

BRECON HIGH SCHOOL



CHOICES

A GUIDE TO KEY STAGE 4 COURSES

2016-18



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INTRODUCTION

Between Years 9 and 10, there will be changes in the work you do at school. This guide has been written to help you choose the most suitable courses and learning pathway in Years 10 and 11. Please take this booklet home and work through it carefully with your parents.

HOW WILL YEARS 10 AND 11 BE DIFFERENT?

In Year 10, you will start courses leading to public examinations. There will not be time to study all your present subjects. You will have a choice in which subjects you take. We have designed the scheme to give you as much choice as possible within the requirements of the National Curriculum.

Next year, everyone will study the same subjects for just over half of the week. This means that you will spend almost half of your lesson time on subjects that you have chosen. It is important that you leave school with a good foundation for adult life. When making your subject choice, you must try to ensure that you have a balanced programme of study.

TO WHAT QUALIFICATIONS DO THESE SUBJECTS LEAD?

The courses lead to a variety of qualifications – GCSE and Welsh Bacculaureate.

GCSE

The aim of GCSE courses is to enable you to show what you know, understand and can do. The types of assessment used include formal written examinations, controlled assessments, oral and practical assessments, and coursework assignments. Some of the work you do in Years 10 and 11 will count towards your final grades, alongside written exams. Grades range from A* - G but will depend on the level of examination for which you are finally entered.

WHAT IS THE CHOICE?

You will have to study the compulsory subjects shown below and option subjects.

COMPULSORY SUBJECTS

- English Language and Literature – GCSE
- Mathematics and Mathematics Numeracy – GCSE
- Science for 1, 2 or 3 GCSEs
- Physical Education
- PSE – Work Skills/Experience
- Religious and Moral Education
- Welsh Language - Full Course/Short Course (2nd Language pupils)
- Welsh Language and Literature (1st Language pupils)
- Welsh Bacculaureate- National/Foundation

To meet the requirements of the National Curriculum all students must study Science. Students will be advised as to which Science pathway is most suited to their ability. The possibilities are:

- a) Science GCSE - leading to one GCSE grade after 2 year
- b) Science and Additional Science GCSE leading to two GCSE grades after 2 years
- c) Triple Science – 3 GCSEs Physics, Chemistry and Biology

Science through the medium of Welsh is not available as Triple Science.



OPTIONS - FREE CHOICE STRAW POLL

A free choice straw poll where students will be asked to indicate option choices will be conducted with Year 9 on 21st January 2016. The information will be used to finalise numbers of teaching groups and the Option blocks. This will be done in order to reduce the number of subject clashes and maximise the best fit of subjects for the majority of our students. This inevitably means that a small minority of pupils may not be able to follow their chosen subject in every option block.

WELSH BACCALAUREATE

The Welsh Baccalaureate is an exciting qualification that adds a valuable new dimension to the subjects and courses already available to pupils at Brecon High School. Pupils will become better prepared for further and higher education, as well as employment. To fulfil the requirements of the qualification, students must complete a Skills Challenge Certificate along with their Options, which are the subjects they choose from academic or vocational qualifications. As such, the Welsh Baccalaureate adds to the value of established qualifications, but does not replace them. The Skills Challenge Certificate helps pupils develop their Skills and provides a greater breadth and balance of personal experience. All Year 10 pupils will study for the National or Foundation Welsh Baccalaureate Qualification.

THE SCHOOL'S RIGHT TO CHANGE/WITHDRAW COURSES

The School reserves the right to withdraw or change courses. This may be necessary in a variety of circumstances – for example if only a small number of pupils select an option subject.

1. Every effort will be made to accommodate your choices. Should this not be possible we will discuss the problem with you to arrange an alternative choice.
2. For Welsh First Language pupils the following subjects may be offered for study through the medium of Welsh: Science, History, Geography, Music, Welsh Language & Literature, PSE/Religious and Moral Education and Welsh Baccalaureate.

WHAT SHOULD YOU THINK ABOUT?

ASK YOURSELF THESE QUESTIONS:

What subjects do I enjoy? What subjects am I best at? Are there new subjects I'd like to try? Do I have any career plans? What subjects may help my future career?

WHO CAN HELP YOU?

- Parents, who know you best as a person.
- Subject Teachers, who know your abilities and can tell you about courses in Years 10 and 11.
- Your Form Tutor, who knows a lot about you in school.
- The Careers Officer, Mrs M Evans, with whom you can have a personal interview.
- The Learning Resource Centre Coordinator, Mrs Bartlett-Webb, who can explain how to use the careers library and careers information software.

Spend some time thinking and talking now, and you are more likely to make a wise choice.



WHO TO CONSULT

Headteacher:	Mr R Broadbridge
Deputy Headteacher:	Miss T Gibbs
Assistant Headteacher:	Mr L Lewis
Careers Officer:	Mrs M Evans
Y9 Progress & Guidance Manager	Mrs R J Davies

YEAR 9 TUTORS

9-1	Mr R Wyatt
9-2	Mrs K Thomas
9-3	Mr W J Chilvers
9B	Mrs S Atkinson

SUBJECT RESPONSIBILITIES:

Art	Mrs K Thomas
Business Studies	Mr M Humphries
Design & Technology	Mr R Wyatt
Drama	Mrs H East
English	Mr A Griffith
French/German	Miss J Daniels
Geography	Mrs D Morgan
History	Mr J Bryant
Food	Mr R Wyatt
Futures	Mr L Lewis
ICT/Media Studies	Mr G Gillard
Learning Support	Mrs D Watson
Mathematics	Mr N Young
Music	Mr N Bell
Physical Education	Mrs A Stephens
Religious Studies	Mrs R J Davies
Science	Mr M Hirst
Welsh 1st Language	Ms C James
Welsh 2nd Language	Mrs H Davies
Welsh-Medium Subjects	Head of Subject
Welsh Baccalaureate	Miss C Huggins

IMPORTANT DATES

- 19th January, 2016 – Year 9 Consultation Evening and Learning Pathway Guidance Evening
- 21st January, 2016 – Straw Poll conducted
- 1st February, 2016 – Option Forms distributed
- 8th February, 2016 – Option Form deadline



CORE SUBJECTS



ENGLISH LANGUAGE

WJEC

HOD: MR A GRIFFITH

COURSE CONTENT

The aim of the new GCSE specification for English Language is to provide greater assurance of literacy by placing significantly more emphasis on the quality and accuracy of writing and on the core writing skills of spelling, punctuation and grammar.

Over the course of the two years pupils' language skills will continue to be developed in the key areas of Speaking and Listening, Reading, Writing, Spelling and Handwriting.

Pupils will be expected to write to communicate clearly and effectively, using and adapting register and forms and select vocabulary and style appropriate to task and purpose. In reading pupils will need to use a range of skills such as inference and deduction to retrieve and analyse information from a wide range of texts. In speaking the requirement is to present and organise information clearly and purposefully and to interact with others, shaping meaning through suggestions and comments.

MODULE CHOICES

YEAR 10	YEAR 11
N/A GCSE English Language is a linear specification.	Unit 1: Non-Examination Assessment Unit 2: External Assessment Unit 3: External Assessment

INTERNAL ASSESSMENT

Unit 1 Oracy [20%]

1. Task 1 – Individual Researched Presentation [10%]
2. Task 2 – Group Responding and Interacting [10%]

EXTERNAL ASSESSMENT

Unit 2 Reading and Writing: Description, Narration and Exposition.

Two hour written paper [40%]

Section A – **Reading** [20%]: description, narration and exposition texts assessed through a range of structured questions. This section will also include an editing task focusing on understanding short texts at word, sentence and text level [2.5% of qualification total].

Section B – **Writing** [20%]: One writing task from a choice of two [description, narration, exposition]. This section will also include one proofreading task focusing on writing accurately [2.5% of qualification total].

Unit 3 Reading and Writing: Argumentation, Persuasion and Instructional

Two hour written paper [40%]

Section A – **Reading** [20%]: argumentation, persuasion and instructional texts assessed through a range of structured questions

Section B – **Writing** [20%]: one compulsory argumentation task and one compulsory persuasion writing task.

PRE-REQUISITE

All pupils take GCSE English Language. In the new specification, there are no tiers of exam papers.



ENGLISH LITERATURE

WJEC

HOD: MR A GRIFFITH

COURSE CONTENT

Pupils will study a minimum of six texts, at least three of which are from the English, Welsh or Irish literary heritage. Texts will include prose, poetry and drama [including a play by Shakespeare], and be sufficiently rich and substantial to engage them intellectually and emotionally.

They will understand that texts from the English, Welsh or Irish literary heritage have been influential and significant over time and explore their meaning today. They will become critical readers of fiction and non-fiction prose, poetry and drama and experience different times, cultures, viewpoints and situations as found in literary texts. Pupils will explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity. They will connect ideas, themes and issues, drawing on a range of texts.

MODULE CHOICES

YEAR 10	YEAR 11
Unit 1: External Assessment. Unit 3: Non-Examination Assessment.	Unit 2: External Assessment.

INTERNAL ASSESSMENT

Unit 3 Non-Examination Assessment

Section A: Shakespeare – a thematic essay question on a Shakespeare play.

Section B: Welsh Writing in English – an essay based on 15 thematically linked poems from the Library of Wales anthology 'Poetry 1900-2000 One Hundred Poets from Wales'.

EXTERNAL ASSESSMENT

Unit 1: Two hour written paper [35%]

Section A: This involves the study of a Different Cultures Prose text from the set text list [21%];

Section B: Unseen contemporary poetry comparison – pupils compare and contrast two poems on the same theme [14%].

Unit 2: Two hour written paper [40%]

Section A: Study of a Contemporary Drama text from the set text list [20%];

Section B: Study of English/Irish/Welsh Literary Heritage Prose from the set text list [20%].

[Texts for study are selected in line with the ability of the class].

PRE-REQUISITE

Pupils in sets 1-4 study English Literature in addition to the English Language GCSE. Exam papers are tiered.



MATHEMATICS – NUMERACY

WJEC

HOD: MR N YOUNG

MATHEMATICS

WJEC

HOD: MR N YOUNG

COURSE CONTENT

From September 2015 all Key Stage 4 pupils will study two Mathematics GCSE examination courses, namely WJEC GCSE Mathematics – Numeracy and WJEC GCSE Mathematics. These two subjects will be taught concurrently as the content is broadly similar. During the course, learners will be given opportunities to:

- develop problem solving skills
- generate strategies to solve problems that are unfamiliar
- answer questions that span more than one topic area of the curriculum
- make mental calculations and calculations without the aid of a calculator
- make estimates
- understand 3-D shape
- use computers and other technological aids
- collect data
- understand and use the statistical problem solving cycle.

There are 3 tiers of entry for this qualification. Higher Tier: Grades A* – C, Intermediate Tier: Grades B – E and Foundation Tier: Grades D – G. Learners entered for this qualification must sit both units at either foundation, intermediate or higher tier, in the same examination series.

MODULE CHOICES

There is no choice of modules but the content of each examination is given in the table below.

GCSE	GCSE MATHEMATICS - NUMERACY	GCSE MATHEMATICS	
CONTENT	Number, Measure and Statistics plus <u>some aspects of</u> Algebra, Geometry and Probability	<u>All</u> the content of GCSE Mathematics - Numeracy	<u>Additional</u> Algebra, Geometry and Probability
ASSESSMENT FOCUS	The application of the above content in context		The application of the <u>above</u> content in context
		Procedural skills in situations that are context-free or involve minimal context for <u>all</u> content	

INTERNAL ASSESSMENT

Assessment is ongoing. However, at the end of every topic there will be:

A test comprising of past paper questions to familiarise the pupils with the exam style questions and layout .

An assessed homework.

Pupils will also undertake internal mock examination in Year 10 and Year 11, as per the school timetable.

EXTERNAL ASSESSMENT

GCSE Mathematics - Numeracy	GCSE Mathematics - Numeracy
Unit 1: Non Calculator - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification	Unit 2: Calculator allowed - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification
The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification. Some of these questions will involve different parts that assess different aspects of numeracy but in the same context. Part-questions may vary in level of demand. Some questions will use multiple-choice assessment.	



GCSE Mathematics	GCSE Mathematics
Unit 1: Non Calculator - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification	Unit 2: Calculator allowed - Written Examination Higher Tier – 1 hour 45 minutes (80 marks) Intermediate Tier – 1 hour 45 minutes (80 marks) Foundation Tier – 1 hour 30 minutes (65 marks) 50% of qualification
<p>The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification.</p> <p>Candidates entered for GCSE Mathematics will be expected to be familiar with the knowledge, skills and understanding implicit in GCSE Mathematics – Numeracy. Questions may be set on topics that are explicitly listed in the content of GCSE Mathematics – Numeracy. Some questions will use multiple-choice assessment.</p>	

PRE-REQUISITE

GCSE Mathematics will build on and progress from the levels of Mathematics expected at the end of KS3 through the National Curriculum Programme of Study for Mathematics.



SCIENCE

WJEC

HOD: MR M HIRST

COURSE CONTENT

Science is a core subject in the National Curriculum and must be taken in a balanced form by all pupils in Years 10 and 11. The aims of all science courses are to give pupils opportunities to

- Develop their interest in and their enthusiasm for science;
- Develop a critical approach to scientific evidence and methods;
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society;
- Appreciate how science helps us to understand the material world;
- Acquire scientific skills, knowledge and understanding for further learning.

The courses are therefore either:

- GCSE Science (Double Award), or
- separate GCSE awards for Biology, Chemistry and Physics

CHOICE

GCSE Science (Double Award)

YEAR 10	YEAR 11
3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 15 minutes examination	A further 3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 15 minutes examination. In addition, a practical assessment (worth 10%) will be undertaken in the first half of the spring term.

INTERNAL ASSESSMENT

Internal school assessment occurs throughout the course via homework, end of module tests and school examinations Science.

EXTERNAL ASSESSMENT

Six external examinations account for 90%, three are sat at the end of Year 10 and a further three at the end of Year 11. The examinations are 75 minutes in duration, worth 15% each and are separated into Biology, Chemistry and Physics papers.

PRE-REQUISITE

None

CHOICE

Separate GCSE awards for Biology, Chemistry and Physics

YEAR 10	YEAR 11
3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 45 minutes examination	A further 3 units – 1 each for Biology, Chemistry and Physics examined externally each with a written 1 hour 45 minutes examination. In addition, a practical assessment (worth 10%) will be undertaken in the first half of the spring term.

INTERNAL ASSESSMENT

Internal school assessment occurs throughout the course via homework, end of module tests and school examinations Science.

EXTERNAL ASSESSMENT

The two external examinations per subject account for 90% one for each subject sat at the end of year 10 and another for each subject sat at the end of Year 11. The examinations are 1 hour 45 minutes in duration, worth 45% each per subject.

PRE-REQUISITE

None



WELSH FIRST LANGUAGE COURSE

WJEC HOD:

MISS C JAMES

COURSE CONTENT

The GCSE Welsh First Language give learners the opportunities to develop their interest in and enthusiasm for Welsh and enables them to communicate confidently and effectively in Welsh. The course develops their understanding and skills of grammar and creativity in order to fully participate in a bilingual society.

INTERNAL ASSESSMENT

UNIT 1: Controlled Assessments (30%) Oracy

Task 1 – Individual Research Presentation (15%)

Task 2 – Responding and Interacting (15%)

EXTERNAL ASSESSMENT

UNIT 2: External assessment Reading and Writing: Description, Narration and Exposition 35% (2 hours)

Section A (15%) – Reading - Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing - One writing task to be selected from a choice of two that could be either description, narration or exposition.

UNIT 3: Reading and Writing: Argumentation, Persuasion and Instructional 35% (2 hours)

Section A (15%) – Reading and Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%) – Writing - One compulsory argumentation writing task and one compulsory persuasion writing task.



WELSH FIRST LITERATURE COURSE

WJEC HOD:

MISS C. JAMES

COURSE CONTENT

This course encourages pupils to enjoy reading widely. An informed personal response to a variety of topics is encouraged as well as the opportunity to study specific pieces of contemporary literature and multimedia materials in detail, thereby gaining an appreciation of the cultural heritage of Wales.

INTERNAL ASSESSMENT

UNIT 4: Controlled Assessments - Written Tasks (25%)

Task 1 Short stories – appreciation of prose

Task 2 Drama – creative interpretation of a text

EXTERNAL ASSESSMENT

UNIT 1: Poetry (25%) Written Paper: 1 hour 15 minutes

Appreciating and comparing one of the set poems and a poem not previously studied.

UNIT 2: Novel (25%) Written Paper: 1 hour 15 minutes

Structured questions on I Ble'r Aeth Haul y Bore- Eurig Wyn

UNIT 3: Visual Literature Oral Examination (25%) about 20 minutes for each group

Structured questions on Y Mynydd Grug



WELSH SECOND LANGUAGE APPLIED FULL COURSE

WJEC

HOD: MRS H DAVIES

COURSE CONTENT

Topics for the Welsh Second Language Applied Full Course are divided into Context A and Context B. Assessment for Units 1 and 2 is based on Context A topics and assessment for Units 3 and 4 is based on Context B topics.

Context A topics are as follows: Tourism, The Local Area, Facilities, Wales and The World, Applying for Jobs, In the Workplace, and Office Skills.

Context B topics are as follows: The Future, Voluntary Work, Careers, The Use of Welsh, Opportunities for Learners, and The Potential to Use Welsh .

INTERNAL ASSESSMENT

UNIT 2 Controlled Assessments (30%)

Task 1 – Individual Presentation (20%) + Writing (5%)

Task 2 – Reading (5%)

UNIT 3 Controlled Assessments (30%)

Task 1 – Reading (10%) + Writing (5%)

Task 2 – Speaking (5%) + Writing (10%)

The Internal Assessment tasks are un-tiered which means that any candidate can achieve A* - G in Units 2 & 3

EXTERNAL ASSESSMENT

UNIT 1 External examination: 1 hour (20%) The exam comprises 4 questions – 2 writing (10%) 2 reading (10%)

UNIT 4 Oral examination: Oral Examination: 10 minutes (20%) Speaking (15%) Reading (5%) Paired/group speaking task involving reading and discussion of stimulus materials.

The External Assessment tasks are tiered. Candidates will be entered either for Foundation or Higher Tier.

PRE-REQUISITE

This course is aimed at students whose first language is not Welsh; who have gained their knowledge of Welsh chiefly at primary/secondary school; for whom Welsh is not the everyday language of the home and who have not followed the Welsh First Language programme of study in Key Stage 3. This particular course covers a range of topics and skills used in the workplace. This course is to be covered in Year 11 by those pupils who have successfully completed Short Course Applied Welsh in Year 10.



WELSH SECOND LANGUAGE APPLIED SHORT COURSE

WJEC

HOD: MRS H DAVIES

COURSE CONTENT

Topics for the Welsh Second Language Applied Short Course are found in Context A only. Assessment for Units 1 and 2 is based on Context A topics.

Context A topics are as follows: Tourism, The Local Area, Facilities, Wales and The World, Applying for Jobs, In the Workplace, and Office Skills.

INTERNAL ASSESSMENT

UNIT 2 Controlled Assessments (60%)

Task 1 – Individual Presentation (40%) + Writing (10%)

Task 2 – Reading (10%)

The Internal Assessment tasks are un-tiered which means that any candidate can achieve A*- G in Units 2 & 3

EXTERNAL ASSESSMENT

UNIT 1 External examination: 1 hour (40%) The exam comprises 4 questions – 2 writing (20%) 2 reading (20%)

The External Assessment tasks are tiered. Candidates will be entered either for Foundation or Higher Tier.

PRE-REQUISITE

The Welsh Second Language GCSE SHORT Course is offered to select pupils **only**, and it is a decision that will be made in consultation with the Head Teacher. It is aimed at students whose first language is not Welsh; who have gained their knowledge of Welsh chiefly at primary/secondary school; for whom Welsh is not the everyday language of the home and who have not followed the Welsh First Language programme of study in Key Stage 3. This particular course covers a range of topics and skills used in the workplace.



WELSH BACCALAUREATE NATIONAL/FOUNDATION QUALIFICATION

WJEC HOD: MISS C HUGGINS

COURSE CONTENT

The central focus of the Welsh Baccalaureate 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 Baccalaureate is on applied learning, i.e. acquiring and applying a range of transferable skills. Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work. Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives. The Welsh Baccalaureate 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 Baccalaureate.

The Skills Challenge Certificate consists of four components which are followed by all learners:

- Individual Project
- Enterprise and Employability Challenge
 - Global Citizenship Challenge
 - Community Challenge

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level. The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy. A further three GCSEs are also required, of which two may be of equivalent qualifications. To meet the National Welsh Baccalaureate requirements all five of the Supporting Qualifications must be achieved at grades A*-C. Similarly, for the Foundation Welsh Baccalaureate the Supporting Qualifications must be achieved at grades A*-G.

Learner A

Components	Weighting	Grade
Individual Project	50%	Level 2 Distinction
Enterprise and Employability Challenge	20%	Level 2 Distinction
Global Citizenship Challenge	15%	Level 2 Distinction
Community Challenge	15%	Level 2 Distinction

Learner A would be awarded a National Skills Challenge Certificate at grade A*

Learner B

Components	Weighting	Grade
Individual Project	50%	Level 2 Pass
Enterprise and Employability Challenge	20%	Level 1 Pass
Global Citizenship Challenge	15%	Level 2 Pass
Community Challenge	15%	Level 2 Pass

Learner B would be awarded a National Skills Challenge Certificate at grade C having achieved a minimum requirement of 80% at level 2 and a further 20% at level 1.

Learner C

Components	Weighting	Grade
Individual Project	50%	Level 1 Pass
Enterprise and Employability Challenge	20%	Level 1 Pass
Global Citizenship Challenge	15%	Level 1 Pass
Community Challenge	15%	Level 1 Pass

Learner C would be awarded a Foundation Skills Challenge Certificate with grade Foundation Pass

You can find out more by visiting the Welsh Baccalaureate website – www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015



OPTION SUBJECTS



**ART AND DESIGN
(ART, CRAFT AND DESIGN)**

WJEC

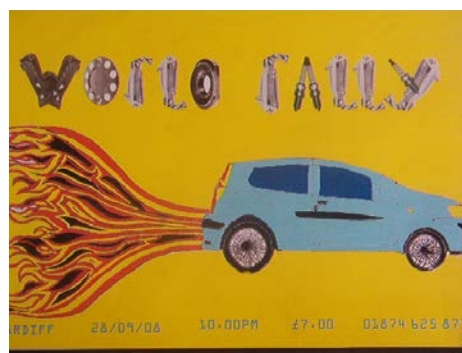
HOD: MRS K THOMAS

COURSE CONTENT

WJEC Art and Design (Art, Craft and Design) involves a mixture of fine art and design. The course consists of two assessments. Assessment 1: Portfolio (60%) and Assessment 2: Externally set assignment (40%).

Assessment 1. Portfolio (60%) Pupils will be given a theme to work from. They will work on the portfolio during Year 10 and the first term of Year 11. The portfolio will consist of research, preparatory studies, experiments, developments and final outcomes. Pupils will look at historical and contemporary artists to inspire and inform their work.

Assessment 2: Externally set assignment (40%). Pupils will be given their exam paper in January of Year 11. They choose their own exam question and will be given approx. 3 months to prepare. In March / April of Year 11 they will produce a final outcome during a 10 hour exam. This will be split over a few days. All the preparatory work and the final outcome will be assessed.



MODULE CHOICES

YEAR 10	YEAR 11
N/A	N/A

INTERNAL ASSESSMENT

Pupils will be required to produce at least one homework a fortnight to put towards their portfolio.
The pupils will receive written and verbal assessments and feedback throughout the production of the portfolio.

EXTERNAL ASSESSMENT

The course consists of two assessments. Assessment 1: Portfolio (60%) and Assessment 2: Externally set assignment (40%). The pupils will be internally assessed and externally moderated. The four assessment objectives carry equal weighting.

Contextual Understanding

Creative Making

Reflective Recording

Personal Presentation

PRE-REQUISITE

None

**BUSINESS STUDIES****WJEC****HOD:****MR M. HUMPHRIES****COURSE CONTENT**

Business Studies develops a pupil's understanding of the way in which businesses operate in a rapidly changing world. Pupils' understanding are developed through the study of current business theory and enhanced through realistic business activities such as with Young Enterprise, Share portfolio management with the Institute of Fiscal Studies, management of the school bank with the Brecon Credit Union and other activities that develop a student's understanding of the business world.

MODULE CHOICES

YEAR 10	YEAR 11
<p>The Business Framework</p> <ul style="list-style-type: none"> Understanding how and why a business starts; The nature of different business structures such as sole traders, partnerships, LTDs and PLCs; <p>Businesses and their Customers</p> <ul style="list-style-type: none"> Appreciation of the importance of market research and how the information generated can be used; The role of the marketing mix and market segmentation; Demonstrate a critical understanding of product life cycles and portfolio management; A recognition of markets and their constraints; <p>Products, Goods and Services</p> <ul style="list-style-type: none"> Distinguish between goods and services; Explain the different methods of production and the idea of quality and quantity; The use of stock control and break even charts; The factors that influence industrial location and the factors that influence businesses operating on a global scale. 	<p>Human Resource Planning</p> <ul style="list-style-type: none"> Understand the recruitment and training process; Demonstrate a knowledge of the roles of staff in an organisation; Be aware of the different methods of communication; The role of motivation/leadership in an organisation both monetary and non-monetary; The role of stakeholders in an organisation; <p>Business Finance and Control</p> <ul style="list-style-type: none"> Distinguish between gross/net pay deductions both voluntary and compulsory; Select and justify types of sources of finance that a business can access; Know and understand the purpose of business plans; Prepare and interpret cash flow forecasts; Prepare and interpret profit and loss account and balance sheets.

INTERNAL ASSESSMENT**Controlled Assessment (25%)**

The controlled assessment is compulsory. Students are given a six week period to research and analyse a task that is set by the WJEC Examination Board. Using their research skills students are allocated a fixed amount of time to research a current business problem. They are then allocated a further amount of time to write a report under exam conditions. The task is internally and externally moderated.

EXTERNAL ASSESSMENT**Written Paper (75%)**

There is a two hour exam paper at the end of Year 11 which consists of short answer questions and longer case study stimulus questions.

PRE-REQUISITE

A good level of English Language and Mathematics and an interest in the world of business.



COURSE CONTENT

Unit 1 Preparation for Written Paper**The Basics**

- It is split into two sections.
- Section A will have questions specifically about the overarching principles of Design and Technology and the Design Process.
- Section B will have questions about the respective focus area.
- It is a 2 hour examination.
- The students will need extended practice to be able to complete the examination.
- The examination can be taken in Year 10 and/or Year 11; the best mark being carried forward.

Unit 1 = Section A = 20%, Section B = 20% of the overall marks.

Unit 2 Controlled Assessment**The Basics**

- Start to think in terms of Controlled Assessment Task **not** project work.
- In simple terms a design and make task in 30 hours.
- All the work is to be done in school.
- It is work that is done under supervision.
- It is to be completed in **Year 11 only**.
- The **Project Briefs** are set by the Board. (Principal Examiner for each focus area sets the briefs.)
- These will change each year.
- The work is to be done in the controlled assessment work book.
- The controlled assessment workbook is to be downloaded from the WJEC website.
- The **controlled assessment workbook** is **A3 in size**.
- There is a space on each page for a comment and mark.
- The work will be moderated each year.

This section relates to Unit 2, the Controlled Assessment Task (CAT)

Unit 2 = Worth 60% of the overall marks

MODULE CHOICES

YEAR 10	YEAR 11
Preparation folio/prototype and theoretical work	Controlled Assessment Task and Exam

INTERNAL ASSESSMENT

Controlled Assessment Task

EXTERNAL ASSESSMENT

External Examination and Moderation of coursework by WJEC

PRE-REQUISITE

National Curriculum Level 5 or above, with an enthusiasm for the subject and a proven track record of Health and Safety consideration.

**DRAMA****AQA****HOD: MRS H EAST****COURSE CONTENT**

During lessons students will develop the skills initiated at KS3 in more depth and with increasing independence. These skills will include voice, movement, improvisation and characterisation . All work will originate from close study of Script, or from methods of Devising.

MODULE CHOICES

YEAR 10	YEAR 11
Creation of character....leading to group Devised piece entitled Outsiders. Scripted work on a text such as Blue Remembered Hills. Devised unit on the theme of Voices.	Scripted work on a text such as Bouncers. Devised work on a theme such as Exits and Entrances. Preparing for the written examination.

INTERNAL ASSESSMENT

Each module is assessed by the teacher in charge and is assessed for both preparation and performance. There are potentially 45 marks awarded for performance and 15 for preparation. All finished units are assessed and awarded grades A* - G. The student's highest marks for Scripted work and highest mark for Devised work are then sent off to the Examiner at the end of the course. The internally assessed units are worth 60% of the total GCSE. The marks for the internal component of the course are verified by a visiting Examiner who will watch a sample of 10 students from across the ability range to ensure that the teacher in charge's marking is in line with national standards.

EXTERNAL ASSESSMENT

The external component of the course takes the form of a final written examination, this exam which is 1 hour 45 minutes long asks the student to reflect upon the practical work they have experienced in lessons. There are two questions on the written paper that are equally weighted. The marks awarded in the exam are worth 40% of the entire GCSE.

PRE-REQUISITE

Drama is a truly mixed ability subject and students who are academically able work alongside students who are more practical very successfully. An ability to work as a team, take a few risks, to think creatively, and the willingness to rehearse after school occasionally are the most important characteristics of successful candidates on this course.



FOOD AND NUTRITION

WJEC

HOD: MR R WYATT

COURSE CONTENT

New specification from 2016. Pupils are encouraged to develop their knowledge, understanding and skills related to food and nutrition. They will need to understand human needs and issues affecting the quality of human life, to enable them to make and evaluate choices and decisions as informed and discerning consumers. Pupils will be expected to develop a critical and analytical approach to decision making and problem solving in relation to specified content.

MODULE CHOICES

YEAR 10	YEAR 11
<p>Learners will be given the opportunity to develop their knowledge and understanding of the six areas of content. Learners will also be given the opportunity to develop technical skills, through carrying out practical and experimental work. This opportunity will allow learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.</p> <p>Areas of content: 1. Food Commodities; 2. Principles of Nutrition; 3. Diet and Good Health; 4. The Science of Food; 5. Where food comes from; and 6. Cooking and Food Preparation</p>	<p>The non-examination assessment is composed of two assessments that are set by WJEC. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment.</p> <p>Assessment 1: The Food Investigation Assessment 20% of total qualification</p> <p>Assessment 2: The Food Preparation Assessment 40% of total qualification This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking/skills techniques and the execution of practical skills.</p>

INTERNAL ASSESSMENT

The internal and external assessment is comprised of 2 sections.

Task 1 Principles of Food and Nutrition Written examination: 1 hour 30 minutes 40% of qualification

A specified task set by WJEC to be completed under exam conditions.

Unit 2 Cooking and Nutrition in Action Non-examination assessment 60% of qualification

Candidates need to:

- The non-examination assessment is composed of two assessments that are set by WJEC. Learners will be able to select from a choice of two tasks for each assessment.

PRE-REQUISITE

None



FRENCH

WJEC

HOD: MISS J DANIELS

COURSE CONTENT

The aim of the course is to derive enjoyment and benefit from language learning and develop skills to take your place in a multilingual, global society. It involves understanding and using language, developing language-learning skills and an awareness of the country and communities where the language is spoken. You will be assessed on all four skills, listening, speaking, reading and writing. Grades available at Higher Tier are A*-D and for all Foundation papers they are C-G:

LEARNING CONTEXTS

YEAR 10	YEAR 11
Personal and Social Life & The Local Community	The World of Work & The Wider World

ASSESSMENT

The student's learning will be regularly assessed throughout the course and a full assessment undertaken during the course of each year. All marks and assessment grades are recorded on the student's own personal record sheet and progress is evaluated at the end of each term. Assessment is tiered and students can take components at Higher or Foundation tier or any combination for the External exams. Each of the four components carry 60 marks and make up 25% of the final mark.

ASSESSMENT OVERVIEW

<p><u>Unit 1 Speaking</u></p> <p>25% External Examination</p> <p>Foundation – 7-9 minutes Higher- 10-12 minutes</p> <p>3 tasks; 1 role play 1 photo card discussion 1 conversation</p> <p>Dictionaries are not allowed</p>	<p><u>Unit 2- Listening</u></p> <p>25% External Examination</p> <p>Foundation- 35 minutes Higher- 45 minutes</p> <p>Listening comprehension tasks with non-verbal and written responses</p> <p>Dictionaries are not allowed</p>
<p><u>Unit 3 Reading</u></p> <p>25% External Examination</p> <p>Foundation 1 hour, Higher 1 hour 15 minutes</p> <p>Reading comprehension tasks with non-verbal and written responses and one translation from French into English.</p> <p>Dictionaries are not allowed</p>	<p><u>Unit 4 Writing</u></p> <p>25% External Examination</p> <p>Foundation 1 hour 15 minutes, Higher 1 hour 30 minutes</p> <p>Writing tasks, including one translation from English into French.</p> <p>Dictionaries are not allowed</p>

PRE-REQUISITE

Pupils will give presentations and take part in discussions in the language with a partner or in groups.

They will develop critical linguistic thinking skills to decipher the meaning and structure of language.

ICT skills will be needed to undertake independent research, to access audio files and download listening and reading material.

Assignments must be completed on time using notes, dictionaries and glossaries.

**FUTURES****BTEC FIRST CERTIFICATE****HOD: MR L LEWIS****COURSE CONTENT**

Futures are a vocational suite of courses run in partnership with NPTC on the Brecon Campus. The course will provide English medium training in:

- Motor Vehicle
- Construction

The qualifications provide study at Level 1 or Level 2.

Level 1 is industry recognised and will provide a basic training programme and GCSE equivalent points.

Level 2 qualifications are BTEC First Certificates and are equivalent to Full Course GCSEs.

Pupils will be guided towards this option and will be interviewed by NPTC in order to assess suitability.

The qualifications have been chosen to allow progression to courses post-16 and to employment.

The Futures Course is delivered one day per week and takes up 2 option subjects in the Option Choices Form.

MODULE CHOICES

YEAR 10	YEAR 11
Course Dependent	Course Dependent

INTERNAL ASSESSMENT

The students' assignments are internally assessed, with deadlines set for completion. Following feedback, pupils can improve their marks by acting on the advice given.

EXTERNAL ASSESSMENT

Pupils are assessed during the course via practical assessments and coursework with final verification via Edexcel guidelines.

PRE-REQUISITE

Students need to be thorough in keeping up to date records of tasks given in lessons. The determination to complete assignments using the guidelines and advice to achieve the best outcome.

**GEOGRAPHY****WJEC****HOD: MRS D MORGAN****COURSE CONTENT**

Pupils study nine modules over two years. Six core modules are studied in Year 10 and three optional modules are studied in Year 11. Pupils also complete two pieces of Controlled Assessment during Year 11.

MODULE CHOICES

YEAR 10	YEAR 11
Rivers and Flooding Climate Change Tectonic Hazards Population Change Globalisation World Development	Coasts and Flooding Weather and Climate Ecosystems Tourism Urban and retail Change Economic Change and Wales

INTERNAL ASSESSMENT

Assessment is ongoing. However, at the end of every module there will be:

- * A test utilizing past paper questions to familiarize the pupils with the exam style questions and layout – pupils will receive a % mark here
- * An extended homework/assessment piece - pupils will receive a grade A*-U here

Pupils will also have a mock examination as per the school timetable.

EXTERNAL ASSESSMENT

Paper One is sat in Year 10. The exam is 1 hour 45 minutes long and worth 40% of the total GCSE. All 6 questions must be answered. This exam is available for re-sit at the end of Year 11 also.

Paper Two is sat in Year 11. The exam is 1 hour 15 minutes long and is worth 35% of the total GCSE. 3 from 6 questions must be answered.

Two pieces of controlled assessment are completed in class during Year 11. The first is based on fieldwork and is worth 10% of the total GCSE. The second is based on a problem solving exercise and is worth 15% of the total GCSE.

PRE-REQUISITE

The Geography examination is available in two tiers. The Higher Tier allows for grades A* - D whilst the Lower Tier allows for grades C – G. The level of entry will be determined as the course progresses.

Geography allows pupil to:

- * Become independent learners and critical/reflective thinkers
- * Develop their spatial awareness
- * Appreciate the differences/similarities between people's views of the world, its environment, societies and culture
- * Develop their responsibilities and global citizens and allow them to recognize how they can contribute to a sustainable future
- * Participate in fieldwork and acquire/utilize geographic and wider key skills and appropriate technologies

Geography at GCSE is also available through the medium of Welsh.



GERMAN

WJEC

HOD: MISS J DANIELS

COURSE CONTENT

The aim of the course is to derive enjoyment and benefit from language learning and develop skills to take your place in a multilingual, global society. It involves understanding and using language, developing language-learning skills and an awareness of the country and communities where the language is spoken. You will be assessed on all four skills, listening, speaking, reading and writing. Grades available at Higher Tier are A*-D and for all Foundation papers they are C-G:

LEARNING CONTEXTS

YEAR 10	YEAR 11
Personal and Social Life & The Local Community	The World of Work & The Wider World

ASSESSMENT

The student's learning will be regularly assessed throughout the course and a full assessment undertaken during the course of each year. All marks and assessment grades are recorded on the student's own personal record sheet and progress is evaluated at the end of each term. Assessment is tiered and students can take components at Higher or Foundation tier or any combination for the External exams. Each of the four components carry 60 marks and make up 25% of the final mark.

ASSESSMENT OVERVIEW

Unit 1 Speaking 25% External Examination Foundation – 7-9 minutes Higher- 10-12 minutes 3 tasks; 1 role play 1 photo card discussion 1 conversation Dictionaries are not allowed	Unit 2- Listening 25% External Examination Foundation- 35 minutes Higher- 45 minutes Listening comprehension tasks with non-verbal and written responses Dictionaries are not allowed
Unit 3 Reading 25% External Examination Foundation 1 hour, Higher 1 hour 15 minutes Reading comprehension tasks with non-verbal and written responses and one translation from German into English. Dictionaries are not allowed	Unit 4 Writing 25% External Examination Foundation 1 hour 15 minutes, Higher 1 hour 30 minutes Writing tasks, including one translation from English into German. Dictionaries are not allowed

PRE-REQUISITE

Pupils will give presentations and take part in discussions in the language with a partner or in groups.
 They will develop critical linguistic thinking skills to decipher the meaning and structure of language.
 ICT skills will be needed to undertake independent research, to access audio files and download listening and reading material.
 Assignments must be completed on time using notes, dictionaries and glossaries.



HISTORY

WJEC

HOD: MR J BRYANT

COURSE CONTENT ***SEE BELOW**

Students are encouraged to develop their understanding of British and World History in the 19th and 20th Century. The course will also develop their understanding of historical terms and concepts, explore the significance of events, individuals and issues in history, and develop their understanding of how the past has been interpreted.

MODULE CHOICES

YEAR 10	YEAR 11
The development of the USA, 1929 – 2000	Austerity, Affluence and Discontent in the United Kingdom, 1951- 1979
Controlled Assessment – British History	Germany in transition, 1919-1947

INTERNAL ASSESSMENT

Pupils will be assessed by questions based on GCSE papers and topic tests.

EXTERNAL ASSESSMENT

Unit 1: Study in Depth (Germany 1919-47)	1 hour 15 minutes	25%
Unit 2: Study in Depth (Austerity, Affluence and Discontent in the UK, 1951 -1979)	1 hour 15 minutes	25%
Unit 3: Outline Study (U.S.A. 1929 - 2000)	1 hour 15 minutes	25%
Unit 4: Investigation (Controlled assessment)	10-15 weeks	25%

PRE-REQUISITE

None

*** Subject to confirmation from WJEC. There are likely to be some changes to the content and weightings' to the assessment units. This will not be confirmed until the end of January 2016 at the earliest.**



INFORMATION COMMUNICATION TECHNOLOGY WJEC HOD: MR G GILLARD

COURSE CONTENT

Information and Communication Technology offers a unique opportunity for candidates to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

The specification encourages the investigation and study of Information and Communication Technology in a variety of contexts. In these contexts the candidates 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.

MODULE CHOICES

YEAR 10	YEAR 11
<ul style="list-style-type: none"> • Unit 2: Solving Problems with ICT: <ul style="list-style-type: none"> ○ Controlled Assessment: 22 hours 30 minutes ○ 30% of the course • Theory lessons relating to Unit 1: Understanding ICT and Unit 3 ICT in Organisations 	<ul style="list-style-type: none"> • Unit 4: Developing Multimedia ICT Solutions: <ul style="list-style-type: none"> ○ Controlled Assessment: 22 hours 30 minutes ○ 30% of the course • Theory lessons relating to Unit 1: Understanding ICT and Unit 3 ICT in Organisations • Unit 1: Understanding ICT: <ul style="list-style-type: none"> ○ External Assessment 1 hour 30 minutes ○ 20% of course • Unit 3: ICT in Organisations: <ul style="list-style-type: none"> ○ External Assessment 1 hour 30 minutes ○ 20% of course

INTERNAL ASSESSMENT

Unit 2: Solving Problems with ICT: Controlled Assessment: 22 hours 30 minutes – 30% of the course

This controlled assessment consists of a portfolio of work which shows candidates' attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.

Unit 4: Developing Multimedia ICT Solutions: Controlled Assessment: 22 hours 30 minutes – 30% of the course

This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief issued by WJEC.

EXTERNAL ASSESSMENT

Unit 1: Understanding ICT: External Assessment 1 hour 30 minutes - 20% of course

This examination paper will assess the requirements of the Key Stage 4 Programme of Study for Information and Communication Technology and the functional elements of ICT in a home and school context.

Unit 3: ICT in Organisations: External Assessment 1 hour 30 minutes - 20% of course

This examination paper will assess the 'application' content of ICT in a business and industry context.

PRE-REQUISITE

This course builds upon the Programme of study for Information and Communication Technology in Key Stage 3 and allows pupils to fully address the knowledge, skills and understanding of Information and Communication Technology.



MEDIA STUDIES

WJEC

HOD: MR G GILLARD

COURSE CONTENT

The WJEC Media Studies specification is designed to allow media students to draw on their existing experience of the media and to develop their abilities to explore as well as to create media. It enables them to explore and create a wide variety of media, including digital media technologies, drawing on the fundamental concepts informing the study of the media: texts, organisations and audiences/users. These concepts are reflected in the specification's framework for exploring and creating all media. This framework is based on three interdependent study areas:

- 1) the products of the media – media texts (explored in terms of genre, narrative and representation);
- 2) the organisations behind those texts (explored in terms of production, distribution and regulatory issues); and
- 3) the audiences for, and users of, those texts.

MODULE CHOICES

YEAR 10 & 11

All is set by the WJEC and is designed to allow pupils to make choices about outcomes.

INTERNAL ASSESSMENT

Unit 2: Creating for the Media: Investigating and Producing: Controlled Assessment: 60% of the course

Three pieces of work from at least two different media:

Two textual investigations on two different media areas [one must be print-based] (20%) and

One media production consisting of research, planning, the production itself and an evaluation of the production (40%).

These topics must involve study of a minimum of three different media, including at least one print-based and one audio-visual based form. 'Media' will be interpreted in terms of generic forms rather than platforms although there is a requirement that the topics for the examination will be studied in relation to the convergent nature of the media. Examples of different media will thus include film, television, animated film, radio, magazines, music videos, websites and computer games.

EXTERNAL ASSESSMENT

Unit 1: Thinking about the Media: Investigating and Planning: Written Examination: 40% of the course, 2 hours 15 minutes

Section A: Thinking about the media - Investigating

Four questions: candidates respond to stimulus material chosen from a topic set by WJEC. This section will also assess the way the contemporary media is convergent.

Section B: Thinking about the media - Planning

A series of tasks: candidates demonstrate planning and creative skills through a series of creative tasks which demonstrates knowledge of the convergent nature of the contemporary media.

PRE-REQUISITE

There are no specific requirements for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1-3 in a wide range of subjects. These subjects will include English, where at Key Stage 3 students are given opportunities to analyse and evaluate a wide range of moving image and media material.



GCSE MUSIC

WJEC

HOD: MR N BELL

COURSE CONTENT

Most classwork will combine the 3 skills of **Performing**, **Composing** and **Appraising**, so that learning is based on practical experience, in groups and individually. The syllabus is designed to include beginners through to experienced instrumentalists and vocalists, so skills will be taught as required, through 4 Areas of Study. All styles of music are welcome in the Performing and Composing work. The course provides a foundation for studying Music, Music Technology or Performing Arts at A-Level or equivalent.

Performing: By the end of the course, students give a 10 minute performance consisting of 1 solo piece and 1 ensemble (group) piece. One performance piece must be connected to an Area of Study. Candidates may perform on an instrument or voice, or both, singing or playing with a backing track, if desired. DJ-ing, Rap and Beat-Boxing are also acceptable modes of performance.

Composing: Students prepare a folio of compositions and submit two contrasting pieces at the end of the Spring Term in Year 11. Both compositions must make links with different Areas of Study, but the music can be in any style. Compositions may be written down or recorded.

Appraising (Listening): The 4 Areas of Study provide the focus for learning about music from past centuries to the present day. This enables pupils to make considered judgements on a wide range of music.

MODULE CHOICES

YEAR 10	YEAR 11
1. Music for Stage and Screen	3. Music in Wales
2. Musical Forms and Devices	4. Music Evolution

INTERNAL ASSESSMENT

Most learning activities will involve some solo or group performing, to enable candidates to build confidence. Some pair and group composition tasks will be undertaken, in addition to individual folio work. Monitoring of composition takes place, at appropriate points in the course. Regular tests in listening exercises, plus formal performing and appraising examinations, during Year 10 and at the end of the Christmas Term in Year 11, give a realistic assessment of each candidate's strengths.

EXTERNAL ASSESSMENT

1. Performing (30%):	Solo and ensemble performance during March in Year 11. Candidates performing pieces of Grade 3 standard or above, can potentially achieve full marks.
2. Composing (30%):	2 Compositions submitted to the W.J.E.C. at the end of the Spring Term in Year 11.
3. Appraising (40%):	A 1 hour 30 minutes pre-recorded examination is held in May of Year 11. The examination will comprise solely of unprepared extracts on CD, from the 4 Areas of Study. The questions will be a mixture of multiple choice and longer, structured tasks.

PRE-REQUISITE

All pupils who opt to study Music in Years 10 and 11 are expected to play a full and active part in the extra-curricular musical activities at Brecon High School. The GCSE Chief Examiner for Music has attributed our high GCSE success rate to the Music Department's active extra-curricular programme. Pupils are also encouraged to participate in South Powys Youth Music activities and to take full advantage of other local musical opportunities.

In school activities include Orchestra, various instrumental ensembles, Senior Choir, as well as Music / Drama productions. Pupils are also encouraged to form their own bands or ensembles, to gain useful performing experience.



PHYSICAL EDUCATION FULL COURSE

WJEC

HOD: MRS A STEPHENS

COURSE CONTENT

Through studying GCSE Physical Education learners 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.

Learners will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Learners will develop their ability to analyse and evaluate to improve performance in physical activity and sport to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution which physical activity and sport make to health, fitness and well-being; and
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

The subject content focuses on 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 physical activity and sport.

COURSE OUTLINE

Students will experience a range of physical activities from the National Curriculum. These may include, for example, Games activity, e.g. Football, Netball, Hockey, Rugby, Athletics, Swimming & exercise activity.

All performances are supervised and assessed by the teacher (or members of the department) BUT will be **externally moderated**.

Pupils will be assessed in all practical activities taught and the highest **three** grades used for the final controlled assessment.

Theory lessons will cover the topics required for exam and coursework assessment

ASSESSMENT

Written Paper - 2 hours (120 marks)

60%

A range of short and extended questions, based on various stimuli and sources.

Controlled Assessment (80 marks)

40%

The highest three practical grades are used for the final controlled assessment in line with the WJEC syllabus guidelines. (As a performer in at least one individual and one team sport).

Assessment also occurs through a written analysis and evaluation of personal performance in one chosen activity.

Activities that are listed in the WJEC syllabus but not taught in school can be offered for assessment **BUT** must have video evidence provided by the student and fulfil the boards assessment criteria, e.g. Horse Riding, Golf, Cycling, Trampolining, Boxing, Skiing, Snowboarding, Dance, Gymnastics, Canoeing, etc.

PRE-REQUISITE

ALL PHYSICAL ACTIVITIES ARE COMPULSORY ELEMENTS OF THE GCSE COURSE. STUDENTS ARE EXPECTED TO PARTICIPATE FULLY, REGULARLY AND IN ALL ACTIVITIES. (Exemption from activity for more than two weeks will require a medical note). ANY PROBLEMS PARTICIPATING IN AN ACTIVITY MUST BE DISCUSSED WITH THE HEAD OF P.E. PRIOR TO COMMENCING THE COURSE. THIS APPLIES PARTICULARLY TO SWIMMING.

For students to achieve the A to C grades requires them to be very involved in extracurricular sports. For example, in school and club teams, in more than one sport.



RELIGIOUS STUDIES

WJEC

HOD: MRS R J DAVIES

COURSE CONTENT

Depending on the setting, top sets will study the Full GCSE Option over 2 years and lower sets will study the Short Course over 2 years.

MODULE CHOICES

YEAR 10	YEAR 11
<p>Below is the specification for the Short Course. Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification:</p> <p>Topic 1 Relationships Issues of love, marriage and divorce</p> <p>Topic 2 Is it Fair? Issues of justice and equality</p> <p>Topic 3 Looking for Meaning Issues about God, life and death</p> <p>Topic 4 Our World Exploring creation and our place in the world</p>	<p>After studying the Short Course in Year 10 students progress to the Full Course. Candidates will be required to demonstrate knowledge and understanding of religious terms used in the specification:</p> <p>Topic 1 Religion and Conflict Issues of peace, forgiveness and conflict</p> <p>Topic 2 Religion and Medicine Issues of medical ethics and the sanctity of life</p> <p>Topic 3 Religious Expression Issues of expressing one's faith</p> <p>Topic 4 Authority—Religion & State Issues of law and order in religion and society</p>

INTERNAL ASSESSMENT

Internal Examinations and Formative Assessment.

EXTERNAL ASSESSMENT

If studying the Short Course, students will be examined at the end of Year 11. They will sit one paper. If studying the Full Course, students will sit one paper at the end of Year 10 and the second at the end of Year 11. There is NO coursework. The written paper is 1 hour 45 minutes with four structured questions consisting of visual stimuli used as a basis for a series of paragraph and extended writing answers.

PRE-REQUISITE

The Department would like to emphasise that those students entered for Full Course must achieve a grade in the range of A* - C in their Short Course examination at the end of Year 10.