in the form of a voluntary contribution, as stated in the school's policy. Fieldwork investigations will take place off site at field studies center.

Reasons for Studying Geography/Career Opportunities

Geography ensures students leave school with a knowledge of the changing world around them. It provides opportunities to study current Physical, Human and Environmental issues. Geographical skills will also be taught using and interpreting maps. Geography is both a Science and an Art subject and provides a link with many other curriculum areas.⁶

Geography provides many opportunities for a career, e.g. Tourism and Leisure, Surveying, Land Management, Hazard Mapping, Local Government Ordnance Survey, Army and other services. It is also an accepted GCSE subject for entry into many higher/further education establishments.

Further details may be obtained from Mrs S Hann, Mrs A Panwalker, Mrs E Knight.

History

Course Outline

There are 4 units:

1. British History: Depression, war and recovery, 1930-1951
2. Germany in transition, 1919-1939
3. Changes in crime and punishment, c.1000 to present day
4. Controlled assessment

Examination and coursework requirements

Unit 1: One hour examination at the end of Year 11 (25% of total GCSE)

Unit 2: One hour examination at the end of Year (25% of total GCSE)

Unit 3: One hour 15 minute examination at the end of Year11 (30% of total GCSE)

Unit 4: Controlled assessment (20% of total GCSE, completed during the course)

Reasons for Studying History/Career Opportunities

History is a fascinating subject that develops our understanding of key issues and developments in the past that continue to impact upon our world today. By studying key aspects of history students gain a real insight into the political, social and economic foundations of the modern world. It is both interesting and enjoyable to study.

A GCSE qualification in History demonstrates to employers that students have developed skills of analysis and interpretation. Historians are able to separate relevant information from the irrelevant, and are able to produce written reports justifying their actions. Such key skills are vital to employers in all areas. The study of History therefore prepares students for a whole range of careers, including office employment, the Civil Service, the Armed Forces, and all sectors of the commercial and service industries. More specifically it has direct relevance, due to the transferable skills it develops, to careers such as the law, teaching, journalism and business.

Further details may be obtained from Mr M Nelson

ICT

Course Outline

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

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

This WJEC GCSE specification in Digital Technology will enable learners to:

- become independent, confident and knowledgeable users of existing, new and emerging digital technologies
- develop knowledge of different digital technology systems used across a range of occupational sectors
- understand the impact digital technologies can have on individuals and wider society and the ways in which they can bring about change
- develop skills in organising and analysing data to identify trends and audiences
- become creators of digital products, in a variety of formats and for a variety of purposes, that meet specified, authentic needs
- develop transferable skills in using a range of hardware and software
- develop their understanding of the systems development life cycle and of how ideas can become products.

Examination and Coursework Requirements

Unit 1: The digital world On-screen examination: 1 hour 30 minutes 40% of qualification [80 marks]

An assessment (taken on-screen), comprising of a range of question types to assess specification content related to digital technology systems, the value of digital technology and perspectives on digital technology.

Unit 2: Digital practices Non-exam assessment (NEA): 45 hours 40% of qualification [80 marks]

A non-examined assessment comprising of two sections. In Section A candidates will interrogate a supplied data set imported into a spreadsheet in order to inform Section B, where they will create a website incorporating either an animation or a game related to a set context.

Unit 3: Communicating in the digital world Non-exam assessment (NEA): 15 hours 20% of qualification [60 marks]

A non-examined assessment focusing on marketing digital assets using social media. Candidates will create digital assets related to a set context and then formulate an online digital communications campaign around them.

Further details may be obtained from Mrs K Stock

LIFE – Lessons in Financial Education

Course Details

Lessons in Financial Education is an accessible e-learning programme that allows students to experience financial education on a 'learning by doing' basis.

The programme is supported by teachers in delivery.

The course is based on the key areas that young people should know in order to be confident and competent in financial experiences. This qualification equips the student with the knowledge to cope confidently and effectively with basic financial encounters they are likely to meet. They will develop initial knowledge and understanding of spending and how to become competent at managing their own money.

Assessment Requirements

Unit 1. Your Personal finances. This unit will give students a good basic understanding of money and finance.

Learning outcomes

LO1 Understand the principles of money

LO2 Understand how to manage money

LO3 Understand the ways of keeping money safe

Completion of Unit 1 in year 10 will enable students to progress to Unit 2. Money Management for your Generation and Unit 3. Your future, Your Career in year 11.

Students must complete an online assessment for each unit.

The qualification can be accredited at level 1 or level 2 based on the student's performance in the assessments.

Performing Arts

Course Outline

This course enables students to achieve the equivalent of 1 GCSE. The course is made up of units. The specialist units enable students to study particular areas in more depth.

Details

Students must complete two core units and a choice of an optional unit:

Unit	Core units
1	Individual Showcase
2	Preparation, Performance and Production
	Optional Specialist
3	Acting Skills
4	Dance Skills
5	Music Theatre Skills
6	Music Performance Skills
7	Production Skills for Performance

Examination and Coursework Requirements

There is no written examination paper, all units are assessed and a portfolio (folder) of work is built up throughout Years 10 and 11.

Reasons for Studying Performing Arts/Career Opportunities

Performing arts is a practical, work related course. Students can learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. There is no written examination. It introduces you to the employment area you have chosen and provides an excellent basis to study A level Performing Arts at Bryn Celynnog.

With further training or study, students go into careers in the Performing Arts industry, such as:

Acting	Entertainment Theatre	Technical/Design Assistant
Dance	Directing	Film
Musician	Stage Manager	Producing
TV	Script Writer	Production Manager

Further details may be obtained from Mr R Thomas

Music

Course Outline

Unit 1: Performing

Total duration of performance: 4 – 6 minutes

35% of qualification 84 marks

Section A: Performing (30%)

A minimum of **two** pieces; one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

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

Total duration of composition: 3-6 minutes

35% of qualification 84 marks

Section A: ~Composing (30%)

Two compositions; one of which must be in response to a brief set by WJEC.

Learners will choose one brief from a choice of four, each linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken.

The second composition is a free composition for which learners set their own brief.

Section B: Evaluation (5%)

An evaluation of the piece composed in response to a brief set by WJEC.

Unit 3: Appraising

Written examination: 1 hour – 30% of qualification 72 marks

This unit is assessed via a listening examination.

Eight questions in total; two on each of the four areas of study.

Area of Study 1: Musical Forms and Devices

Area of Study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on prepared extracts set by WJEC.

Reasons for studying Music/Career Opportunities

The course offers students the opportunity to develop performing, composing and listening skills, plus personal and social qualities, whilst attaining academic success. The qualification is file preparation for the A Level Music or Performing Arts. The course develops key skills and can lead to a wide variety of employment opportunities. These can include further training in such areas as Entertainment, Theatre, Sound Technician/Assistant, Film, Producing, Musician, Stage Production, TV and Musical Director/Producer.

Further details may be obtained from Mr R Thomas .

Prince's Trust

Course Details

The Prince's Trust Award and Certificate in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. The qualifications have been developed with the aim of progressing learners into further education and/or employment and are available for use with pre and post 16 learners.

The course gives learners the opportunity to:

- Develop their own personal growth and engagement in, and through, learning.
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment.
- Prepare themselves for progression into further education programmes, apprenticeships or other work based learning.
- Develop their English and Mathematics skills.

The Prince's Trust has become an awarding organisation and recognised by OFQUAL.

Completion of 2 units (3 credits each) gives an award sized qualification.

Completion of 7 units (3 credits each) gives them a certificate sized qualification.

Personal Development and Employability, Entry 3, Level 1, Level 2

An extra benefit in taking part in this scheme is that students will continue to receive the support of the organisation even after leaving school.

Further details may be obtained from Mrs T Thomas

Design and Technology

Course Outline

A course in Design and Technology offers a unique opportunity for students to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops students' interdisciplinary skills, all six Key Skills and their capacity for imaginative, innovative thinking, creativity and independence.

Examination and Coursework Requirements

Unit 1: Design and Technology in the 21st Century- Written examination: 2 hours 50% of qualification

A mix of short answer, structured and extended writing questions assessing learners knowledge and understanding of one area selected from product design.

Unit 2: Design and make task: approximately 35 hours 50% of qualification

A sustained design and make task, based on a contextual challenge set by the exam board

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

Reasons for Studying Resistant Materials/Career Opportunities

A career in product design offers you an opportunity to make a real impact. The process of nurturing a design, from the early concept stages to a commercially viable solution suitable for mass manufacture, can also give product designers a great amount of job satisfaction. The course can lead to further education courses such as architecture, photography, prop and set design, interior and landscape design, graphic design, web design, automotive design.

Further details may be obtained from Mr J Williams

Spanish

Course Outline

The two year course covers topics of interest and relevance to young people. These topics are

Identity and Culture	Wales and the World – areas of interest	Current and future study and employment
Youth Culture Self and relationships Technology and social media Lifestyle Health and fitness Entertainment and leisure Customs and traditions Food and drink Festivals and celebrations	Homes and locality Local areas of interest Transport Spain and Spanish speaking countries Local and regional features and characteristics Holidays and tourism Global Sustainability Environment Social issues	Current study School/college life School/college studies World of Work Work experience and part-time jobs Skills and personal qualities Jobs and Future Plans Applying for work/study Career plans

Examination and Requirements

This GCSE qualification in Spanish offers assessment at foundation and higher tier. This is a linear qualification in which all assessments must be taken at the end of the course.

Unit 1: Speaking (25%)

Unit 2: Listening (25%)

Unit 3: Reading (25%)

Unit 4: Writing (25%)

Reasons for Studying Spanish/Career Opportunities

Learning another language enables a student to have experience of another culture and way of life and to communicate with people from other countries in a meaningful way. Inevitably, modern languages are becoming more and more important as European travel becomes a common part of everyday life. Studying Spanish can lead to careers in teaching, translating, travel and tourism, interpreting, industrial placements and the world of trade and commerce.

Further details may be obtained from Mrs J Marshall, Mrs E Legge

Physical Education

Course Outline

Unit 1 THEORY – Written examination 50% of qualification

Students will cover five key areas:

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

The written examination is 2 hours and covers all of the above topics. A range of short and extended questions will be used and will include audio-visual stimuli and other sources.

Unit 2 PRACTICAL – Non-exam assessment 50% of qualification

Students will be assessed in:

1. Their ability in three different activities/sports (at least one individual and one team sport from an approved WJEC list).
2. A personal fitness programme linked to their main sport. This is a written portfolio completed throughout the course.

Participating in regular sporting activities outside of school is recommended when opting for GCSE PE. This will help support your practical results and your understanding of the coursework element.

Reasons for Studying Physical Education/Career Opportunities

Students will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Studying GCSE can lead to careers in teaching, coaching, physiotherapy, the fitness industry, officiating, sports medicine, and sports nutrition.

Further details may be obtained from Miss Bell

Sport

Course Outline

This course is designed to offer students, with a keen interest in sport, the chance to develop their skills and understanding. Students will complete 3 mandatory units:

1. Applying the Principles of Personal Training
2. Fitness for Sport and Exercise
3. Practical Sports Performance

One optional unit such as Planning and Leading Sports Activities will make up the remainder of the course.

Examination and Coursework Requirements

The course includes an external examination which contributes towards 25% of the qualification.

The remaining 75% of the course is based on portfolio work which is assessed internally.

The First Award course is equivalent to 1 GCSE.

Reasons for Studying BTEC Sport/Career Opportunities

This course provides an engaging and relevant introduction to the world of sport. It enables you to develop and apply your knowledge of a range of sporting topics, while also developing a range of relevant practical, communication and technical skills.

The course is an ideal preparation for the BTEC Level 3 National Award in Sport. It prepares students for careers in the sporting industries and allows students to work in an independent learning environment. The course develops key skills and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, coaching, officiating, the fitness industry, the Armed Forces and the Civil Service.

Further details may be obtained from Miss S Bell, Mr J Stock

Work and Life Skills

Course Details

The Essential Skills for Work and Life Qualification allows learners to develop communication, application of number and digital literacy skills in a combination that most accurately suits their needs. The qualification is designed to encourage problem solving and application of communication, application of number and digital literacy skills at the same time as developing the critical thinking skills of the learners.

Examination and Requirements

Students will be required to sit a number of optional modules from the three stands of Numeracy, Literacy and Digital Literacy.

All units assignments completed within school, there are no formal examinations. If successful students will achieve the equivalent of a grade B at GCSE level.

Reasons for Studying Work and Life Skills

The qualification provides learners with opportunities to demonstrate their Numeracy, Literacy and Digital Literacy skills through a number of useful and valuable tasks. Students will have the opportunity to use work from other areas of the curriculum to create a portfolio of evidence.

PROVISIONAL OPTION FORM 2021

COMPULSORY CURRICULUM

Everyone must study English, Maths, Science, RE, Core PE, Welsh and Welsh Baccalaureate.

Options will only run if enough pupils opt for that subject. Subjects have limited spaces due to staffing and budget constraints.

SECTION 1

Choose any ONE option below:

Art	History	ICT
LiFE	Music	Retail Business
Sport	Triple Science	

1st Choice : _____

Reserve Choice: _____

SECTION 2

Choose any ONE option below:

Business Studies	DT	Geography
Food	History	ICT
Performing Arts	Prince's Trust	

1st Choice : _____

Reserve Choice: _____

SECTION 3

Choose any ONE option below:

Art	Computer Science	Engineering
Geography	ICT	Sport/PE (Full Course)
Spanish	Work and Life Skills	

1st Choice : _____

Reserve Choice: _____

Signed: _____

Signed (Parent/Guardian) : _____