



# CWMBRAN HIGH SCHOOL

## YSGOL UWCHRADD CWMBRAN

**Year 9 Options**  
**Llyfryn Opsiynau**  
**2026-28**



**Booklet**  
**Blwyddyn 9**

**Strive, Believe, Achieve**



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Dear Parent/Carer,

This booklet has been prepared to provide you and your child with the relevant information about the subjects available to study in Years 10 and 11 and how to make the most appropriate choices. During Key Stage 4, pupils will continue to follow compulsory subjects as part of the National Curriculum requirements.

When making choices, it is important to consider how these may affect future career and educational opportunities. Pupils and parents/carers will have the opportunity to speak to staff about any choices being considered.

Please help your child think through the implications of their decisions. In particular, consider the following:

- **Enjoyment matters** – Each option represents approximately 10% of the pupil's timetable. Pupils generally perform better in subjects they enjoy.
- **Two-year commitment** – Opting for a subject requires commitment for the full two years.
- **Reserve choices** – While we aim to accommodate first choices, some courses may not run due to low numbers or may be oversubscribed. Reserve choices are essential.
- **Placement considerations** – Decisions will take into account the pupil's ability to benefit from the course, career aspirations, previous commitment, and subject suitability.

**The arrangements and co-ordination of option choices will be undertaken by:**

Mr T Herbert  
Business & Operations Manager

[Tom.herbert@cwmbrahigh.school](mailto:Tom.herbert@cwmbrahigh.school)

## **Options Process & Timeline**

### **23<sup>rd</sup> – 30<sup>th</sup> January**

**Free Choice Collection** – Pupils complete the Free-Choice Form during form time. Tutors will provide support and encourage completion.

### **What is the Free-Choice Form?**

This form allows pupils to indicate the subjects they are most interested in studying at Key Stage 4. It is not the final selection but helps the school gauge initial interest and begin planning option blocks. Completing this form ensures that pupil preferences are considered early in the process.

### **Wednesday 28<sup>th</sup> January**

**Options Information Evening** – Parents and pupils meet Heads of Curriculum to discuss subject content and career pathways.

### **Wednesday 4<sup>th</sup> February**

Option Blocks Shared and Choices Survey Opens

### **Monday 23<sup>rd</sup> February**

**Final Choices Deadline** – All pupils must submit their confirmed option choices by this date.

### **Monday 2<sup>nd</sup> – Friday 20<sup>th</sup> March**

**Pupil Review Meetings** – Individual meetings with Heads of Year, Phase Leaders, and SLT to review choices, resolve any conflicts, and provide tailored advice.

### **Post-Easter Holiday**

**Confirmation of Options** – Final option allocations will be confirmed to pupils and parents.

Please take time to discuss the options with pupils as this is a very important decision for them. If you would like any extra advice, then please email Mr T Herbert on [tom.herbert@cwmbrahigh.school](mailto:tom.herbert@cwmbrahigh.school)

## **INTRODUCTION TO PUPILS**

As you reach the halfway point in Year 9, it's time to start thinking about the subjects you would like to study from September 2026. Until the end of Year 9, you will continue to follow the full range of subjects as part of the curriculum. From Year 10 onwards, you will focus on the subjects where you have shown strong interest and ability, this will help you succeed at Key Stage 4!

During this process, it's important to discuss your choices with your parents/carers and with us. Remember, all courses are subject to demand. If a course does not have enough interest, we may not be able to offer it.

Although you will make your final choices now, you must continue to work hard in all your subjects, even those you may not continue with beyond Year 9.

### **BEFORE you choose...**

- CONSIDER the subjects you enjoy and do well in.
- FIND OUT about the new courses available.
- If you have a particular career in mind, **CHECK** if any particular subjects are required.
- DISCUSS your choices with as many adults as possible—your parents/carers, subject teachers, Form Tutor, Head of Year, and Careers staff are all here to help.
- DO NOT choose a subject just because you like the teacher—they may not teach you next year!

**We hope you find this booklet helpful in making decisions that are right for YOU!**

## **THE CURRICULUM AT KEY STAGE 4**

All pupils study a CORE of subjects at KS4:

- GCSE English Language and Literature (Double or Single Award)
- GCSE Mathematics and Numeracy (Double Award)
- Science
- Welsh (Full Course)
- Equality and Diversity
- Skills Challenge
- Games / PE

These subjects are taught in sets alongside pupils of similar ability. In addition to the core subjects, pupils will choose three subjects from the option blocks.

Our curriculum:

- Meets the statutory requirements of the National Curriculum
- Provides breadth and balance while offering maximum choice
- Recognises the different needs and abilities of individual pupils

Personal and Social Education (PSE) is delivered throughout the year during form time and on collapsed timetable days.

The school offers a broad range of courses within its local curriculum. While every effort will be made to accommodate pupils' first choices, some courses may not run if there is insufficient demand or may be oversubscribed.

## **SKILLS CHALLENGE OVERVIEW**

Level of study: GCSE



Skills Challenge provides a vehicle for learners to consolidate and develop integral and cross curricular skills. The qualification helps learners to prepare for their future by developing skills, attributes and behaviours valued by educators and potential employers.

### **TOPICS STUDIED**

The course consists of three units:

#### 1. Enterprise Challenge

The Enterprise and Employability Challenge requires the development of a business idea and proposal, and with final proposals illustrated in a visual display and pitched to a panel.

#### 2. Global Challenge

The Global Citizenship Challenge will provide learners with the opportunity to build knowledge and understanding of a global issue such as obesity or plastics in the ocean. Using appropriate source material and resources learners will consider the impact of relevant factors including political, economic, social, technological, legal, environmental (PESTLE) in relation to the global issues chosen. The Global Citizenship Challenge requires learners to respond to a global issue by raising awareness of the issue to a defined audience in a creative and innovative way.

#### Individual Project

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. The Individual Project reflects the expectations of a dissertation.

### **ASSESSMENT**

Skills Challenge is assessed through 100% course work.

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## QUALIFICATIONS

### **GCSE – General Certificate of Secondary Education**

This is the qualification that you are most familiar with, and we offer a number of GCSE's at Cwmbran High School. They are assessed mainly through examinations, with some subjects including controlled assessments.

Grades range from A to G\*, and all are considered pass grades. For progression to further education or certain careers, many schools, colleges, and employers will expect grades A–C\* (or equivalent).

### **BTEC and Vocational Courses**

BTEC and vocational qualifications combine classroom learning with practical, work-related skills. These courses are structured around units and are assessed mainly through coursework, with some external assessments.

Grades for BTEC courses are:

- **Pass** (equivalent to GCSE grade C)
- **Merit** (equivalent to GCSE grade B)
- **Distinction** (equivalent to GCSE grade A)
- **Distinction\*** (equivalent to GCSE grade A\*)

These qualifications are highly valued by employers and colleges and can lead to further study or apprenticeships.



## ART AND DESIGN



### LEVEL OF STUDY

#### **GCSE**

Art and Design is a practical course which offers the opportunity to experience creativity with a range of 2D and 3D materials and build upon skills learnt at Key Stage 3.

Please be aware that this course requires pupils to demonstrate previous skills so pupils must be able to demonstrate a good level of control over materials, techniques and processes before starting the course. Pupils are required to demonstrate a mature attitude and dedication in order to work independently at home as well as in lesson time to complete practical class work and homework tasks.

### TOPICS STUDIED

The course is split as follows:

- *Controlled Assessment* - Portfolio 60%, completed over 4 terms.
- *Exam Unit* - 40%, completed over 1 term culminating in a 10-hour, 2-day exam where a final outcome of the unit is created.

### CONTROLLED ASSESSEMENT

In year 10 and the first term of year 11, pupils will create and complete a portfolio of work (60%). During the first half of yr10 a range of 2D and 3D projects will be undertaken where pupils can develop new ideas and techniques and refine their creative skills. The remainder of year 10 and term 1 of yr11, pupils will complete a larger unit where they will be given the opportunity to pick a topic they would like to study. They will explore, experiment and develop their ideas around that topic through the use of different media and the study of different artists and designers to the creation of a final outcome in a 5-hour mock exam.

### EXAM UNIT

The exam unit starts in the January of year 11. Pupils will be given an exam paper with multiple starting points, which they will need to pick 1. The starting points will consist of one-word themes, picture inspiration or a task. Pupils build a unit of exploration, experimentation and idea development from that starting point through to a final outcome which is completed in the final 10 hour exam.

### EQUIPMENT

It would be beneficial to have their own equipment. The school has a range of equipment but pupils are encouraged to purchase their own equipment to promote independence in the subject. They will need two sketchbooks over the 2 years, one for Unit 1 - coursework and one for unit 2 - exam. These will need to be ordered and paid for in September and January of yr11.

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## **BUSINESS STUDIES**

### **LEVEL OF STUDY**

#### **BTEC**

Business Studies will enable students to develop knowledge and understanding of business through the investigation of a range of business organisations.



### **TOPICS STUDIED**

The course consists of four units:

#### 1. Introducing Business

You will explore different types of business ownership and how they relate to the size of a business. You will investigate what businesses do, examining their aims, objectives, and stakeholders and gain an understanding of how they carry out market research and apply the marketing mix.

#### 2. Finance for Business

You will learn about types of costs, revenue, expenditure, break-even analysis and analysing accounts including profit and loss, balance sheets, cash flow forecasts and budgets.

#### 3. Enterprise in the Business World

You will explore business enterprise ideas including the trends that affect them and the factors that influence their success. You will develop your own business idea and assess its suitability using market research you conduct.

#### 4. Promoting a Brand

This unit includes what is meant by a brand and why businesses use branding. You will prepare a promotional campaign for your business idea.

### **ASSESSMENT**

During the course you will be expected to complete three units of coursework which are internally assessed. Each coursework project is worth 25%. The unit Finance for Business is assessed through an external exam worth 25%.

### **ADDITIONAL INFORMATION**

If you are successful in your study of Business it opens many doors for your future development, including the following career and educational pathways

- BTEC Level 3 Business
- Army/Navy/Air Force
- Training schemes. Sales/Retail
- Degree in Business / Accounting/Marketing
- Local Authority work

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# COMPUTER SCIENCE

## LEVEL OF STUDY

### GCSE



Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself is growing rapidly. Pupils need to develop skills that will enable them to pursue a career in Computer Science, if they choose. Computer Science is also, importantly, a subject which will also help them gain valuable skills for life - for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity.

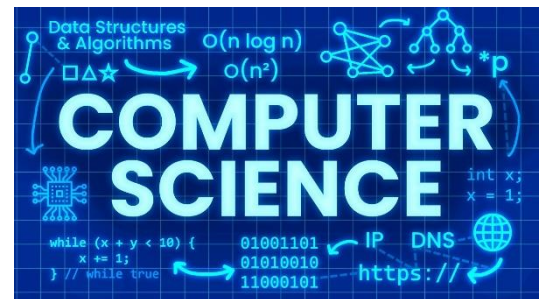
This exciting course revolves around how computers work and how we can program them. We use Python as the main programming language, but also learn about a variety of high- and low-level languages. Pupils on this course will learn to be developers and not just consumers of technology.

## TOPICS STUDIED

The main topics covered are:

### Unit 1:

Computer Components, Data Representation, Networks and Cybersecurity, Algorithms, Software and Operating Systems



### Unit 2:

This unit is an onscreen exam based on a pre-released brief. Students will need to design, create, test and evaluate a Python program to meet the design brief within the two-hour exam session.

Assessment is made up of 3 components:

**50%** 1.5 hour digital examination

**50%** 2 hours on screen examination based on pre-released brief

Access to a PC at home and some programming software installed would be very helpful but not essential. **You must be confident in Mathematics to choose this option.**

A course in Computer Science offers pupils a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests.

Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

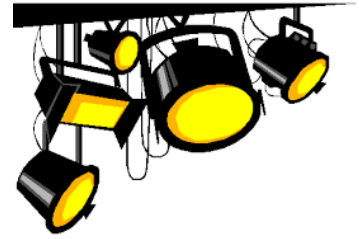
Email contact: [ceri.shaw@cwmbanhigh.school](mailto:ceri.shaw@cwmbanhigh.school)

# DRAMA

## LEVEL OF STUDY

GCSE

## TOPICS STUDIED AND ASSESSMENT



### **Unit 1: Devising Theatre**

- **Non-exam assessment: internally assessed, externally moderated 40% of qualification (96 Marks)**
- Learners can choose either acting or design.
- Learners will create, refine and perform a piece of theatre.
- Learners will also produce a Reflective Log of the process in a non-prescribed format. Learners can work in groups of between two and five actors.
- Up to four additional learners, each working on a different design skill, may work with each performing group.

### **Unit 2: Performing from a Text**

**Non-exam assessment: externally assessed by a visiting examiner 30% (72 marks)**

- Marked by visiting examiner.
- Learners can choose either acting or design.
- Each actor must interact with other actors and/or the audience for a minimum of five minutes.
- Designers will give a non-assessed viva outlining their ideas.
- Learners can work in groups of between two and four actors. Up to two additional learners, each working on a different design skill, may work with each performing group.

### **Unit 3: Interpreting Theatre**

- **Written examination: 2hr on-screen examination - 30% of qualification (72 marks)**

**Section A: Set Text** - A series of questions on **one** set text from a choice of seven:

1. A Midsummer Night's Dream William Shakespeare
2. The Glass Menagerie Tennessee Williams
3. Blue Remembered Hills Dennis Potter
4. Face Benjamin Zephaniah
5. Lionboy Zizou Corder adapted by Marcelo Dos Santos
6. Resting Restless Bethan Marlow
7. Tuesday Alison Carr.

**Section B: Live Theatre Review** **One** question from a choice of two requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## ADDITIONAL INFORMATION

Studying drama at GCSE level will prepare you either for further study or will help you to enjoy drama more fully in your leisure time. During the course you will develop your creative and analytical skills which will assist you in your chosen career path.

Whatever career path you choose, the confidence, communication skills and inter-personal skills you develop in GCSE Drama will prove invaluable.

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## FRENCH

### LEVEL OF STUDY

#### **GCSE**

This course gives a qualification meeting the expectations of future employers and colleges. This course is essential for pupils who would like to continue French at A-level.



In languages, you are assessed on four key skills – reading, writing, listening and speaking – these will be important skills to have when you apply for college, university and the workplace. All four skills are assessed at either foundation or higher level.

### TOPICS STUDIED

- **Personal and Social Life** – Self, family home life, shopping, meals, healthy living, illness and accident, free time, fashion and future plans.
- **Local Community** – Hometown, school, environment, pollution and recycling, local facilities, weather and seasons.
- **The World of Work** – Work experience, part-time jobs, future careers and technology.
- **The Wider World** – Travel and holidays, media, social issues of young people, life in France.

### ASSESSMENT

All 4 skills are assessed by examination in the Summer of Year 11.

**Listening** – understanding information you hear.

Foundation - 35 minutes

Higher - 45 minutes

**Speaking** – one role play, one photo card discussion and one conversation.

Foundation - 7-9 mins

Higher - 10-12 mins

**Reading** – understanding information you read & includes one translation task from French into English.

Foundation – 1 hour

Higher – 1 hour 15 mins

**Writing** – includes one translation task from English into French.

Foundation – 1 hour 15 mins

Higher – 1 hour 30 mins

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# GEOGRAPHY

## LEVEL OF STUDY

### GCSE

The 2025 WJEC specification is designed to support learners to:

- *become independent, balanced and sympathetic geographers with a detailed understanding of spatial relationships and the changing world*
- appreciate the complex, pluralistic and diverse nature of societies and their interactions with diverse and dynamic physical landscapes
- *demonstrate a geographical viewpoint on values, attitudes and perspectives surrounding the interrelationships between people and their environment*
- apply geographical understanding and practice to a range of contexts and enquiries
- *foster a curiosity to explore geographical causes, effects and consequences*
- make sense of the world to work towards a sustainable future

The content of the 2025 WJEC GCSE Geography is organised into 4 units.

The content of each unit is summarised below:

<b>Unit 1: Our Physical and Human World</b> Written examination: 1 hour 30 minutes <b>30% of qualification</b>	<b>90 marks</b>
Questions requiring objective responses, short and extended answers, with some based around applied situations.	
<b>Unit 2: Developing Fieldwork Skills</b> Non-examination assessment: 7 hours (not including the time it takes to undertake the fieldwork) <b>25% of qualification</b>	<b>90 marks</b>
Set and marked by WJEC. WJEC will set two topic areas a year from: geographical flows, settlement, sustainability, mitigating risk, inequality, place and space, change over time.	
<b>Unit 3: Our Dynamic and Diverse World</b> Written examination: 1 hour 30 minutes <b>30% of qualification</b>	<b>90 marks</b>
Questions requiring objective responses, short and extended answers, with some based around applied situations.	
<b>Unit 4: Sustainable Solutions</b> Non-examination assessment: 6 hours (3 hours for research and 3 hours to respond to tasks) <b>15% of qualification</b>	<b>60 marks</b>

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

- In one environment the focus of the fieldwork will be on methodology.
- The second fieldwork experience should take place in a contrasting environment. The focus of the fieldwork enquiry should be into geography's conceptual frameworks.

Studying Geography for GCSE will prepare learners for further study at A level and will develop skills which are in demand with employers. Geographers become:

- ✓ Good communicators with strong presentation skills
- ✓ Competent with use of ICT
- ✓ Independent researchers and enquiring minds
- ✓ Effective team members
- ✓ Able to use data and develop statistical skills and
- ✓ Able to analyse and interpret information and data

Careers with a geography background include:

- Travel and tourism
- Weather forecasting
- Cartography and town planning
- Environmental agencies
- Teaching
- Accountancy
- Armed forces and police
- Civil service
- Business and Finance
- Project management
- Research

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**NOTE:** *Geography contains a significant amount of reading so good reading **and writing** skills are very important. If there are concerns about this, please contact **your geography** teacher.*



# HISTORY



## LEVEL OF STUDY

GCSE

## TOPICS STUDIED

The GCSE course is made up of 4 units. One of these is a controlled assessment unit. The course looks at a range of Welsh, British and World History looks at the course develops a wide range of skills including analysis, evaluation and communication.

- Unit 1 – Wales and the Civil War (exam)
- Unit 2 – The Third Reich (Non exam assessment)
- Unit 3 – The Crusades (exam)
  
- Unit 4 -NEA

## ASSESSMENT

- The course is assessed through a mixture of examination and controlled assessment.
- Controlled assessment is a required element of this course.
- Controlled assessment includes two pieces of work which represent 25% of the final grade.

## ADDITIONAL INFORMATION

History contains a significant amount of reading so good reading **and writing** skills are very important. If there are concerns about this, please contact **your** history teacher.

History is a valued subject for many occupations, particularly those which involve people, good oral and written communication skills and the evaluation of evidence. These include: -

- Law – solicitor, barrister, legal secretary
- Human Resource management
- Media – broadcast journalist, newspaper journalist
- Museum work
- Teaching
- Heritage/Tourism
- Police force – cadet/graduate entry
- Accountancy
- Armed forces – army, navy, air force
- Cinema/film production
- Civil service

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# HOSPITALITY AND CATERING

## LEVEL OF STUDY

### **BTEC**

The hospitality industry is one of the largest in the UK with over two million employees.



- Ever wondered what it takes to work in a top hotel or restaurant?
- Does food and discovering new flavours in the kitchen inspire you?
- Maybe you're interested in developing the skills you need to work front of house? If so, it's time to uncover your potential.

## TOPICS STUDIED

Unit 1: Introducing the Hospitality Industry – External examination

*You will explore different parts of the hospitality industry and the products and services it provides.*

Unit 2: Working in the Hospitality Industry – Coursework

*You will investigate the variety of job roles in hospitality and understand the importance of customer service and presentation.*

Unit 3: Food Safety and Health and Safety in Hospitality - coursework

*You will learn the importance of appropriate procedures to monitor food safety when storing, preparing, cooking or serving food.*

Unit 6: Planning, Preparing, Cooking and Finishing Food - coursework

*You are given the opportunity plan, prepare and cook a 3 course meal.*

## ASSESSMENT

During the course you will be expected to complete three units of coursework which are internally assessed. Each coursework project is worth 25%. The unit *Introducing the Hospitality Industry* is assessed through an external exam worth 25%.

## Future careers with hospitality and catering

The hospitality industry offers a wide range of exciting opportunities which includes:

Chef de partie  
Commis chef  
Concierge  
Executive chef  
Front of house manager  
Head waiter  
Pastry chef  
Receptionist

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# INFORMATION TECHNOLOGY

## LEVEL OF STUDY

BTEC

## TOPICS STUDIED

### Year 10

- The Online World
- A Digital Portfolio part 1



### Year 11

- A Digital Portfolio part 2
- Website Development

This IT BTEC qualification reflects the latest developments in Computing and Information Technology. The course contains more challenging technical requirements than the previous BTEC, this will foster an in-depth understanding of the hardware and software being used.

The course is demanding and challenging, but will offer a substantial grounding in the skills needed to progress to a variety of avenues in IT from further study to employment.

If any student is considering this course as an option it is important to approach it with a conscientious and determined attitude, an interest in programming (games/apps) and web design would be useful but not necessary as all skills required will be taught.

## ASSESSMENT

Unit 1 “The Online World” is an external assessment which is sat as an on-screen examination.

The other units are assessed by coursework and moderated externally.

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# LIFE SKILLS AND EMPLOYABILITY

## LEVEL OF STUDY

### **BTEC**

Sweet is a range of innovative resources that supports you to develop important life and employability skills, you will gain valuable skills in wellbeing, confidence and resilience.



## TOPICS STUDIED

### **1. Fitter, Healthier, Happier**

You will look at what contributes to a healthy lifestyle and the importance of living healthily. You will research the effects of unhealthy behaviours and plan a food and activity diary for yourself.

### **2. I've Got a Feeling**

You will look at what gives you your identity, the factors that can influence self-esteem and confidence and explore how the media can influence personal identity.

### **3. Skills for Social Success**

You will discuss developing social health and wellbeing looking at relationships and positive and negative behaviours.

### **4. Let's Talk About...**

In this unit you will explore relationships and the importance of communication and developing empathy and negotiation skills.

### **5. This is Me!**

You will think about factors affecting your personal identity and how personal identity impacts yourself and others.

### **6. Our World, Our Future**

You will explore environmental issues and its impact and consider how to raise awareness of and engage people in environmental issues.

### **7. Making Money Work for Me!**

You will explore financial products available to you and how to budget your money. You will look at wants vs needs and how to carry out a range of transactions.

### **8. Future Roles and Setting Goals**

This unit is about your future and setting your own goals. You will plan how to achieve your goals and motivate yourself to succeed.

## ASSESSMENT

This is a 100% coursework qualification. You will be given a pack of 8 coursework booklets which you will complete throughout your lessons. Your books will be externally moderated.

Achieving the BTEC Sweet qualification is equivalent to 1 GCSEs Grade B (5 Booklets) and 2 GCSE Grade B (8 Booklets)

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## MUSIC GCSE

### LEVEL OF STUDY

GCSE

### TOPICS STUDIED

Areas of study comprise; Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.



### ASSESSMENT

**Unit 1: Performing** - Total duration of performance: 4-6 minutes  
35% of qualification

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

**Unit 2: Composing** - Total duration of compositions: 3-6 minutes  
35% of qualification

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

Learners will choose one brief from a choice of four, each one linked to a different area of study. The **second** composition is a free composition for which learners set their own brief.

**Unit 3: Appraising** Written examination: 1 hour  
30% of qualification

This unit is assessed via a listening examination. **Eight** questions in total, **two** on each of the four areas of study.

**Area of study 1:** Musical Forms and Devices

**Area of study 2:** Music for Ensemble

**Area of study 3:** Film Music

**Area of study 4:** Popular Music

### ADDITIONAL INFORMATION

GCSE Music is suitable for all students with a love of and interest in music. In addition to developing music-based skills, students also develop many general skills such as independent learning, research, planning and problem solving. Music qualifications are highly regarded by colleges of further education and employers alike as musicians are trained to work methodically and to be self-disciplined.

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## ART AND DESIGN - PHOTOGRAPHY

### LEVEL OF STUDY

#### GCSE

Photography (digital lens media) is a practical course which offers the opportunity to experience creativity within a digital and practical way and builds upon creative thought processes learnt at Key Stage 3.



### TOPICS STUDIED

WJEC GCSE consists of two units:

**Controlled Assessment** - Portfolio 60%, completed over 4 terms.

In year 10 and the first term of year 11, pupils will create and complete a digital portfolio of work (60%). The areas of study within the portfolio can include:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation



During the first term a range of digital projects will be undertaken where pupils can develop new ideas and techniques and refine their creative skills. The remainder of year 10 will allow them to experience what a controlled assessment unit will be like. They will be given the opportunity to pick a subject they would like to study and create a project ensuring they address all of the success criteria. In the first term in year 11 they will complete the second of their controlled assessment units and will lead up to a 5-hour mock exam, where they will create a final outcome/piece for the project. Both units will form their portfolio of work.

**Exam Unit** - 40%, completed over 1 term culminating in a 10-hour, 2-day exam where a final outcome of the unit is created.

The exam unit will start in the January of year 11. Pupils will be given an exam paper with multiple starting points, which they will need to pick 1. The starting points will consist of one-word themes, picture inspiration or a task. They will then build a unit of exploration, experimentation and idea development from that starting point. This will lead up to a final exam which will be 10 hours, where they will create a final outcome. Further information can be found at [www.wjec.com](http://www.wjec.com)

Pupils will need to have access to a digital photographic device for this course. This can be a camera, a good smart phone or tablet.

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# PHYSICAL EDUCATION & HEALTH



## LEVEL OF STUDY

### **GCSE**

Physical education and Health will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject.

Through studying GCSE Physical Education & Health will enable learners to:

- 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.
- 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

## TOPICS STUDIED

**The GCSE PE & Health qualification is split into 2 units of work.**

**Unit 1 - content comprises of three key topic areas:**

### **1.1 Factors that affect health and wellbeing, sports and physical activity:**

- How sport and physical activity impact health and wellbeing.
- Socio-cultural factors that influence participation and performance

### **1.2 Physiological processes for health and sporting performance:**

- Diet and nutrition for health, wellbeing and sporting performance.
- Short and long-term effects of exercise.
- Movement in physical activity and sport.
- Energy systems and training zones.

### **1.3 Psychological aspects of sports and physical activity:**

- Self-confidence and motivation.
- Arousal, stress and anxiety.

**Unit 2 - is a practical unit and pupils will be assessed on their practical performance:**

- Pupils will be assessed performing in 2 sports.

**OR**

- Pupils will be assessed performing in 1 sport and coaching 1 sport.
- All Pupils will also have to complete a 'Personal Training Plan'

## ASSESSMENT

### Unit 1 - Principle of Physical Education & Health

- Unit 1 assessment consists of a Digital examination - 1 hour 30 minutes
- Contributes 40% of final assessment grade
- Marked externally by WJEC

### Unit 2 – Performance & Personal Training

**Unit 2 is a practical unit where pupils will be assessed on their practical performance:**

- Contributes 60% of final assessment grade.
- Perform in one sport or physical activity from the approved list **(20% of qualification)**.
- Perform in a second sport or provide coaching in a sport or physical activity from the approved list **(20% of qualification)**.
- Plan, implement and evaluate a personal training activity (of self) over 8-10 weeks for a sport or physical activity from the approved list **(20% qualification)**
- Internally assessed
- Externally moderated by a visiting moderator.

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## KINGS TRUST

### LEVEL OF STUDY

Vocational



### TOPICS STUDIED

Depending on the topics chosen you could develop an understanding of:

- Presentation Skills
- Managing Money
- Cooking and Healthy Lifestyle Skills
- Team work skills
- Online Safety
- Leadership Skills
- CV Skills
- Participating in Exercise
- Enterprise



### ASSESSMENT

This is a 100% coursework-based course with NO external exams. You will complete 6 coursework portfolios. where you will achieve 2 equivalent GCSEs Grade B.

While you are on the course you will have the opportunity to:

- Meet new people
- Challenge yourself
- Improve your confidence
- Get support to help you reach your goals
- Work towards an accredited qualification
- Engage in learning that is relevant to you
- Prepare yourself for progression into further education programmes, apprenticeships or other work-based learning
- Develop your literacy, language and numeracy skills



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## PRODUCT DESIGN

**Are you an aspiring designer? Do you want to turn your passion into professional design practice? Do you want to turn your ideas into reality?**



### LEVEL OF STUDY

GCSE

### TOPICS STUDIED

**The GCSE Design and Technology qualification supports learners to:**

- understand the modern technologies, materials and practices used to create products and solutions that meet the needs and wants of users
- analyse and be inspired by existing products that inform the design and production of practical solutions which target end users and markets
- recognise the underlying technical principle, skills and knowledge that apply in chosen design pathways
- appreciate the importance of creativity, craftsmanship and innovation, applied throughout iterative design practices, in the design and creation of new products
- appreciate the factors that affect the needs and wants of users and how iterative design processes focus on meeting these to produce effective products
- describe ways in which design outcomes can have environmental and societal impacts that can be local, national and international
- use their knowledge, skills and understanding to influence their own decision when making and evaluating a product or prototype.

### ASSESSMENT

**Unit 1**                    **Unit 1: Design and Technology in the 21st Century**  
**Written examination: 2 hours**  
**30% of qualification (Examination at end of year 11)**

**AUnit 2:**                **Design and make task**  
**Non-exam assessment: approximately 35 hours**  
**70% of qualification**

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

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

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## PUBLIC SERVICES

### LEVEL OF STUDY

**BTEC**

The UK's Public Service industry is one of the largest employers in the country. Public Services provides students with an opportunity to explore the uniformed services such as Police, Fire, Ambulance, Civil Service and the Army. It enables you to understand the role of government and have the knowledge and skills to be informed citizens and public service employees.



**TOPICS STUDIED** - The course consists of four units:

#### 1. The Role and Work of the Public Services

Do you ever think about how your rubbish is collected every week, who maintains our roads and streets and provides street lighting, how you are able to go school every day and benefit from an education, how you can go to the doctor to get treatment when you are ill, or how you are protected from crime?

This unit will enable you to explore how the public services are grouped and their roles and work. You will find out the ways in which the public services are funded, and how they are delivered.

#### 2. Working Skills in the Public Service Sector

This unit is designed to give you an understanding of public service customers and the working skills public service personnel use to meet the needs of their customers. It will also give you the opportunity to explore the importance of having effective working skills and give you the tools you need to deal with a range of situations effectively and with confidence. You will get a chance to develop your working skills in a range of different activities.

#### 3. Employment in the Public Services

You will explore the main work that the public services undertake. You will get the opportunity to look at both non-uniformed and uniformed services, and what they do as part of a typical working day, how much they get paid, how many holidays they get. You will look at various application and selection processes of the different public services. You will discover the various entry requirements you must meet as well as how to apply for jobs within the public service sector.

#### 4. Public Services and Community Protection

You will investigate how the public services work together to manage hazards and risks. You will look in more detail at the type of hazard or risk they protect us from and will explore some of the organisations that help to protect us and the way they go about it. You will think about many issues, including who is involved in a flood, how we tackle environmental issues, chemicals and safe disposal of waste, and which organisations work together to protect the elderly and those with disabilities.

### ASSESSMENT

During the course you will be expected to complete three units of coursework which are internally assessed. Each coursework project is worth 25%. The unit Working Skills in the Public Sector is assessed through an external exam worth 25%.

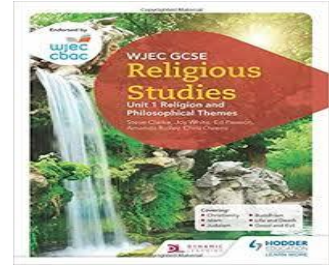
Email contact: [ceri.shaw@cwmbrahamhigh.school](mailto:ceri.shaw@cwmbrahamhigh.school)

# RELIGIOUS STUDIES

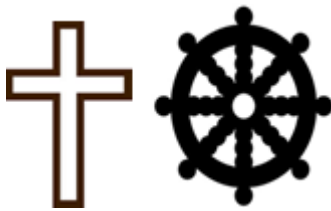
## LEVEL OF STUDY

### GCSE

Religious Studies allows learners to investigate and evaluate a range of religious beliefs and practices, and to apply these beliefs and practices to a range ethical and philosophical themes.



## TOPICS OF STUDY



Learner will have the opportunity to study religious beliefs and practices from within **Christianity** and **Buddhism**. Investigating what these religions believe about the world, the nature of life, and key teachings from within these world views.

GCSE Religious Studies will also allow learners to experience studying a range of philosophical and ethical themes such as: good and evil, the nature and aims of punishment, medical ethics, the afterlife, relationship, human rights, extremism and conflict.



## ASSESSMENT

There are two units to be assessed in GCSE Religious studies. Both units are assessed through the use of an exam.

- Unit 1 is assessed in Year 10 and
- Unit 2 is assessed in Year 11.

## ADDITIONAL INFORMATION

Through the study of GCSE Religious Studies learners develop analytical thinking, evaluative skills, and the ability to understand their own beliefs and worldviews. The study of GCSE Religious Studies may allow learner to go onto further study in Theology, Law, History, Philosophy, Ethics, English literature, Medicine and many more.

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## TRIPLE SCIENCE

### LEVEL OF STUDY - GCSE

The content of WJEC GCSE Triple Science is very similar to Double Science but with 3 extra modules (1 module for Biology, Chemistry and Physics). Triple Science contains more content compared to Double and Applied Science and this is reflected in slightly longer exams for each Science.

The Physics topics for Triple Science also have an increased Mathematics component.

### TOPICS STUDIED

#### Biology:

Cells, digestion, photosynthesis, circulation, respiration, transpiration, kidney, genetic profiling, microorganisms, DNA, genetics, evolution, genetic modification, monoclonal antibodies, infectious diseases, ecosystems, classification, biodiversity.

#### Chemistry:

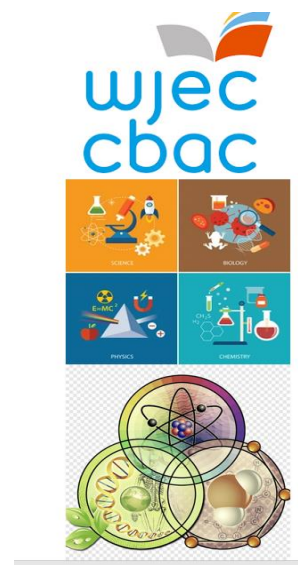
The nature of substances and chemical reactions, atomic structure, periodic table, water, ever-changing Earth, rates of chemical change, limestone, bonding and properties, neutralisation, extracting metals, energy of reaction, crude oil, industrial chemistry.

#### Physics:

Circuits, generating electricity, using energy, waves, kinetic theory, distance, speed, acceleration, Newton's laws, work and energy, motion, radioactivity, stars, planets and the universe.

### ASSESSMENT

- 3 exams in year 10 (Biology, Chemistry, Physics) 1hour 45 mins each
- 3 exams in year 11 (Biology, Chemistry, Physics) 1hour 45 mins each
- 3 practical exams in year 11 (January) 2 lessons each.



(NB Double Award Science groups have the same number of exams but 1 hour 15 mins each and 2 practical exams).

Studying Science for GCSE will prepare learners for further study at A level Biology, Chemistry, Physics or Applied Science. B grade at GCSE is needed in either Double or Triple/Separate Science in order to progress to A level.

In science you will become:

- ✓ Good communicators with strong presentation skills
- ✓ Able to analyse and interpret information and data
- ✓ Competent in the use of ICT
- ✓ Able to explain information in a range of contexts
- ✓ Confident in literacy and numeracy skills

Careers with a Science background include:

- Medicine
- Veterinary science/nursing
- Forensics
- Environmental Science
- Teaching
- Research
- Biochemistry
- Nursing
- Psychology
- Archaeology
- Pharmacy
- Astrophysics

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## SPORT



### LEVEL OF STUDY

#### **BTEC**

The BTEC Level 2 Certificate in Sport is from the BTEC

Specialist range of qualifications has been designed to provide highly specialist work-related qualifications in a range of vocational sectors.

They give learners the knowledge, understanding and skills that they need to prepare for employment and further education. The qualifications also provide career development opportunities for those already in work.

### TOPICS STUDIED

The qualification is awarded to students that successfully complete the following units:

#### **Core Unit:**

- Unit 1 – Planning and Leading Sports Activities

#### **Optional Units: (2/7 optional units to be complete)**

- Unit 2 – Injury in Sport
- Unit 3 – Technical Skills & Tactical Awareness
- Unit 4 – Psychology for Sports Performance
- Unit 5 – Nutrition for Sports Performance
- Unit 6 – Lifestyle for Sports Performance
- Unit 7 – Business skills in Sport
- Unit 8 – Planning and Running a Sports Event

### ASSESSMENT

- Students are required to complete 3 units of work to achieve the qualification. (1 core unit and 2 out of the 7 optional units).
- All units are continually assessed via coursework assignments and tasks that target areas of the grading criteria for each unit.
- All assignments, tasks and units must be complete to achieve the qualification and work must be submitted on or before the submission deadline.
- The tasks for each assignment brief will range from practical assessments, written tasks and presentations.
- All assessments are graded as a Pass or Fail.
- Students must satisfy all the grading criteria for each unit to achieve the qualification.
- Overall Pass - Equivalent to 2 GCSE's at C grade.

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## Art - Textiles

### LEVEL OF STUDY

#### **GCSE**

GCSE textiles is a practical course which offers the opportunity to experience creativity with a range of textiles-based media and build upon creative skills learnt at Key Stage 3.

Please be aware that this course requires pupils to demonstrate previous skills in art and textiles so pupils must be able to demonstrate a good level of control over materials, techniques and processes before starting the course. Pupils are required to demonstrate a mature attitude and dedication in order to work independently at home as well as in lesson time to complete practical class work and homework tasks.



### TOPICS STUDIED

The course is split as follows:

- *Controlled Assessment* - Portfolio 60%, completed over 4 terms.
- *Exam Unit* - 40%, completed over 1 term culminating in a 10-hour, 2-day exam where a final outcome of the unit is created.

### CONTROLLED ASSESSEMNT

In year 10 and the first term of year 11, pupils will create and complete a portfolio of work (60%). During the first half of yr10 pupils will experiment and explore ideas using a wide range of traditional and non-traditional textiles media where they can develop new ideas and refine their creative skills. The remainder of year 10 and term 1 of yr11, pupils will complete a larger unit where they will be given the opportunity to pick a topic they would like to study. They will explore, experiment and develop their ideas around that topic through the use of different media and the study of different designers to the creation of a final outcome in a 5-hour mock exam.

### EXAM UNIT

The exam unit starts in the January of year 11. Pupils will be given an exam paper with multiple starting points, which they will need to pick 1. The starting points will consist of one-word themes, picture inspiration or a task. Pupils build a unit of exploration, experimentation and idea development from that starting point through to a final outcome which is completed in the final 10 hour exam.

### EQUIPMENT

It would be beneficial to have their own equipment. The school has a range of equipment but pupils are encouraged to purchase their own equipment to promote independence in the subject. They will need two sketchbooks over the 2 years, one for Unit 1 - coursework and one for unit 2 - exam. These will need to be ordered and paid for in September and January of yr11.

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# TRAVEL AND TOURISM

## LEVEL OF STUDY

### **BTEC**



Have you ever wanted to learn more about the world? Have you ever fancied understanding new parts of the world and how tourism has helped improve the lives of thousands of people and even whole countries?

If so Travel and Tourism could be the subject for you! With a BTEC in Travel and Tourism, you can explore the aims of different tourist organisations, explore different countries and reasons to visit, explain how organisations meet customer requirements and explain the influences on global travel and tourism

## TOPICS STUDIED

- **Unit 1:** The UK Travel and Tourism Sector – This unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector. **(External examination)**.
- **Unit 2:** UK Travel and Tourism Destinations – This unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes. **(Internal assessment)**.
- **Unit 3:** The Travel and Tourism Customer Experience – In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation **(Internal Assessment)**
- **Unit 4:** International Travel and Tourism Destinations – In this unit we will look at international travel and tourism destinations and gateways and reasons for their appeal to different visitors. **(Internal assessment)**.

## ASSESSMENT

The external examination is worth 25% and can be repeated if necessary.

- ✓ Vocational - Graded: Pass, Merit, Distinction, Distinction\*
- ✓ Applied learning related to a vocational sector
- ✓ Range of internally assessed tasks
- ✓ External exam



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## NOTES