

Brecon High School



CHOICES

A GUIDE TO KEY STAGE 4 COURSES

FOR SEPTEMBER 2026



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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 and what we are able to offer you as a school.

Next year, everyone will study the same subjects for around two thirds of the week. This means that you will spend almost a third 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 Baccaulareate as well as some BTEC qualifications if a Future subject is followed in collaboration with the NPTC Brecon College campus.

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, Non-Examined Assessments (NEA), 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. Below are the option blocks **as they were put together last year in order to accommodate as many pupils first choices as possible. Note that this is not what the blocks will look like for this year, the blocks will be constructed to best fit this years' straw poll result i.e. in early March.**

SUBJECT OPTIONS –

OPTION CHOICES PREVIOUSLY OFFERED

As way of an **illustration only**, this is what the option choices looked like in 2024:

CORE DELIVERY	OPTION A	OPTION C	OPTION B
<ul style="list-style-type: none"> English Language English Literature Mathematics Mathematics & Numeracy Science Welsh 1st or 2nd Language PE Welsh Bacallaureate 	<ul style="list-style-type: none"> Triple Science Hanes Music Art Geography 	<ul style="list-style-type: none"> History Design & Technology PE Triple Science 	<ul style="list-style-type: none"> Drama French Business PE Design & Technology Agored suite Food technology
	All GCSEs Hair and Beauty (BTEC) (NPTC) Motor Vehicle Studies (BTEC) (NPTC) Construction (BTEC) (NPTC) Public Services (BTEC) (NPTC)		All GCSEs

And this is what the option choices looked like in 2025:

CORE DELIVERY	OPTION A	OPTION C	OPTION B
<ul style="list-style-type: none"> English Language English Literature Mathematics Mathematics & Numeracy Double Award Science (N.B. set 1 is an accelerated class doing Triple Science in Double Award time). Welsh 1st or 2nd Language General PE Welsh Bacallaureate 	<ul style="list-style-type: none"> Business History Health & Social & Childcare Art 	<ul style="list-style-type: none"> Geography RE Business French 	<ul style="list-style-type: none"> Drama History PE Design & Technology Agored suite
	All GCSEs Hair and Beauty (BTEC) (NPTC) Motor Vehicle Studies (BTEC) (NPTC) Construction (BTEC) (NPTC) Public Services (BTEC) (NPTC)		All GCSEs or equivalent



OPTIONS - FREE CHOICE STRAW POLL

A free choice straw poll where pupils will be asked to indicate subject option choices was conducted with Year 9 in January 2026. The information was used to finalise the option blocks and will dictate the number of teaching groups. This has been done in order to reduce the number of subject clashes and maximise the best fit of subjects for the majority of our pupils. It may mean that a small minority of pupils may not be able to follow all of their chosen subject in every option block, however, we work hard to try and avoid this.

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, pupils 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. There is no examination for the Welsh Baccalaureate.

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. We will ask you to select reserve choices.
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 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 C Probert, with whom you can have a personal interview.

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

WHO TO CONSULT

Headteacher:

Deputy Headteacher:

Assistant Headteacher:

Assistant Headteacher:

Mr. R. Edwards

Mrs. L. Buttle

Mr. M. Hirst

Mrs. C. Manson



Brecon High School Key Stage 4 – Course Outline

Careers Officer:
Progress & Guidance Manager for Middle School

Ms. L. Nekrews
Mrs. L. A. Jones

YEAR 9 TUTORS

9-1	Mrs. S. Thorpe
9-2	Mr. L. Vokes
9-3	Miss. J Daniels.
9-4	Mr. N. Bell.
9B	Mr. T. Davies

AREAS OF LEARNING EXPERIENCE:

Expressive Arts

Art
Drama
Music

Ms. S. Melhuish (Lead)
Mrs. K. Thomas
Ms. S. Melhuish
Mr. N. Bell

Humanities

Geography
History
R.E.

Ms. L. Acreman (Lead)
Mrs. D. Jones
Ms. L Acreman
Mrs. D. Morgan

Language, Literacy and Communication

Modern Foreign Languages

Mrs. R. Bailey (Lead)
Miss J. Daniels

Mathematics & Numeracy

Mr. E. Ifidon (Lead)

Physical Education & Sport

Mr. A. Morgan (Lead)

Science & Technology

Computer Science
Design & Technology

Mr. O. Griffiths (Lead)
Mr. E. Atewojaye
Mrs. D. Gillard

Welsh

Miss. L. Cross

Welsh Baccalaureate

Miss. C. Huggins (Lead)

Business

Mr. S. Stafford

IMPORTANT DATES

- W/beg 19th January, 2026 – Year 9 straw poll issued with BHS Choices guide booklet
- 3rd February, 2026 – Year 9 straw poll deadline
- 10th February, 2026 – Year 9 Parents' Evening / Options Information Evening; 15:50 – 18:20
- 3rd March, 2026 – Option choice form released
- 20th March, 2026 – Option choice form deadline



CORE SUBJECTS



The new GCSE English Language and Literature qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the principles of progression, along with the statements of what matters and subject-specific skills and concepts

Aims

- appreciate how language connects us to the world around us through engagement with the spoken word and written texts from a range of times, places and cultures
- read and listen to a range of spoken and written texts, considering how language, register and style convey meaning
- understand the significance of purpose, audience, medium and context when communicating, expressing, understanding and responding to language
- express themselves in speaking and writing through clear, accurate, fluent and creative use of English
- develop and apply knowledge and understanding of the vocabulary, grammar and uses of the English language

COURSE CONTENT

Unit 1 (Single and Double Award)

Context and meaning

Written Examination: 1 hour 30 minutes

Marked by WJEC

60 marks

Overview of unit

The purpose of this unit is for learners to:

- understand and respond critically to a range of poetry
- write with clarity, adapting for purpose and effect, and using appropriate linguistic features and techniques.

Unit 1 aims to encourage learners to engage with the concept of **Context and Meaning**. Learners are encouraged to draw on their understanding of how meaning is created through the study of poetry and apply this to their own writing. This includes a detailed understanding of the functions of the English language in the creation of poetic meaning. It is an opportunity for learners to understand how language and context influence and impact meaning in literature in order to shape their own writing, using language effectively to present their own ideas. This prepares learners to become more confident in adapting their writing for purpose and effect, making them more effective communicators. The study of **Context and Meaning** will help learners to become ethical, informed citizens of Wales and the world by understanding how context affects individuals and communities, and by enhancing their capacity for critical thinking.

Unit 2 (Single and Double Award)

Belonging

Non-examination assessment: approximately 7 hours

Marked by the centre, moderated by WJEC

60 marks

Overview of unit

The purpose of this unit is for learners to:

- develop oracy skills



- show understanding of and respond to narrative fictional prose in writing
- conduct research towards an individual oral presentation linked to the studied prose.

Unit 2 encourages learners to engage with the concept of **Belonging**, with a focus on investigating the themes, issues and representations around *cynefin*, community and citizenship in the selected narrative fiction text. Study of **Belonging** will help learners to become ethical, well-informed citizens who are knowledgeable about both their own culture, community, society and world, and those of others, now and in the past.

Unit 3 (Single and Double Award)

Influence and Power

Non-examination assessment: approximately 5 hours 55 minutes

Marked by the centre, moderated by WJEC

50 marks

Overview of unit

The purpose of this unit is for learners to:

- read, understand and respond critically to a range of non-fiction texts
- express themselves in speaking and writing through clear, accurate, fluent and creative use of English
- consider the use of language, structure and form in their own writing
- show evidence of planning and organising own work.

Unit 3 encourages learners to engage with the **Influence and Power** of writers and speakers through the cross-cutting themes of the non-fiction anthology. Learners will gain understanding of and develop empathy towards different attitudes, cultures and beliefs to become ethical, informed citizens of Wales and the world. Opportunities for speaking and writing will inspire learners to become creative contributors and critical thinkers as they respond to a range of stimulating texts. The linguistic and literary study of the texts will support learners to speak and respond effectively in the group discussion and to create a non-fiction writing task inspired by the anthology and overarching concept of **Influence and Power**.

Unit 4a (Single Award Only)

Motivations

Written Examination: Duration 1 hour 30 minutes

Marked by WJEC

60 marks

Overview of unit

The purpose of this unit is for learners to:

- consider the (re)presentation of characters, relationships and communities
- understand written texts in their social, cultural and historical contexts, and how these may inform different viewpoints and perspectives
- understand their own motivations as writers in creating literary texts.

Unit 4b (Double Award Only)

Motivations

Written Examination: Duration 1 hour 30 minutes

Marked by WJEC

60 marks

Overview of unit

The purpose of this unit is for learners to:

- consider the (re)presentation of characters, relationships and communities
- understand written texts in their social, cultural and historical contexts, and how these may inform different viewpoints and perspectives
- understand their own motivations as writers in creating literary texts.



Engaging with **Motivations** in literature and with language analysis encourages learners to become more ambitious and capable in their approach to understanding texts and in expressing themselves through language. This includes a detailed understanding of the functions of the English language in the creation of meaning. These experiences foster an appreciation of a writer's craft, and develop learners' own creative skills. Learners acquire a more nuanced understanding of different viewpoints and the skills needed to interpret, evaluate and respond to differing perspectives. This, along with contextual knowledge to support their understanding of the selected text, will allow learners to develop their ability to demonstrate empathy, developing their own emotional intelligence and awareness by considering the impact of the **Motivations** behind behaviour, speech and actions. The production of creative writing in this unit will engage learners as readers, narrators and creators of their own work, inspired by literature. Learners will generate their own creative ideas, plan and organise work. This unit will support learners to become unbiased and critically aware interpreters of what they hear, read and through enhanced understanding of their own and other people's experiences, beliefs and cultures.

Unit 5 (Double Award Only)

Continuity and change

Non-examination assessment: approximately 8 hours

Marked by the centre, moderated by WJEC

60 marks

Overview of unit

The purpose of this unit is for learners to:

- consider language use through time
- explore how literature reflects ideas and attitudes over time
- consider the relevance of themes, characters and/or plot to their own time and lives.

Unit 5 encourages learners to engage with the concept of **Continuity and Change** by considering how attitudes and ideas, as well as the language used, in texts have changed since the time of writing to the present day. Learners will explore these through a whole play by Shakespeare, and through the study of pre-twentieth century poetry. The study of these ideas will support learners to become ethical, informed citizens of Wales and the world by developing understanding and empathy and enhancing their capacity for critical thinking.

Unit 6 (Double Award Only)

Connections

Written Examination: Duration: 1 hour 30 minutes

Marked by WJEC

80 marks

Overview of unit

The purpose of this unit is for learners to:

- make connections between texts
- make connections relating to time, place, space, setting, language and/ or relationships.

Learners will explore **Connections** and links between texts they read, hear and produce in this unit. **Connections** may be social, relational, temporal and/or linguistic, and may also be between the genre, meaning and purpose of texts. This includes a detailed understanding of the functions of the English language in the creation of meaning. By exploring **Connections** between language that is read, heard, seen and produced, learners are encouraged to become more ambitious and capable in their understanding of texts and in expressing themselves through language. These experiences encourage learners to develop understanding of different viewpoints and perspectives, and to become effective communicators.



**MATHEMATICS – GCSE
MATHEMATICS & NUMERACY
(DOUBLE AWARD)**

WJEC

AOLE: MR. E. IFIDON

COURSE CONTENT

The construct of GCSE Mathematics and Numeracy (Double Award) is based on the five interdependent proficiencies that make up the Curriculum for Wales' principles of progression for the Mathematics and Numeracy Area. The qualification will:

- provide opportunities for learners to develop a conceptual understanding of mathematical concepts and ideas
- provide opportunities for learners to develop an understanding of a wide range of mathematical language and to demonstrate this communication using symbols
- allow learners to demonstrate the use and application of mathematical and numerical skills fluently and accurately
- support learners to develop and apply logical reasoning when justifying and proving relationships between concepts
- provide opportunities for learners to independently demonstrate strategic competence when using mathematical ideas to solve problems.

The content of GCSE Mathematics and Numeracy (Double Award) qualification will be based on the following mathematical and numerical concepts that make up the Curriculum for Wales' statements of what matters for the Mathematics and Numeracy Area:

- Number
- Algebra
- Geometry and measures
- Statistics and probability

Aspects of each concept will be explored in every unit of the qualification, supporting the statement that 'the different areas of mathematics are highly interconnected and dependent on one another' included in the specific considerations for this Area. The qualification will also support key links with other Areas of the Curriculum for Wales, including developing learners' financial literacy in support of learner wellbeing.

QUALIFICATION STRUCTURE

WJEC GCSE Mathematics and Numeracy consists of three units. The qualification is unitised and does contain tiering. There are two tiers of entry for this qualification:

- Higher Tier: A* – D
- Foundation Tier: C – G



Learners may be entered at different tiers across units. All units are compulsory and there is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	Financial Mathematics and Other Applications of Numeracy	Written examination	30%
Unit 2	Non-calculator	Written examination	30%
Unit 3	Calculator-allowed	Written examination	40%

SUMMARY OF THE ASSESSMENT

Unit 1: Financial Mathematics and Other Applications of Numeracy

Written examination

Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. These questions may be set on any part of the subject content assigned to this unit. Questions will be set in personal and other real-world contexts.

A calculator will be allowed in this paper.

Unit 2: Non-calculator

Written examination

Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. These questions may be set on any part of the subject content assigned to this unit. The paper will include context-free questions and questions set in mathematical and other contexts.

A calculator will **not** be allowed in this paper.

Unit 3: Calculator-allowed

Written examination

Higher Tier: 2 hours (90 marks)

Foundation Tier: 1 hour 45 minutes (75 marks)

40% 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 assigned to this unit. The paper will include a mix of questions set in real-world and other contexts, and context-free questions.

A calculator will be allowed in this paper.



INTERNAL ASSESSMENT

Assessment is ongoing with regular homework set on MyMaths. At the end of every half-term of study there will be an assessment comprising of past paper questions to familiarise the pupils with the exam style questions and layout. Pupils will also undertake internal mock examinations in Year 10 and Year 11, as per the school timetable.



SCIENCE

WJEC

AOLE: MR. O. GRIFFITHS.

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 The Sciences (Double Award), or
- Separate GCSE awards for Biology, Chemistry and Physics or
- GCSE Integrated Science (Single Award)

CHOICE

GCSE Science (Double Award)

YEAR 10	YEAR 11
3 units – Biology – Basis of Life, Chemistry – Chemical Substances and How They Behave and Physics – Forces, Motion and the Universe Each subject is assessed by a 1 hour 15 minute written examination.	A further 3 units – Biology – Continuity of Life, Chemistry – Chemical Bonding, Reactions and Resources and Physics – Waves, Electricity and Energy Each subject is assessed by a 1 hour 15 minute written examination. In addition: A Scientific Enquiry Unit (worth 10% of the qualification) Pupils complete two scientific enquiries. Each enquiry includes a practical task and a written task. This assessment takes place during the spring term of Year 11

INTERNAL ASSESSMENT

Internal school assessment occurs throughout the course via homework, end of module tests and school examinations. These assessments help monitor progress and prepare pupils for external examinations but do not count directly towards the final GCSE grade.

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. The remaining 10% is an externally set practical assessment, which takes place in the spring term of Year 11.

The qualification is tiered: Higher Tier: Grades A*A* to DD and Foundation Tier: Grades CC to GG

Pupils may be entered for different tiers in different units, depending on strengths.

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. These assessments help monitor progress and prepare pupils for external examinations but do not count directly towards the final GCSE grade..

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. The remaining 10% is an externally set practical assessment, which takes place in the spring term of Year 11.

PRE-REQUISITE

All pupils should aspire to confident, informed, and capable young scientists, with a track record of strong performance on all assessments in order to be able to access the content.

CHOICE

Applied Science

YEAR 10	YEAR 11
<p>Unit 1 – ‘Science in the Modern World’, covering all 3 Science disciplines – Biology, Chemistry, and Physics, examined externally with a written 1 hour 30 minutes summer examination, worth 40% of the final grade.</p> <p>Unit 3 – Task Based Assessment. A practical based, externally assessed examination, undertaken in the second half of the autumn term, worth 20% of the final grade.</p>	<p>Unit 2 – ‘Science to Support our Lifestyles’, covering all 3 Science disciplines – Biology, Chemistry, and Physics, examined externally with a written 1 hour 30 minutes summer examination, worth 30% of the final grade.</p> <p>Unit 4 – Practical Assessment. A practical based, externally assessed examination, undertaken in the first half of the spring term, worth 20% of the final grade.</p>

INTERNAL ASSESSMENT

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

EXTERNAL ASSESSMENT

The two external examinations account for 70%, are sat at the end of years 10 and 11. The examinations are 1 hour 30 minutes in duration. The remaining 30% of the final grade, consists of 2 externally set practical assessments, which take place in the autumn term of Year 10, and the spring term of Year 11.

PRE-REQUISITE

All pupils should aspire to be confident in their understanding and application of science in everyday life.





WELSH FIRST LANGUAGE COURSE

WJEC AOLE:

MISS. L. CROSS.

COURSE CONTENT

The GCSE Welsh First Language gives 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.

This is a unitised, non-tiered qualification. To gain the Single Award qualification, pre-16 candidates must also sit Unit 1, Unit 2, Unit 3 and Unit 4a. To gain the Double Award qualification, pre-16 candidates must also sit Unit 1, Unit 2, Unit 3, Unit 4b, Unit 5 and Unit 6..

INTERNAL ASSESSMENT

UNIT 2: Identity Non-examination assessment: (5 hours and 15 minutes) Group Discussion 20% of the single award qualification (10% of the double award qualification) Set by WJEC, marked by the Centre and moderated by WJEC 40 marks. Learners will study visual text(s) and assess them in groups of 3.

UNIT 3: Attitudes Non-examination assessment: (12 hours and 35 minutes) Written Task and Individual Oral Task 20% of the single award qualification (10% of the double award qualification) Set by WJEC, marked by the Centre and moderated by WJEC 60 marks. Learners are assessed on two tasks: Task 1 – poems – appreciation and comparison 30 marks Task 2 – individual research presentation 30 marks Single Award Double Award.

EXTERNAL ASSESSMENT

UNIT 1: Narrative Written Examination: (1 hour 30 minutes) 30% of the single award qualification (15% of the double award qualification) Set and marked by WJEC 60 marks Learners will study one novel from a choice of six. Learners will answer structured questions based on the text they have studied.

UNIT 4A: Linguistic Connections (Single Award) Written Examination: (1 hour 30 minutes) 30% of qualification Set and marked by WJEC 60 marks Unit.

UNIT 4B: Linguistic Connections (Double Award) Written Examination: (2 hours) 22.5% of qualification Set and marked by WJEC 90 marks Reading – reading is assessed through a series of structured questions. This section will include a text editing task that will focus on understanding text at word, sentence and text level. Writing – one writing task from a choice of two. Reading – reading is assessed through a series of structured questions. This section will include a text editing task that will focus on understanding text at word, sentence and text level. Writing – two tasks. One will be mandatory and the other from a choice of two

UNIT 5: Respond and Create Non-examination assessment: Task 1 – 5 hours and 10 minutes Task 2 – one week for preparation and 3 hours to complete 20% of qualification Group Discussion and Written Task Set by WJEC, marked by the Centre and moderated by WJEC 60 marks.

Learners are assessed on two tasks: **Task 1:** Responding and interacting. A group task based on written and/or visual stimuli provided by WJEC to stimulate discussion. 40 marks **Task 2:** Creative writing based on the stimuli for task 1. 20 marks Unit 6: Communicating Meaning Written Examination: (1 hour 30 minutes) 22.5% of qualification Set and marked by WJEC 60 marks Learners will study three short stories. Learners will answer structured questions on one of the short stories. Learners will compare the short story with a literary or non-literary text.



WELSH SECOND LANGUAGE

WJEC

AOLE: MISS. L. CROSS

COURSE CONTENT

This GCSE Core Cymraeg qualification is underpinned by the Curriculum for Wales framework. It is designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. GCSE Core Cymraeg aims to support learners to:

- develop an understanding of the language
- communicate clearly, accurately and creatively in Cymraeg
- develop their knowledge and understanding of the vocabulary, grammar and structure of Cymraeg
- express themselves in a range of contexts and for different audiences and purposes
- contribute spontaneously to conversation/discussion

EXTERNAL ASSESSMENT

UNIT 3: Preparing for the Future Written examination: 1 hour 30 minutes 25% of qualification 100 marks Reading tasks with non-verbal and written responses, for example descriptive, narrative, persuasive, informative, critical, analytical, and opinion writing and translanguage and translation tasks. Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

UNIT 4: Literature and Creative Written examination: 1 hour 30 minutes 25% of qualification 100 marks Reading tasks with non-verbal and written responses, for example descriptive, narrative, creative, imaginative, persuasive, analytical writing, expressing opinions and responding to literature. One set text will be assessed each series. Advance information will be published regarding which set text is being examined in each series. Learners are not permitted to use dictionaries or any other

INTERNAL ASSESSMENT

UNIT 1: Responding to a Visual Stimulus Non-examination assessment: Pair (6-8 minutes) or Group (8-10 minutes) 25% of qualification 50 marks Speaking (10%) Listening (15%) A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate discussion. The assessment will consist of three parts conducted in the following order: i. watch a visual stimulus lasting approximately 2 minutes. 10 minutes to prepare including watching the stimulus ii. discuss the content of the stimulus in a pair/group iii. an extended discussion on one of the main themes of the stimulus.

UNIT 2: Responding to Various Sources Non-examination assessment: Pair (6-8 minutes) or Group (8- 10 minutes) 25% of qualification 50 marks Speaking (20%) Listening (5%) A task for a pair/ group of three based on a variety of sources provided by WJEC to stimulate discussion. The assessment will consist of three parts conducted in the following order: i. look at a stimulus sheet and then 10 minutes to prepare ii. discuss the content of the stimulus in a pair/group iii. express an opinion on the content of the stimulus sheet..

PRE-REQUISITE

This course is aimed at pupils whose first language is **not** Welsh.



**WELSH BACCALAUREATE
NATIONAL/FOUNDATION QUALIFICATION**

**WJEC CURRICULUM MISS. C. HUGGINS.
LEAD:**

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 course 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 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

It is possible to achieve the qualification at **NATIONAL** level or **FOUNDATION** level

To achieve the **NATIONAL** Welsh Baccalaureate learners must achieve the National Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language or GCSE Welsh Language at grade A* - C.
- GCSE Mathematics – Numeracy or GCSE Mathematics at grade A* - C.
- A minimum of three further GCSEs grade A*- C, of which two may be equivalent qualifications.

To achieve the **FOUNDATION** Welsh Baccalaureate learners must achieve either the National or Foundation Skills Challenge Certificate together with the following Supporting Qualifications:

- GCSE English Language or GCSE Welsh Language at grade A* - G.
- GCSE Mathematics – Numeracy or GCSE Mathematics at grade A* - G.
- A minimum of three further GCSEs grade A*- G, of which two may be equivalent qualifications.

Component achievement is based on a learner’s ability to meet the learning outcomes. Each component is awarded as a summative grade.

- **Level 1 Pass.**
- **Level 2 Pass**
- **Level 2 Merit.**
- **Level 2 Distinction.**

Performance bands enable learners to demonstrate their ability to meet the learning outcome. All components have four performance bands, each being allocated a range of 3 points. Where there is no evidence or work is not worthy of credit a score of 0 marks should be allocated.

Performance Band	Band 1	Band 2	Band 3	Band 4
Points	1 - 3	4 - 6	7 – 9	10 - 12

The National Skills Challenge Certificate is graded **A* - C**. For a National award, the learner must achieve all the components, the Individual Project and the three Challenges, with a minimum of 80% at level 2 and the further 20% at level 1.

THE SKILLS CERTIFICATE IS WORTH 1 GCSE TO PUPILS

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, CRAFT AND DESIGN

WJEC

MRS. K. THOMAS.

WHY STUDY ART, CRAFT AND DESIGN

In the last 20 years the creative industries have grown faster than any other sector and continue to do so, they contribute 84 million pounds to the UK economy, employ 2.8 million people and account for 1 in 12 jobs. Studying art, craft and design helps to develop concentration and the ability to think creatively, a skill valued by employers. Watch the video for more information on employment in the creative industries <https://www.creativejourneyuk.com/> or this video by The Tate for reasons to study art https://www.youtube.com/watch?list=RDCMUC2isDeilrNSrgGYE4Np3PA&v=vKjx6PzajE&feature=emb_rel_end

OCR make many compelling reasons for students to study the arts, for the full article read <https://www.ocr.org.uk/news/ocr-celebrates-creative-subjects-at-school-as-spark-for-creative-uk-plc/>

The arts make self-starters and develop emotional intelligence

All require the student to set their own agenda from within themselves, rather than follow set topics as in other subjects. They have to make independent decisions all the way and be self-critical. They also need to be brave in exposing their creations and accept criticism. Working in teams makes students into good communicators.

Arts students are highly sought-after by employers

Many employers now actively seek those who have studied the arts. Steve Jobs, founder of Apple, was fond of saying his success was due to his hiring artists and musicians fascinated by technology rather than computer geeks. Top talent management agency, The Curve Group specialising in financial and business services, concurs: "Employees with an arts degree have developed more quickly in their roles from the start. They have discipline, confidence and can accept criticism."

For pupils who are torn between academic and creative subjects the following articles from the Royal College of Surgeons, FRIEZE and Dr Fay Penrose, PhD, PGCert, SFHEA, BA(Hons) Senior Lecturer in Veterinary Anatomy and Head of First Year in Veterinary Science, University of Liverpool, debunks the myth that the arts and sciences are not compatible and encourages academic students to take creative subjects.

<https://publishing.rcseng.ac.uk/doi/full/10.1308/rcsbull.2017.268>

<https://www.frieze.com/article/crisis-arts-education-damages-sciences-too-study-warns-surgery-students-cant-sew>

<https://www.accessart.org.uk/drawing-for-learning-in-anatomy/>

When considering if Art, Craft and Design would be a suitable subject for you it should be remembered that the creative industries is one of the fastest growing areas in the economy. However, it also complements and contrasts with other subjects ensuring a rounded and broad education. The course is broad and allows pupils to keep their options open while developing their artistic skills and personal interests. It also allows them to produce a portfolio which will prepare them to specialise at A level or BTEC in a wide range of courses including architectural design, advertising, animation, constructed textiles (knitting/weaving/embellishment), ceramics, craft, design, drawing, environmental/landscape art, fashion, fine art, communication graphics, jewellery and body adornment, illustration, interactive design (including web, app and game), interior design, installation, live art, making, mixed media, moving image, multi-media, package design, painting, photography, print-making (relief/intaglio/screen processes/lithography), signage, sculpting, sound art, surface pattern, textiles, typography, video

COURSE CONTENT

THE COURSE CONSISTS OF TWO ASSESSMENTS. ASSESSMENT 1: PORTFOLIO (60%) AND ASSESSMENT 2: EXTERNALLY SET ASSIGNMENT (40%).

Assessment 1. Portfolio (60%) The art room is set up to be a multi discipline room with opportunities for traditional drawing and painting, textiles, costume and fashion, computer design and 3D work. **After a period of training with basic skills we encourage pupils to design their own project within the limits of the WJEC Art, Craft and Design specification. ***Pupils who would rather specialise in one area can be entered for endorsed, Fine Art, Textiles, Graphics or unendorsed Art, Craft and Design if they wish to show two disciplines in their portfolio.** Pupils will look at historical and contemporary artists to inspire and inform their work. 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.

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 approximately 3 months to prepare. In March/April of Year 11 they will produce a final



Brecon High School Key Stage 4 – Course Outline

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.



GGSE Art, Craft and Design
Encouraging pupils to express ideas, feelings and concepts

GGSE Art, Craft and Design
Encouraging pupils to develop 3D work.

MODULE CHOICES

YEAR 10	YEAR 11
N/A	N/A

INTERNAL ASSESSMENT

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

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.

Assessment objectives 2025

- AO1 Develop ideas and demonstrate critical and contextual understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques, tools, digital technologies, and processes
- AO3 Reflect on own work, and record ideas, observations and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

PRE-REQUISITE

A love of all things art, craft and design would be preferred for this option choice.
Consolidation of KS3.
A willingness to produce a homework a week.



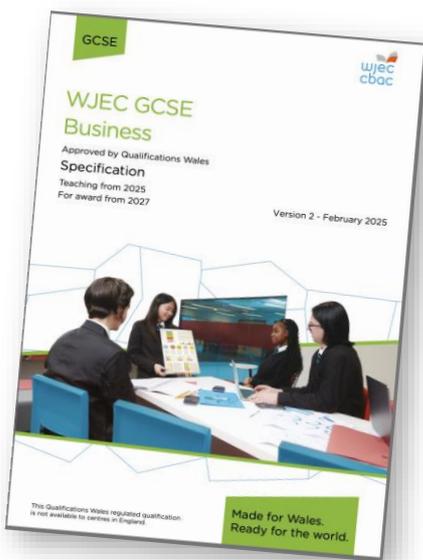
Our students appreciate that the 'Business World' has changed to the degree that everyone needs to prepare for the future to succeed.

College, university and even employers freely admit that they *favour* students who have sound Business skills when recruiting for their prospective places and job roles. The modules taught identify upon key **Business topics** and we investigate and debate the somewhat perceived 'dark magic' of business success linking into **Economics, Money Management, Strategic Thinking, Financial Markets, Real-World Events and even Sports Management**. *These Influences* are skills that employers crave from their valued employees.

Successful world leaders all have the same quality in common, they all are well schooled in Business, and the quote – *'It isn't personal it's just Business'* is the reality in today's world.

Within the department we use **AI** driven real-time assessment modules that are designed to continually monitor and coach students in readiness for the end-level 'bosses' which are the formal examinations. All study materials are backed up with **digital**

Module Content – 2 Years Study



Topics taught

- Business and society
- Business fundamentals
- Business strategies for success
- Change
- Cynefin
- Economies
- Enquiry and investigation
- Enterprise/ entrepreneurship
- Ethics
- Innovation
- Opportunities and challenges

Try me ☺

Unit 1: Introduction to the Business World

Year 10 Written Exam: 1 hour 15 minutes
60 Marks

Unit 2: Key Business Considerations

Year 10 NEA Project: 5 hours
48 Marks

Unit 3: Business Strategies for Success

Year 11 Written Exam: 1hr 15 minutes
60 Marks

Unit 4: Business Creation

Year 11 NEA Project: 8 hours
60 marks

Real world events are discussed and debated '*live*' within the subject and often pressing **news events** are thematically linked within our classrooms debate. From this, our students learn how these events effect their own societies and environments. Students study the **Social, Environmental and Economical 'Pillars'** of Business with the need to develop young, skilled, but more importantly 'aware' students ready for the world after education where they are coveted by society.

Key elements of **Cynefin** are also incorporated into the syllabus that our own essential '**Welsh Identity**' is not lost within the new qualification.



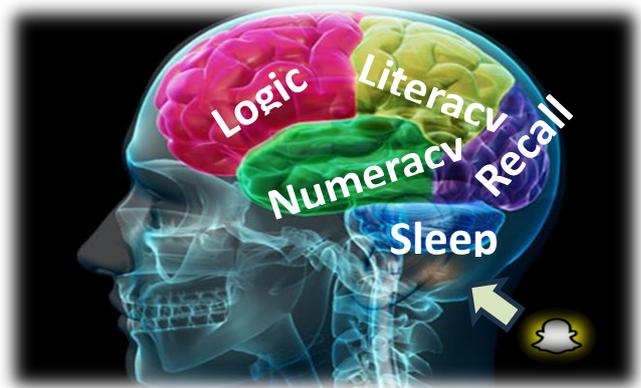


PRE-REQUISITES

All students will need to have a sound knowledge of English and Mathematics for this course as there are some numerical exercises and Report writing tasks. The ability to provide reasoned debate is also an advantage as group exercises and individual work is included in this fast-paced subject.

BUSINESS TRIP VISITS

There will be the provision for a local 'Field Trips' in Year 10 to study a 'Local' Welsh business but also there are provision for a wider trip to outside our countries 'Geographical Limits' and the following business options will be discussed for a trip with students and parents.



How do I learn?



Lessons will be 'Icon-Based' and these will provide helps as to how to complete tasks.



*These will be continual, and you will have End of Topic Assessments for your reports.

In closing, I welcome you to make 'My Business' your Business and pave your way to your future academic success in this ultra-competitive and dynamic world. Who knows, it could be your photograph in a future Business studies flyer, here at BHS.

Aim high!

Scott Stafford – Subject Lead Business Studies at Brecon High School.



DESIGN TECHNOLOGY: PRODUCT DESIGN WJEC MRS. D. GILLARD & MR. E. ATEWOJAYE.

COURSE CONTENT

Aims and objectives.

This WJEC GCSE in Design and Technology (Product Design) offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. It provides a strong and suitable foundation for the study of Design and Technology at either AS or A-level. Even for those not continuing in the subject, it provides a rewarding experience and prepares learners to thrive in a technological world. Students also explore the wider influences on design—historical, cultural, environmental, and economic—helping them understand how design shapes everyday life.

The course has two main parts. Unit 1 is a 1½-hour online exam worth 30% of the grade, testing knowledge of design principles and one chosen pathway: Product Design. Unit 2 is a design project worth 70%, taking about 40 hours. Students respond to a WJEC challenge by researching, designing, making prototypes, and evaluating their work. This qualification develops creativity, problem-solving, and practical skills, preparing learners for further study or careers in design-related fields.

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- develop an appreciation of the importance of creativity and innovation to good design practice;
- actively engage in the processes of Design and Technology to develop as effective and independent learners;
- understand the key principles of designing and making;
- use their knowledge, skills and understanding to make design decisions in order to make a quality prototype;
- analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life;
- critically analyse links between the principles of good design, existing solutions and technological knowledge; and
- understand the underlying technical principles within Design and Technology within their chosen focus area, with emphasis on emerging technologies, materials and practices.

Career Paths for GCSE Product Design

Studying GCSE Product Design can lead to exciting opportunities in creative and technical fields. Learners develop skills that are valuable for careers such as **industrial/product designer, furniture designer, packaging designer, and automotive designer**. It also opens doors to roles in **graphic design, architecture, and interior design**, as well as technical positions like **CAD technician or design engineer**. With growing demand for sustainability, careers in eco-design and environmental product development are increasingly popular. Many students progress to A-levels or vocational courses, and some eventually launch their own businesses, combining creativity with entrepreneurship.

MODULE CHOICES

YEAR 10 & 11	
<ul style="list-style-type: none"> • Core knowledge and understanding of technology in the 21st Century. • In-depth knowledge and understanding of product design. 	<ul style="list-style-type: none"> • Core skills including the use of CAD & CAM, e.g. laser cutter, plotter cutter, etc. • In-depth skills for product design.

INTERNAL ASSESSMENT

Unit 2: Design and make task Non-exam assessment:

This assessment contributes to **70%** of the overall qualification and will be marked out of a total of **100 marks**. Assessment duration is approximately **40 Hours**.

For this assessment, learners are required to complete a sustained design and make task, based on a contextual challenge set by WJEC. Each candidate will be assessed based on their ability to:

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



EXTERNAL ASSESSMENT

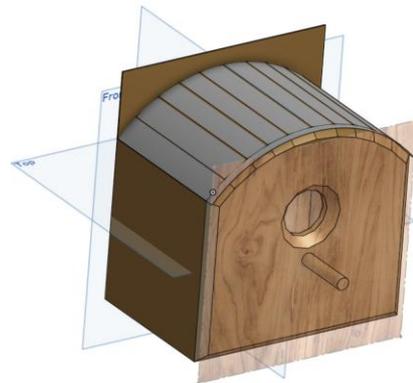
Unit 1: Design and Technology in the 21st Century:

This is an On-screen examination that contributes to 30% of the overall qualification and will be marked out of a total of **80 marks**. Assessment duration is **1 hour 30 minutes**.

This unit gives learners the opportunity to demonstrate a wide range of knowledge, understanding and skills based on Design and Technology. Learners will be able to show their understanding of the design, development, production and use of a range of products, both modern and historical.

PRE-REQUISITE

At Brecon High School, we are proud to offer modern, state-of-the-art facilities that give students the best opportunity to succeed in GCSE Design & Technology. These resources allow learners to explore their creativity and produce high-quality work in a safe and inspiring environment. To thrive in this subject, students should bring a genuine enthusiasm for design and innovation, strong problem-solving skills, and a solid foundation in literacy and numeracy. Creativity, critical thinking, and evaluative skills are essential, along with excellent health and safety awareness. Most importantly, a positive, can-do attitude will help them overcome challenges and achieve their full potential





DRAMA

WJEC

MS. S. MELHUISH.

COURSE CONTENT

In this new GCSE Drama specification, pupils will build upon the skills experience at KS3 and explore the what matters statements in more detail. Skills initiated at Key Stage 3 will be developed in more depth and used with increasing independence. These skills will include voice, movement, interaction, improvisation and characterisation. All work will originate from close study of Script, or from methods of Devising.

MODULE CHOICES

YEAR 10	YEAR 11
<p>Unit 1 - Devised unit based on a stimulus provided by the WJEC. These stimuli will include a range of images, quotes, pieces of music or a title. Work is created in groups and is filmed for assessment purposes. Candidates must study the work of a Drama practitioner, e.g. Stanislavski or Frantic Assembly and demonstrate their knowledge and understanding of this practitioner in their final performances.</p> <p>Unit 2 - Performing unit based on two extracts from a published script. This could be two scenes from two different time frames in a play. For example, two actors could perform in the opening scene from any famous play and then the final scene at the end of the play. This is performed in front of a visiting examiner to the Drama studio.</p> <p>All candidates are expected to go to see live theatre to fully inform their own practical work.</p>	<p>The two year 10 units are repeated in year 11 with different stimuli and scripts, giving candidates an opportunity to improve their grades.</p> <p>Unit 3 – Written exam Pupils have to prepare work on a set text such as “Face” in order to write about it from an Acting/Directing and Designing point of view in the final exam. Pupils will also be exposed to an “unseen” text and answer a series of questions on it.</p> <p>The Unit 3 exam will take place online.</p>

ASSESSMENT

Unit 1 Devising Theatre (40%) is internally assessed and externally moderated 96 marks.

Unit 2 Performing Theatre (30%) is internally produced and externally examined 72 marks.

Unit 3 Written exam (30%) is one and a half hours long and is worth 72 marks.

PRE-REQUISITE

Drama is a truly mixed ability and inclusive subject and pupils who are academically able work alongside pupils who are more practical very successfully. Drama at GCSE will help develop a set of performance skills that will be invaluable in developing personal confidence and resilience for any future career path. An ability to work as a team, take a few risks, to think creatively, and the willingness to research independently and rehearse during lunchtime or after school occasionally are the most important characteristics of successful candidates on this course.



FOOD AND NUTRITION

WJEC

MISS. C. HUGGINS.

COURSE CONTENT

The WJEC GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This course has been designed to create a balance between practical and theoretical knowledge and understanding. The provision of a choice of tasks within the non-examination assessment will ensure learners are able to complete assessments suitable to their needs.

LEARNING CONTEXT

YEAR 10 & YEAR 11

By studying food preparation and nutrition learners will be able to:

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

INTERNAL ASSESSMENT

Unit 2:

Food Investigation Non-examination assessment: 8 hours

Marked by the centre and moderated by WJEC 20% of qualification 40 marks Overview of unit

The purpose of this unit is to: • apply knowledge and understanding of the working characteristics, functions and chemical properties of ingredients in a recipe.

The unit will be based on the following areas of content: 2.1 The science of food 2.2 Planning food science experiments 2.3 Food science in action.

Unit 3

Food and Nutrition in Action Non-examination assessment: 12 hours Marked by the centre and moderated by WJEC 40% of qualification 80 marks

Overview of unit The purpose of this unit is to: • plan, prepare, cook and present food using appropriate skills and techniques. The unit will be based on the following areas of content: 3.1 Factors affecting food choices 3.2 Food planning, preparation and cooking techniques 3.3 Cooking for an audience and purpose



EXTERNAL ASSESSMENT

Unit 1:

Assessment type: Digital Examination 40% of qualification 80 marks

Overview of unit:

The purpose of this unit is to:

- develop knowledge and understanding of food and nutrition and food preparation and cooking.

The unit will be based on the following areas of content:

1.1 Food commodity groups 1.2 Nutrients for a balanced diet 1.3 Diet and health 1.4 Cooking food 1.5 Food spoilage 1.6 From field to fork

PRE-REQUISITE

A minimum of Level 5 in English, Science and Maths at the end of Year 9.



FRENCH / GERMAN

WJEC

MISS. J. DANIELS.

COURSE CONTENT

With a growing global market, there is an increasing demand for global communication skills in the workplace. The new GCSE qualification has been designed for you to use languages in a meaningful way, developing your communication skills for realistic settings. You will develop your understanding of the culture, society and communities where the language is spoken. There are a wide range of career paths to follow with a GCSE in an international language, but a great advantage of having such a qualification is that you can use it on a personal level to develop your understanding of other cultures whilst travelling and making new friends. Such a qualification is highly sought after by employers, showing your adaptability and willingness learn new skills. In today's global business world, employees with language qualifications are known to attract higher salaries.

LEARNING CONTEXTS

During the two-year course, you will cover three major themes.

Leisure & Wellbeing	Language for Travel	Language for Study and Work
Culture	Travel	Higher education
Family & friends	Places in the town	World of work
Relationships	Environment	Future plans
Free time	Sustainability	

These sub themes are not prescriptive. In addition to our thematic coverage, we will study a novel, short story or film script.

ASSESSMENT

The course has 4 units, two of which are assessed in examinations as the end of the two-year course and the other two units are completed as non-examination assessments, in class, in your final year of study.

ASSESSMENT OVERVIEW

<p><u>Unit 1 Oracy</u></p> <p>This unit is a non-examination assessment of speaking and listening. It is conducted by your teacher and marked by the WJEC. Tasks Read a sentence aloud, showing your understanding of pronunciation. Participate in a short role play. Give a 1-minute presentation, prepared in advance and have a short discussion with your teacher about your presentation. Take part in a short conversation with your teacher. This unit is 30% of your mark. This assessment will last 7-10 minutes</p>	<p><u>Unit 2 Reading & writing</u></p> <p>This is also a non- examination assessment, completed in class.</p> <p>You will study a short work; novel, story, film script in French and then write up to 200 words in the international language about it. This is worth 15% of the qualification</p>
<p><u>Unit 3 Listening</u></p> <p>This is a listening exam, worth 20% of the final mark. You will listen to a range of speakers and demonstrate your understanding of what you have heard by answering multiple choice questions, or questions in English.</p> <p>Each question is now played three times.</p>	<p><u>Unit 4 Reading & writing</u></p> <p>This is a written examination worth 35% of the final mark.</p> <p>You will read 4 texts in the international language and answer questions in English. You will also be required to translate a few sentences from the international language into English.</p>



	You will finally demonstrate your writing skills, by writing up to 120 words in the foreign language from a choice of 3 questions.
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WHAT SKILLS WILL I DEVELOP?

You will learn to communicate clearly and accurately.

You will develop your understanding of French/ German by reading and listening to items in the target language.

You will learn to contribute to discussions and conversations.

You will develop an awareness of the culture and society where the language is spoken.

You will make connections with your own language.

FUTURES

BTEC FIRST CERTIFICATE

CONTACT

MR. M. HIRST.

COURSE CONTENT

Futures are a vocational suite of courses run in partnership with 2 different Colleges. These courses will provide English medium training in:

- Hair and Beauty - provided by NPTC on the Brecon campus
- **Motor Vehicle** - provided by NPTC on the Brecon campus
- Public Services - provided by NPTC on the Brecon campus
- **Construction** - provided by NPTC on the Brecon campus

The qualifications provide study at Level 2.

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 or Coleg Sir Gar in order to assess suitability.

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

Note – there are currently discussions being held Re: Motor Vehicle and Construction – if NPTC cannot guarantee pupil entry at Level 2 THEN IT IS UNLIKELY THESE CHOICES WILL BE AVAILABLE FOR SEPTEMBER 2026.

*N.B. We are currently **in discussion** with NPTC to see if there is a possibility of them offering Construction as well (as Jan 2024)*

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 pupils' 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

Pupils 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

AOLE: MRS. D. JONES.

COURSE CONTENT

Pupils study six modules over two years; three modules in Year 10 and three modules in Year 11. Pupils will also complete two pieces of fieldwork in preparation for a non-examined assessment completed during Year 11.

Geography is the study of places and the relationships between people and their environments. Geographers explore the physical properties of the earth's surface and the human societies spread across it.

What can be more important for our future?

WHAT WILL I STUDY?**TITLE/UNIT 1 – Our Physical and Human World.**

Here you will study:

- Drainage basin and rivers.
- Changing coastlines
- Migration
- Settlement Change

TITLE/UNIT 3 – Our Dynamic and Diverse World.

- The geography of inequality
- The highs and lows of our weather
- Wild weather
- Continual climate change.
- Managing global challenges.

HOW WILL I BE ASSESSED?**EXAM 1 – Unit 1 Our Physical and Human World.**

This is worth 30% of the qualification and is a written exam 1 hour 30 mins.

EXAM 2 – Unit 3 Our dynamic and Diverse World.

This is worth 30% of the qualification and is a written exam 1 hour 30 mins.

Non-Examination Assessments (NEA) – There are 2 NEA tasks:

Unit 2 Developing Fieldwork Skills 25% of the qualification.

You will carry out a field work visit based on a topic such as, change over time or environment, and investigate this in a chosen location, writing a fieldwork enquiry that will be submitted to WJEC.

Unit 4 Sustainable Solutions, 15% of the qualification

You will receive a resource booklet on a geographical issue and will also carry out background reading on the issue. You will then write a report based on a real-world issue in a decision- making task, reporting how sustainable the various options are likely to be.

WHAT SKILLS WILL I DEVELOP?

- Geography is always in the news. You will develop skills to interpret, analyse and evaluate information to make decisions about issues and problems that affect people and the environment.
- An ability to collect, process, analyse and understand qualitative and quantitative data and communicate it to a variety of audiences.
- Develop a reasoned argument and communicate it to a variety of audiences.
- Teamwork and leadership skills.
- Studying geography allows you to develop a range of personal skills for life, including time management, dealing with uncertainty, flexibility, creativity, problem solving and self-confidence.

CAREERS IN GEOGRAPHY

The transferable skills developed by studying geography are actively sought by employers. There is a wealth of jobs that geographers can do spanning almost every sector! Most jobs have an element of geography in them, whether a doctor investigating the spread of disease or an engineer designing products to cope with less demand for plastic.

“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” **Barak Obama.**

FIND OUT MORE -TALK TO YOUR TEACHER TODAY!



**HEALTH AND SOCIAL CARE AND CHILDCARE
SINGLE AWARD / DOUBLE AWARD**

WJEC

MISS. J. DOVER.

COURSE CONTENT

Why choose GCSE Health and Social Care and Childcare ?

Through studying GCSE Health and Social Care and Childcare you will: • Learn about health and social care, and childcare services consider the impact of these services on general health, well-being and children’s development • Consider human rights and diversity, including black, Asian and minority ethnic perspectives, identity, culture and experiences.

What will I study?

Unit 1 – Health and social care, and childcare in Wales in the 21st Century In this unit you will develop knowledge and understanding of: • the life cycle and the factors that affect growth and development • the promotion and maintenance of health and wellbeing, and tools that can be used to measure and support this • core principles and values, underpinned by legislation and service provision within a Welsh context, across the health and social care, and childcare sectors.

Unit 2 – Adult Health and Social Care In this unit you will gain knowledge and understanding of: • individual needs and key conditions and illnesses in adulthood • how professionals work in adult health and social care to achieve positive outcomes • the role of health promotion in public health in Wales.

Unit 3 – Childcare In this unit you will gain knowledge and understanding of: • life stages, expected milestones, and physical, intellectual, language, emotional, and social (PILES) development • key conditions and illnesses amongst children • how professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes

WHAT SKILLS WILL I DEVELOP?

By studying Health and Social Care and Childcare, you will be able to: • develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care and childcare contexts • actively engage in the study of health and social care and childcare to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • appreciate a range of perspectives on the impacts of health and social care and childcare services on wider society • consider how health and social care and childcare practice should be ethical and support a sustainable health and care system • develop an awareness of career pathways available within the health and social care and childcare sector

Careers with GCSE Health and Social Care and Childcare

The qualification will allow you to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and generally valued for life, learning and work. It will also help you make informed decisions about a wide range of career pathways, including

Health care sector: Nurse, GP, healthcare assistant, pharmacist

Social care sector: Care work, social worker, support worker, counsellors and therapists

Children and young people’s sector: nursery worker, teaching assistant, child and family support workers

Specialised care roles: Palliative care professional, mental health worker

Public health roles: Community development workers, health educators

MODULE CHOICES

<p>Unit 1 Health and Social Care, and Childcare in Wales in the 21st Century Written examination 40% of qualification 80 marks Overview of unit The purpose of this unit is to develop knowledge and understanding of: • the life cycle and the factors that affect growth and development</p>	<p>Unit 2 Adult Health and Social Care Non-examination Assessment: 12 hours Marked by the centre and moderated by WJEC 30% of qualification 60 marks Overview of unit The purpose of this unit is to gain knowledge and understanding of: • individual needs and key conditions and illnesses in adulthood • how professionals work in adult health and social care to achieve positive outcomes</p>
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<ul style="list-style-type: none"> • the promotion and maintenance of health and wellbeing and tools that can be used to measure and support this • core principles and values, underpinned by legislation and service provision within a Welsh context, across the health and social care, and childcare sectors. <p>This unit will focus on:</p> <ul style="list-style-type: none"> • human growth, development and wellbeing across the life cycle • factors affecting growth, development and wellbeing across the life cycle • legislation and service provision across health and social care, and childcare • core principles, values and approaches when working in health and social care, and childcare • the promotion and maintenance of health and wellbeing of individuals throughout their life • indicators and tools to measure and support health and wellbeing • Welsh language and culture in health and social care, and childcare. <p>well-being for a range of conditions and circumstances</p> <p>Unit 2: Promoting and maintaining health and well-being will be assessed through non-examination assessment: marked by your teacher, externally moderated by WJEC.</p> <p>2.2.1 Health and social care, and childcare provision in Wales to promote and support health and well-being</p> <p>2.2.2 Public health and health promotion across the life cycle</p> <p>2.2.3 Factors affecting health and well-being across the life cycle</p>	<ul style="list-style-type: none"> • the role of health promotion in public health in Wales. This unit will focus on: <ul style="list-style-type: none"> • types of care to meet individual needs and achieve positive outcomes • how professionals work to meet needs in adult health and social care • public health and health promotion in adult health and social care • key conditions and illnesses in adulthood.
<p>Unit 3</p> <p>Childcare Non-examination Assessment: 12 hours Marked by the centre and moderated by WJEC 30% of qualification 60 marks</p> <p>Overview of unit</p> <p>The purpose of this unit is to gain knowledge and understanding of:</p> <ul style="list-style-type: none"> • life stages, expected milestones, and physical, intellectual, language, emotional and social (PILES) development • key conditions and illnesses of children • how professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes. <p>This unit will focus on:</p> <ul style="list-style-type: none"> • life stages, expected milestones, and PILES • play and play work • types of care and intervention to meet children’s needs and achieve positive outcomes • how professionals work to meet children’s needs • health promotion and early intervention in childcare • key conditions and illnesses in children. 	

HOW WILL IT BE ASSESSED

Unit 1 – Health and social care, and childcare in Wales in the 21st Century Assessment Type: written examination 1 hour 30 minutes 40% of qualification: 80 marks The assessment will include questions requiring objective responses, short and extended answers, with some based around applied situations.



Brecon High School Key Stage 4 – Course Outline

Unit 2 – Adult Health and Social Care Assessment Type: Non-exam assessment 12 hours 30% of qualification: 60 marks For this assessment, you will be required to complete an assessment based on a choice of two case studies where you'll apply knowledge and understanding of adult health and social care.

Unit 3 – Childcare Assessment Type: Non-exam assessment 12 hours 30% of qualification: 60 marks For this assessment, you will be required to complete an assessment based on a case study and an investigation where you'll apply knowledge and understanding of childcare



HISTORY

WJEC

MS. L. ACREMAN.

COURSE CONTENT

Pupils are encouraged to develop their understanding of British and World History. 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.

We all live in a constantly changing and interconnected world. Understanding historical events is crucial for making sense of current happenings. GCSE History assists us in achieving this by examining significant events and figures from the past and their influence on our present.

WHAT WILL I STUDY?

The GCSE History course allows you to explore a wide and diverse selection of topics from various historical periods and societies. Students can examine, analyse, and assess historical figures and events from the extensive array of choices available. These options include:

UNIT 1: An in-depth study on Welsh history

You will study one of six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

UNIT 2: An in-depth study on European and/or World history

You will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

UNIT 3: A study of a period in world history

You will study one of six historical topics to undertake a breadth study of an extended historical period.

UNIT 4: A changing society

You will undertake a study of themed events within a continuous period of c. 75-100 years of history.

HOW WILL I BE ASSESSED?

UNIT 1: Written examination: 1 hour TBC

30% of qualification

UNIT 2: Non-examination assessment (NEA) marked by WJEC

20% of qualification

UNIT 3: Written examination: 1 hour 30 minutes

30% of qualification

UNIT 4: Non-examination assessment: 4 hours

Marked by centre and moderated by WJEC

20% of qualification

WHAT SKILLS WILL I DEVELOP?

GCSE History is the perfect subject to develop a wide range of transferable skills for employment or further study including:

- Reaching conclusions and making judgements
- Problem solving
- Writing skills
- Research skills
- Independent study skills
- Analytical and evaluative skills
- Making connections

CAREERS IN 'HISTORY'

Employers are always looking for young people who are able to think critically and analytically, both key attributes of the historian. Studying GCSE History can help you take the first steps towards a variety of career paths, including law, journalism, marketing, human resources and management.

GCSE History also serves as a platform for further study at A level and undergraduate level, either in history itself or in a wide range of alternative disciplines.

It can act as the foundation stone for education of all kinds and helps develop academic skills crucial in a range of fields. These include the ability to absorb large quantities of information, sift content, analyse sources and interpretations, shape arguments and reach balanced conclusions.

FIND OUT MORE-TALK TO YOUR TEACHER TODAY!

LIKELY TOPICS – COULD BE SUBJECT TO CHANGE



PRE-REQUISITE

A minimum of Level 5 in English and History at the end of Year 9.

Year 10

Unit 1 – Wales and the early Tudors, c 1485 – c. 1547

Unit 2 – The Black Death c. 1330 – c. 1360 a case study in medieval society

Year 11

Unit 3 – Changes in US society c. 1880 – c. 1980

Unit 4 – A Changing society, British focus – NEA - TBC



MUSIC

WJEC

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, mainly through the practical work. 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, learners present 4-6 minutes of performance in their own chosen style(s). Learners may choose to perform solos or independent parts within ensembles, or a combination of both. Performances may be on any instrument or voice, including Rap or Beat-boxing, or technology (e.g. DJ-ing or sequenced performance), or a combination of these. Performances can be with accompaniment or a backing track, as appropriate.

Candidates may perform on an instrument or voice, or both, singing or playing with a backing track, if desired. Marking takes account of your level of experience, allowing for those who are already seasoned performers before starting the course, and for those who are new to performing, as they begin the course.

Composing: Students prepare a folio of compositions and submit two pieces at the end of the Spring Term in Year 11. One composition must be in response to a choice of set briefs from the WJEC, but the music can be in any style, making a total of 3-6 mins. Compositions may be written down or recorded. Candidates also submit a reflective log for one of the pieces, showing consideration of the audience or occasion the music is intended for.

Appraising (Listening): The syllabus provides opportunities to explore music from past centuries to the present day. An online listening exam requires candidates to make considered judgements on a wide range of familiar and unfamiliar music, including 2 set works.

MODULE CHOICES

YEAR 10	YEAR 11
GCSE Music is a linear specification. Although Non-Examination Assessment recordings can be made at any point in the course, these will most likely be in Year 11	Unit 1 Performing: Non-Examination Assessment Unit 2 Composing: Non-Examination Assessment Unit 3 Appraising: Online External Assessment Candidates choose own pieces /style in Units 1 & 2

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 (35%):	4-6 minutes performance during the Spring Term of Year 11. 2-4 pieces should be included, each lasting at least 1 minute. Candidates performing pieces of Grade 3 standard or above, can potentially achieve full marks.
2. Composing (35%):	2 Compositions submitted to the WJEC around Easter in Year 11
3. Appraising (30%):	A 90-minute pre-recorded online examination is held in May/June of Year 11. 2 questions relate to set works, studied in class. The remaining questions require candidates to apply their knowledge and skills to a wide range of recorded extracts, observing how musical elements are used. The questions will be a mixture of short answer, multiple choice and longer, structured tasks, requiring extended answers.

PRE-REQUISITE



Brecon High School Key Stage 4 – Course Outline

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 past GCSE Examiners for Music have 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. Pupils are also encouraged to form their own bands or ensembles, to gain useful performing experience and inform your composition work.

GCSE Music combines academic and practical skills, allowing individuals to work to their own strengths. Candidates will need to develop their own ideas and to rehearse and perform with others, developing creativity, confidence and inter-personal skills.



PHYSICAL EDUCATION FULL COURSE

WJEC

AOLE: MR. A. MORGAN.

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 knowledge and understanding of health, wellbeing and physical activity and the links between them.
- Understand the factors that impact on levels of activity and the relationship with physical, social and emotional health and wellbeing through the life cycle
- Understand the socio cultural influences on participation and contemporary developments within sport and physical activity, on a local, national and international stage
- Perform effectively in different sports and physical activities by developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- Analyse physical performance and select appropriate strategies and interventions for development and improvement
- Think critically and reflectively about their own performance and practice, and that of others.
- Explore the cross-cutting theme of human rights and diversity, including Black, Asian and minority ethnic perspectives, identity, culture, contributions and experiences.

COURSE OUTLINE

Pupils will experience a range of physical activities from the National Curriculum. These may include a games activity, e.g. Football, Netball, Hockey, Rugby, Athletics, Swimming and 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 2 grades (or the second sport can be coaching instead of performing).

ASSESSMENT

Written Paper – 1 hour 30 mins

40%

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

Controlled Assessment

The highest two practical grades (or one coaching) are used for the final controlled assessment in line with the WJEC syllabus guidelines.

- 20% Performance 1
- 20 % Performance 2 or coaching
- 20% Personal training (of self)

60%

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 pupil and fulfil the Board's assessment criteria, e.g. Horse Riding, Golf, Cycling, Trampolining, Boxing, Skiing, Snowboarding, Dance, Gymnastics, Canoeing, etc. It will also be necessary to identify a suitable External Assessor, e.g. usually a Coach or Instructor.



PRE-REQUISITE

ALL PHYSICAL ACTIVITIES ARE COMPULSORY ELEMENTS OF THE GCSE COURSE. PUPILS 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 pupils 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.



RE FULL COURSE

WJEC

MRS. D. MORGAN

Why study RS? Because it is, and will always be, relevant. The majority of the world's population is religious; GCSE RS helps you to understand some of the beliefs and teachings that these people live their lives by. You will also learn about non-religious attitudes and perspectives as this is increasingly relevant in the modern world. Not a day goes by where there isn't reference to religion or some ethical topic on the news, so take GCSE RS to be better informed about these important matters!

WHAT WILL I STUDY?

GCSE Religious Studies comprises four units, two of which are examined by non-exam assessment (NEA).

UNIT 1 - Religious and non-religious beliefs, teachings and practices – in this unit, first you will learn the nature of belief (what we mean by belief and why people choose to be religious or non-religious) and then go on to look at a variety of key religious and non-religious beliefs, teachings and practices, including beliefs about life and death, identity, belonging, morality and putting belief into action. You will learn this content from a Christian or Catholic perspective, the perspective of one other world religion and from non-religious perspectives.

UNIT 2 - Religion and relationships – Unit 2 is a non-exam assessment (NEA) meaning you will learn about relationships and then conduct an investigation into a topic relating to this, exploring religious and non-religious perspectives.

UNIT 3 - Roles, rights and responsibilities – Unit 3 allows you to explore key religious themes, including stewardship, animal rights, freedom of religious expression, use of personal wealth and the medical ethics topics of abortion and euthanasia. As with Unit 1, you will learn these from a Christian or Catholic perspective and also from the viewpoint of one other world religion, as well as looking at non-religious views.

UNIT 4 - Religion and human rights – Unit 4 is another non-exam assessment. First, you will learn some beliefs, teachings, practices and perspectives relating to human rights and then complete a NEA exploring the work of charities and organisations campaigning for human rights.

HOW WILL I BE ASSESSED?

Unit 1 A 75-minute exam, 60 marks, 30% of the qualification

Unit 2 Non-exam assessment, 6 hours, 20% of the qualification

Units 3 A 75-minute exam, 60 marks, 30% of the qualification

Unit 4 Non-exam assessment, 6 hours, 20% of the qualification

WHAT SKILLS WILL I DEVELOP?

Religious Studies allows you to broaden your understanding of different people and the way they live their lives, developing tolerance and empathy. The academic nature of the subject helps you to develop a range of skills, including:

- Interpretation
- Analysis
- Evaluation
- Critical thinking
- Debate and communication skills
- Reflection of personal views

With the introduction of NEA, you will also have opportunities to investigate and explore issues that are relevant to today's world, developing research and interpersonal skills.

CAREERS IN Religious Studies

GCSE Religious Studies gives you a solid foundation for studying A Level Religious Studies, which can lead you to various degrees at university:

Theology;

Religious Studies;

Philosophy;

PPE (Politics, Philosophy and Economics).

It can also lead to a wide range of careers: lawyer; police officer; teacher; paramedic; chef; business owner; data analyst. The skills gained in GCSE Religious Studies make it perfectly suited to any career requiring critical thinking, debate and good communication skills; most careers require some combination of these!