



Ysgol Gyfun Bryntirion |   
Bryntirion Comprehensive

OPTIONS BOOKLET 2025

YEARS 10 & 11

LLYFRYN OPSIYNAU 2025

BLYNYDDOEDD 10 & 11

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FOREWORD

This booklet contains information on the courses available for study during Years 10 & 11 at Bryntirion Comprehensive School alongside the core curriculum subjects.

As a school we feel it is more important than ever to allow pupils to choose subjects that reflect their clear strengths and interests, but also their career aspirations too.

Pupils have received a series of presentations and talks from subject leaders, Careers Wales as well as other external providers to assist them with their decisions. This information will compliment that which is provided to you in this Options Booklet.

Please do not hesitate to ask, or encourage your child to enquire, about what a course demands as decisions made during Year 9 will affect the educational opportunities open to them in the future and could influence their career prospects.

Option choice forms should be completed and submitted online via Microsoft Forms by **Friday, 11th April 2025.**

Should you require further clarification please do not hesitate to contact the school.

In conclusion, I wish all students and parents success in exercising a wise choice of courses to be studied at Bryntirion in Years 10 & 11.



Ravi Pawar
Headteacher

NEW GCSE QUALIFICATIONS

New GCSE Qualifications in Wales September 2025 – What You Need to Know

As part of the new Curriculum for Wales, GCSE qualifications are changing to better prepare students for the future. The first set of reformed GCSEs (Wave 1) will be introduced for Year 10 students in September 2025, while other subjects will continue with existing (legacy) GCSEs until further reforms are introduced in later years.

Our options booklet has been updated to reflect these changes, ensuring pupils and parents have clear guidance on the qualifications available.

A Mix of Legacy and Reformed Qualifications. Pupils will be able to choose from a range of existing and new GCSE qualifications, depending on their subject choices. The new GCSEs are designed to:

- Be more skills-focused and relevant to modern learning.
- Include a mix of exams and non-exam assessments.
- Ensure smoother progression from Key Stage 3 to GCSE and beyond.

Subjects Available in September 2025 (Wave 1 GCSEs)

The following subjects will be delivered under the new qualification structure:

- **GCSE Mathematics** – Developing problem-solving, logical reasoning, and real-world applications of maths.
- **GCSE English Language & English Literature** – A greater focus on analytical skills, communication, and critical thinking, with a balance of coursework and exams.
- **GCSE Core Cymraeg** – Designed to help pupils develop confident, practical use of Welsh, with integrated speaking, listening, reading, and writing skills.
- **GCSE Art and Design** – A broader and more flexible approach to creative expression, allowing pupils to explore diverse artistic techniques and media.
- **GCSE Business Studies** – An updated syllabus that reflects modern business practices, entrepreneurship, and financial literacy, with more applied learning opportunities.
- **GCSE Computer Science** – A stronger emphasis on programming and computational thinking, ensuring pupils develop skills relevant to the digital economy.
- **GCSE Drama** – A revised course structure that balances practical performance skills, creative exploration, and written analysis.
- **GCSE French** – A new approach to language learning, making it more accessible and focused on real-life communication skills.
- **GCSE Geography** – A more integrated approach to physical and human geography, with a stronger emphasis on climate change, sustainability, and fieldwork.
- **GCSE History** – A redesigned course focusing on historical interpretation, critical thinking, and a more inclusive range of historical perspectives.
- **GCSE Music** – A more diverse and flexible qualification, allowing pupils to explore different musical styles, performance techniques, and composition skills.
- **GCSE Religious Studies** – A modernised curriculum that explores philosophical, ethical, and religious perspectives, encouraging critical thinking and reflection.

All other GCSE subjects will continue under their current (legacy) GCSE specifications until further reforms take place in Wave 2 (2026) and Wave 3 (2027). Non-GCSE subjects are all current (legacy) qualifications.

What Does This Mean for Pupils?

- Pupils should review subject choices carefully to understand whether they will be following a legacy or reformed qualification.

- Teaching and assessment styles may vary between subjects. The reformed qualifications are designed to be more inclusive and engaging, with a focus on applying knowledge in real-life contexts.

For further information, please speak to subject teachers or visit [Qualifications Wales](#) for details on the new GCSE reforms.

[National Qualifications: GCSEs | Qualifications Wales](#)

A. WHO CHOOSES?

Basically YOU choose your subjects for Years 10 and 11. To help you choose sensibly you will be helped by your parents, teachers and friends. The Careers Service is also available to help you.

B. WHY CHOOSE NOW?

Every day of your life you are choosing things to suit your personal needs, such as what to wear or what to do after school. These are everyday decisions, which you can take without giving the matter much thought, but soon you will have some very special choosing to do. For many of you this means choosing subjects which will, in one way or another, affect the choice of your future career at 16 or later.

There are good reasons why you have to choose now -

- There is so much to know about the world that no-one can be an expert in everything;
- Your skills, talents and interests are beginning to show - you need more time to develop these further;
- Some careers need particular subjects and now is the time to include them in your subject choice. However do not narrow your choices too far. A broad range of subjects is essential for every career so keep your options open as long as possible.

TAKE CARE! Do not confine your efforts to those subjects which you believe now to be of importance to your career interests.

TAKE HEART! Do not be too worried at this stage if you do not know what you want to do or be.

C. HOW TO CHOOSE

You will need to know about:-

- your own interests, abilities and hopes for the future;
- your own strengths and weaknesses;
- subjects and examinations;
- how your choice could affect your future.

You may not even be aware that you are coming to decisions about your future. Here are some important things that will affect your career choice over the next few years:

- the subjects you choose;
- the talks you attend;
- the guidance given by the School and the Careers Officer;
- the ideas from parents, teachers, friends and relatives;
- the qualifications you get.

You will need to think about groups of careers first, rather than individual jobs. **REMEMBER THAT** your choice of career or job should be gradual rather than instant, and you do not have to commit yourself at this stage.

D. WHEN TO CHOOSE

Option choice forms should be completed and submitted online via Microsoft Forms by **Friday, 11th April 2025**. We hope this will mean that you have been able to make the choices you would like. It may become evident that you have made a mistake and that one of the subjects you have chosen is really too difficult for you. If you contact Mr Beard (Deputy Headteacher) or Mr Thomas (Head of Year 9) it may be possible to alter your option choices. We must stress, however, that this would depend on the availability of places in your new choice of subjects.

E. GET TO KNOW YOURSELF – AND YOUR POTENTIAL

What kind of person are you? This is never an easy question to answer, but it's worth thinking about. The kind of person you are can affect your choice of school subjects and the type of work you might be interested in. For many jobs, what you are like as a person is as important as qualifications. **REMEMBER!** Everybody is different, so there is no right or wrong answer to the question "What kind of person are you?" We all change in time. Other people's views of what kind of person you are may be different from your own.

The more you know about yourself, what you like or dislike, the easier it will be to make decisions about the type of work or training which will interest you.

Consult your subject teachers. They will give you an honest assessment of your ability in the subject. Some of the subjects offered will be new to you; others will be different from your previous experience of them. In this booklet is a guide to courses which will give you some idea of the work involved in each subject in Years 10 and 11. You will certainly find out more by asking staff who teach you now.

F. SUBJECTS

There are certain subjects which are essential for all pupils and are **COMPULSORY** for all pupils. This is your core curriculum.

The core curriculum will include English, Mathematics, Science, Welsh, RVE, Health & Wellbeing (including Sex Education) and the Skills Challenge Certificate.

You are able to add to this core curriculum either by choosing extra subjects or by adding to the basic provision to take those subjects to full G.C.S.E. examination level.

G. THE OPTIONS

The school strongly believes that all pupils have the opportunity to receive a broad, relevant, differentiated and balanced curriculum within the parameters of age and ability.

The options available at Bryntirion are included in this booklet. To help you make the final choice, the following members of staff are available to advise you:-

Subject Tutors
Subject Leaders
Form Tutors
Head of Year

Assistant Headteachers
Deputy Headteacher
Headteacher

H. EXAMINATIONS AHEAD!

At the end of Year 11 all pupils will be entered for the General Certificate of Secondary Education (G.C.S.E).

Non Examined Assessments (NEA) forms an essential part of the G.C.S.E. examination. Regular attendance and a commitment to the completion of all controlled assessment tasks are essential if pupils are to gain maximum benefits from their chosen courses of study.

A very important aspect of the G.C.S.E. is that whilst final examinations are crucial, not everything will depend on them. Over the period of the two year course you will be judged on the work you do in class and at home - in both practical and theory work. To gain worthwhile success in the final examinations, you must work hard and consistently throughout Years 10 and 11. You must understand that the G.C.S.E. is a two year course commitment requiring attendance at all designated lessons. Of course, a poor record of attendance is bound to affect your progress, but, more importantly, because of the continuous assessment element, it will have a direct effect on your final G.C.S.E. results.

Those of you who choose a practical subject to study may be involved in an extra commitment over and above the normal basic requirements.

I. WHICH WAY?

The choices you make now could have a long-lasting effect. They not only concern your school subjects for the next three years, but your life beyond school.

At 16+ you could -

- remain at school for further study;
- enter full time education at College;
- combine your studies between school and college;
- enter full time employment;
- enter full time training.

The decision you make now could have far-reaching effects - for example, by dropping one vital subject, you might close the door to a particular career for which you are otherwise well suited.

REMEMBER!
YOU MUST WORK HARD TO GIVE YOURSELF
AS WIDE A CHOICE AS POSSIBLE.

END OF YEAR 11

BRYNTIRION	OR	OR	OR
YEAR 12 AS/A LEVELS L1, L2, L3 VOCATIONAL COURSES	COLLEGE OF FURTHER EDUCATION	SCHOOL & COLLEGE BRIDGEND 14-19 LEARNING PARTNERSHIP AS/A LEVELS; L1, L2, L3 VOCATIONAL COURSES	EMPLOYMENT/ TRAINING

J. CAREERS ADVICE

The School, along with Careers Wales, aims to introduce you to the world of work and to give you an idea of the wide variety of jobs that exist. They will also:-

- help you to develop an assessment of yourself so that you gain **REALISTIC** ambitions for the future;
- provide you with exact information necessary for good decision making;
- help you with the mechanics of subject-choice, job application, college and university entrance;
- give you a personal guidance with regard to your choice of subjects, courses and careers;
- keep a close link with local employers;
- provide references for entry into employment and further education.

There are no formal lessons time-tabled in Year 9 for careers advice but the opportunity will be taken during Health & Wellbeing lessons, Year Assemblies and at other times, to outline the work of the Careers Service and to consider subject choices. You will be encouraged to seek individual guidance from various sources including the School Careers Advisor, Careers Wales Online, Teachers and Parents.

At the beginning of Year 10 you will begin a careers course to be followed over two years, when you will be made aware of the decisions you will have to face.

Finally, you and your parents are welcome to contact the Careers Office for further help and guidance. Appointments can be made through the Careers Officer at the school.

K. INFORMATION FOR PARENTS

How do people choose a career?

For the majority of people the choice of a career is a long, and often painful process which takes place over a period of years. While a few people know from a very early age what their future jobs will be, such people are very much in the minority.

Many experts believe that there are three stages in the process of choosing an occupation:-

- the early period of **FANTASY** choice - job ideas frequently mentioned during this time include “footballer”, “pop star” and “jet pilot”.
- the period of **TENTATIVE** choice - based mainly on interests or favourite school subjects, with little research into the qualities or qualifications that may be required;
- the period of **REALISTIC** choice - when ideas are explored and put to the test in the real world.

It is important, therefore, that when choices have to be made in Year 9 they are made in such a way as to leave open as many doors for as long as possible.

It should not be a matter of too much concern if, when interviewed at school by a careers teacher or careers officer, your son/daughter does not have definite ideas for a career. This is especially true if they plan to continue in full-time education. However, they do need to be aware that in choosing particular subjects or courses, they may be closing the door on certain jobs.

At the end of the day the final choice of a job or career will be a balance between a person’s interests, abilities, values and the opportunities available.

Influences on Young People

- **Parents** have the strongest influence on a child’s choice of occupation and so your role is a vital one.
- **School** should be the second most important influence.
- **Peers** have a definite influence which sometimes can be negative or harmful.
- **The Media** should not be underestimated, especially the influence of television and magazines.
- **The Careers Service** exists to help and advise young people [and their parents!] You are welcome to contact the Careers Service at any time via your nearest Careers Centre.

Your child may have abilities and qualities, which cannot be assessed by examinations, but please, ensure that your child is making the most of his/her opportunities.

How Can Parents Help?

- Your child’s regular attendance at school is essential for progress to be made.
- Give the best available facilities for homework.
- Keep an open mind about your child’s future educational and vocational plans.
- Talk regularly to your child about schoolwork and encourage hard work as much as possible.
- Praise success.
- Show an interest in your child’s life - at school and outside.
- Equal Opportunities.

Bryntirion Comprehensive School aims to help each student realise his/her potential. To achieve this aim the school offers equal opportunities to all students in all aspects of school life, promoting equal opportunities and social justice.

External Examinations

All students will be entered for external examinations except in special circumstances when the school and parents agree that it is against the best interests of the student concerned.

Data Protection Act

Information about pupils is kept on computer files. This is only used for school purposes. This information is kept in compliance with the County Regulations and the Data Protection Act.

L. GUIDE TO COURSES

The following pages include information, which will give you some idea of the courses that are offered.

It may be that not every subject described will be available to you because each year it will

depend on the availability of resources and the demand shown by the pupils.

Each subject area obviously has to set a limit on class size, but this will be done strictly on merit and ability of the pupils concerned. This is why you must make sure that you work as hard as you can in Year 9 in all subjects. There will be occasions when some pupils will be directed to certain subject options because their chosen subject group is full.

Booklet information correct at the time of publication.

GCSE ART & DESIGN

The WJEC GCSE Art & Design course here at Bryntirion is designed to encourage our students to be creative, independent learners.

The course covers a wide range of career pathways and specialist techniques such as: Graphic Design, Fine Art, Textiles, Photography, Three-dimensional Studies, Digital Photo Manipulation, Digital Drawing, Illustration, Graffiti Stencils, Print Making and Critical Studies.

This course is designed for candidates of all abilities. Pupils are assessed using four assessment objectives and 50% of a candidates overall grade is reflective of their literacy capabilities. During lessons pupils study artists designers and craft workers, evaluating this work and linking to their own areas of study. We also take a trip in Year 10 to London to help develop these research and evaluative skills further.

There are two main units for students to complete:-

- Controlled Unit 1 - Coursework Portfolio (worth 60% of GCSE) - this takes place from September Year 10 all the way until December of Year 11. Pupils are encouraged to chose their own themes and topics of investigation during this period.
- Externally Set Assignment - Exam Portfolio (worth 40% of GCSE). The exam paper is released in January Year 11 where pupils choose a question of enquiry, with 11 weeks of gathering research and practical experiments, leading to a 10 hour practical exam, where a final outcome must be made. This course is always completed by May Year 11 and allows time for pupils to focus on revision for their summer examinations.



Following successful completion of the GCSE course, students' can progress to AS and A Level and are advised to apply for an Art Foundation Course, leading to career possibilities in Fine Art, Photography, Illustration, Graphic Design, Film and Television, Architecture, Animation, Jewellery Design, Fashion, Sportswear Design, Games Design etc.

GCSE ART & TEXTILES

The GCSE Textiles course aims to develop imagination, enhance pupil's technical skills and foster creativity.

Pupils will be able to explore the following areas:-

- Constructed textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles.

The course is divided into two units throughout the two years.

Unit 1: The Portfolio (60% of qualification, internally assessed, externally moderated)

This is completed in Year 10 and the Autumn term of Year 11.

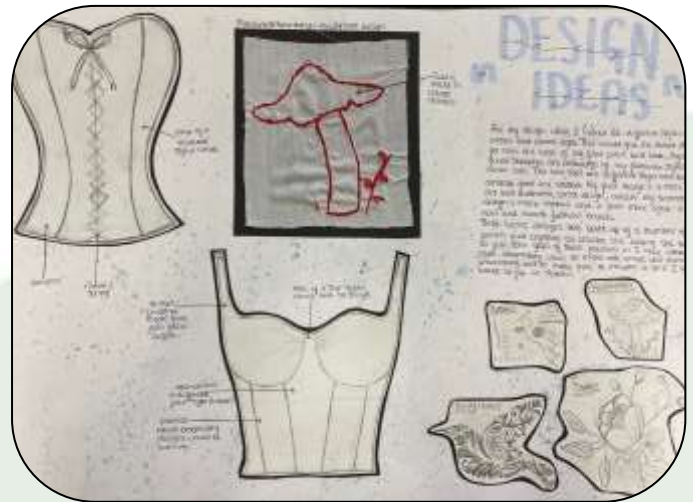
This unit comprises a major practical portfolio and outcome/s to be based on teacher set themes and subject matter developed from pupil interest. Pupils will develop their portfolio by:

- Investigating the work of other artists, crafts people and designers to develop a range of ideas. They will bring their own judgement to the work of others and learn to show critical understanding.
- Pupils will be exploring ideas through sketches, as well as selecting and experimenting with appropriate materials, techniques and processes. Pupils will be taught various textiles techniques and will be able to experiment through processes such as stitch, print, dye and CAD.
- Pupils will also be required to record ideas and observations.
- The portfolio also requires pupils to present a personal and meaningful response that realises intentions of each section of work.

Unit 2: The Externally Set Assignment (40% of qualification, internally assessed, externally moderated)

The Externally Set Assignment materials will be available to pupils from January (in Year 11).

The Externally Set Assignment materials will consist of a series of assignment choices, comprising five broad themes, which are to be presented to the student at the start of the preparatory study period. They will choose one to base their assessed piece of work on.



Pupils will be given a set amount of preparatory time to experiment and prepare for the moderated exam. Following this research and preparatory study period, pupils will be allocated a period of 10 hours to carry out their final assessed piece of work.

This course would suit pupils who have an interest in textiles/fashion. It could lead to a career path in costume design for television or theatre, as well as interior design, visual merchandising, fashion promotion, merchandising or buying, print design and pattern cutting.

GCSE BUSINESS STUDIES

The WJEC GCSE Business qualification will develop your understanding of the activities that make a business successful. You will gain an insight into critical issues facing businesses and ways in which these can be solved. You will undertake research to make reasoned judgements and think critically about businesses in your area.

WHAT WILL I STUDY?

Unit 1: INTRODUCTION TO THE BUSINESS WORLD

You will explore the purpose of business activity and the nature of business enterprises, understanding the different types of business ownership and aims. Additionally, you will learn about markets and business sectors, and the importance of the consumer. You will calculate costs and revenue to make business decisions.

Unit 2: KEY BUSINESS CONSIDERATIONS

You will undertake research on a chosen business in your locality and to use your research findings to produce a report.

Unit 3: BUSINESS STRATEGIES FOR SUCCESS

You will explore the key business functions of finance, marketing, human resources, and production. Additionally, you will study strategies for business growth and understand how businesses are affected by political, legal, and economic external factors.

Unit 4: BUSINESS CREATION

You will develop enterprise skills. You will carry out primary and secondary market research to collect information for an entrepreneurial opportunity you have identified. You will produce a report that covers key aspects of your business proposal.



Written examination	Non-examined assessments
Unit 1: 1 hour 15 minutes 30% of qualification 60 marks Unit 3: 1 hour 15 minutes 30% of qualification 60 marks	Unit 2: 5 hours 15% of qualification 48 marks Unit 4: 8 hours 25% of qualification 60 marks

GCSE COMPUTER SCIENCE

If you take a moment to consider a world without computers, you will begin to understand why developing your knowledge of the world of computing has become such a critical success factor in modern life.

What will I study?

A GCSE in Computer Science will help you to make the most of the power of computers, from understanding how they work, to using programming skills to create your own applications and solutions to problems in the work around you.

Unit 1: Understanding Computer Science - this unit helps you to build your understanding of practical aspects of computing such as hardware, software, systems, networks and communication, whilst developing your ability to plan, manage and deliver computer-based solutions for everyday needs and problems.

Unit 2: Computer Programming - This unit gives you the opportunity to develop your programming skills, before using them to create a solution to a real-world problem.

How will I be assessed?

Unit 1

On-screen examination - 1 hour 30 minutes - 50% of qualification (80 marks)

Unit 2

On-screen examination based on a pre-released brief - 2 hours - 50% of qualification (80 marks)



What skills will I develop?

GCSE Computer Science will help you to:

- Understand and apply principles and concepts of computer science
- Develop your practical programming skills
- Develop skills in computational thinking
- Analyse problems in order to develop and implement strategies to solve them
- Develop your project management skills
- Improve your logical and mathematical thinking skills
- Improve your collaboration and team-working skills
- Understand the social, professional, ethical, environmental and legal dimensions of computer-based systems

Careers in Computer Science

Computers are everywhere - whilst there is a huge range of opportunities in the world of computers and programming itself, it is equally true that computers are transforming just about every aspect of life as we know it. Therefore, whether you choose to specialise in computing, or use your computing knowledge to improve your performance in other areas, choosing to improve your computing skills will never be a bad decision.

BTEC CONSTRUCTION

What's it all about?

The subject focuses on applied learning i.e. acquiring and applying construction knowledge, skills and understanding through purposeful tasks. It must have characteristics of real work and it's designed to motivate students to understand how buildings are constructed.

The course requires students to consider how the use and application of construction impacts upon individuals, employers, society and the environment.

The qualification's concept is 'Plan, Do, Review'. Plan activities, carry out activities and review outcomes. As you would with a real design and make construction project.

The qualification provides learners with a broad appreciation of work in construction and the built environment and for progression in education, employment or training in this field. The course is built up from separate and distinct units that allows for Synoptic Learning and Assessment.



Qualification Structure

Constructing the Built Environment Unit Titles

Unit Number	Unit Title	Assessment	Guided Learning Hours
9811	Safety and security in construction	External Exam	30
9812	Practical construction skills	Internal	60
9813	Planning construction projects	Internal	30

Guided learning are activities such as classroom based learning, tutorials and online learning, which is directly supervised by a teacher. It includes all forms of assessment such as tests, quizzes and exams.

All the Guided Learning Hours (GLH) total is 120 hours.

Pupils are expected to do independent work, research and unsupervised coursework. This additional time, is referred to as the Total Qualification Time (TQT). This is to total 160 hours.

GCSE CYMRAEG

“To have another language is to possess a second soul”. (Charlemagne)

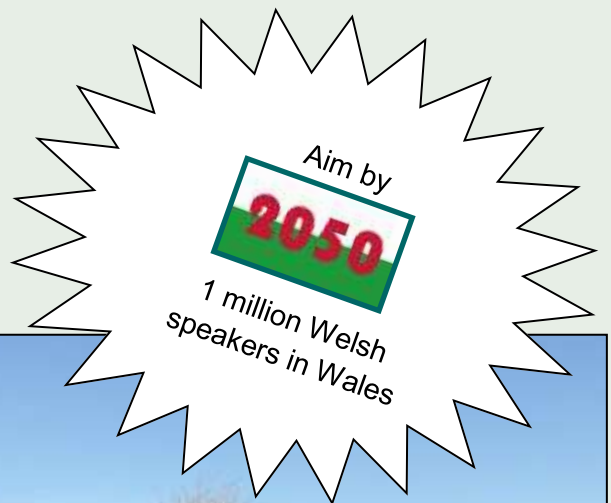
Today, the ability to use Welsh is a sought after skill by many employers. The Welsh Language Act and the Welsh Government's '*Un iaith i bawb*' policy have resulted in organisations actively seeking candidates with a working knowledge of Welsh. Education is central to that vision and digital technologies will be central to the vision within education, helping workplaces become bilingual and supporting social use.

Course Content

Welsh GCSE is considered to be a very important requirement in the job market and the course is, therefore, designed to be relevant and purposeful both in terms of modern society within Wales as well as vocational situations.

Assessment - 4 units of study:

- Unit 1 – Pair/group speaking exam 25%
- Unit 2 – Pair/group speaking exam 25%
- Unit 3 – Reading and Writing exam 25%
- Unit 4 – Reading and Writing exam 25%



Extra Curricular Opportunities

- Pupils will have first hand experience of the language by visiting the Urdd residential centres at Glan-Ilyn to participate in the many and varied activities which the Urdd provides.
- Key Stage 4 pupils work with our feeder primary schools in our annual Cymanfa Ganu .

GCSE DIGITAL TECHNOLOGY

Why choose Digital Technology

Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives.

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



What will I study?

The subject content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge, understanding and skills in digital technology.

Unit 1: The Digital World

On-screen examination - 40% of qualification

Overview of unit

- Digital technology systems
- The value of digital technology
- Perspectives on digital technology

Areas of content

Students will be given the opportunity to develop their knowledge and understanding of the six areas below:

- Data
- Digital technology systems
- Digital communications
- Impact of digital systems on organisations and individuals
- Securing data and systems
- Changing digital technologies

Unit 2: Digital Practices

Non-exam assessment - 45 hours - 40% of the qualification

Overview of unit

- Interrogating spreadsheet data
- Data-informed digital products

Areas of Content

Students will be given the opportunity to develop their knowledge, skills and understanding of the five areas below:

- Data organisation
- Data analytics
- Planning digital products
- Developing digital products
- Evaluating completed digital products

GCSE DRAMA

GCSE Drama offers candidates interested in the theatre the opportunity to develop their skills in either acting or production. Candidates explore and improve their skills through a combination of practical work and a written exam. The study course consists of three units:



Unit 1 - Devising Theatre

Practical non-examination assessment and Reflective Log Marked by centre and moderated by WJEC

40% of qualification

96 marks

Unit 2 - Performance from a Text

Practical non-examination assessment

Marked by a visiting examiner

30% of qualification

72 marks

Unit 3 Interpreting Theatre

Digital only examination

Marked by WJEC

30% of qualification

72 marks

ENGINEERING SKILLSTART LEVEL 1/2

The Skillstart vocational training course offers an opportunity for a practical hands-on approach to engineering education. Through the completion of a series of carefully designed projects and underpinning knowledge worksheets, candidates can gain a Level 1 or a Level 2 National Vocational Qualification which makes a very good basis for continuance and progression into Level 2 specific or Level 3 general engineering qualifications. This qualification, if passed at Level 2, is worth 2 GCSE B grades.

The qualification and experiences, recognised by industry, are also a potential stepping stone to employment and a career in many technological fields, which could include; mechanical, electrical, construction, marine, agricultural and motor vehicle engineering as well as the medical industry.



Learners will gain specialist skills in the following areas:

FITTING: Students will learn to use hand tools and marking out tools to manufacture components with a high degree of accuracy.

SHEET METALWORK: Students will learn all the skills necessary to produce both simple and complex shapes in thin sheet metal.

MECHANICAL ASSEMBLY: Students will learn to correctly position and secure components using various mechanical fastening devices, tools and techniques. They will be taught to carry out visual and functional checks to confirm that the finished assembly meets the required standard.

Years 10 & 11

Learners will be assessed through a portfolio of evidence to demonstrate their subject knowledge in the following unit areas:

- Working safely in an engineering environment,
- Working efficiently and effectively in engineering,
- Using and communicating technical information,
- Producing components using hand tools and fitting techniques,
- Producing sheet metal components and assemblies.
- (Level 2 only) Undertaking mechanical assemblies.

GCSE ENGLISH LANGUAGE & LITERATURE

Core Curriculum - GCSE English Language and Literature, Double Award.

Unit	Concepts	Details
1	Context and Meaning: Poetry Anthology and Unseen Poems	60 marks: 15% of overall qualification Written examination - 1.5 hours; available from Summer 2026 Section A: questions (short and extended) based on one poem from an anthology and one unseen poem. Section B: one creative literary or non-fiction writing response from a choice of two tasks.
2	Belonging: <i>The Woman in Black</i>	60 marks: 10% of overall qualification NEA - 7 hours duration; available from Summer 2026 Task A: 3 hours preparation, 2 hours to complete written response Written essay based on study of a prose text selected from a list of texts, based on exploration of the theme of 'Belonging' through study of character(s) and setting (750-1000 words). Task B: 2 hours preparation, 4-6 minutes to present Individual Researched Presentation linked to the idea of 'Belonging', based on a theme, issue, representation or relationship from the studied prose text.
3	Influence and Power: Non-Fiction Anthology	50 marks: 10% of overall qualification NEA - 5 hours 55 minutes duration; available from Summer 2026 Task A: 3 hours to prepare, 6-10 minutes to discuss Group discussion (3-4 per group) based on the study of thematically linked texts from a non-fiction anthology, and one text set by WJEC. Task B: 1 hour to prepare, 1 hour 45 minutes to complete written response Creative non-fiction writing response informed by ideas and opinions gained from Task A (400-500 words), in the form of a text designed to be spoken e.g. talk/vlog.
4b	Motivations: <i>An Inspector Calls</i>	60 marks: 20% of overall qualification Written examination - 1 hour 30 minutes; available from Summer 2027 Section A: reading response questions (short and extended) based on the study of a drama or prose text. Section B: creative literary writing - one task from a choice of two.
5	Continuity and Change: <i>Macbeth</i> and Pre-20th Century Poetry Anthology	60 marks: 20% of overall qualification NEA - 8 hours duration; available from Summer 2027 Task A: 3 hours to prepare, 3 hours to complete written response Extended response based on the study of a whole Shakespearean play (1000-1500 words). Task B: 2 hours to prepare, 5-8 minutes to discuss Paired discussion based on the study of one 1600-1900 poem from the anthology and one other poem prescribed by WJEC.
6	Connections: Non-Fiction Anthology and Unseen Texts	80 marks: 25% of overall qualification Written examination - 1 hour 30 minutes; available from Summer 2027 Section A: reading questions (short and extended) based on non-fiction anthology and one unseen text. Section B: non-fiction writing - one task from a choice of two.

Assessment Objectives

AO1: Understanding and response (assessed in all units)

- i. Respond critically, selecting and evaluating relevant points
- ii. Compare and explain links; synthesise and summarise
- iii. Language, structure and form: use and impact
- iv. Contexts, views and perspectives

AO2: Communication and expression (assessed in all units)

- i. Clear, imaginative and effectively engaging communication
- ii. Register, vocabulary, techniques appropriate for purpose and audience
- iii. Organisation of writing and talk
- iv. Sentence structures, grammar, syntax, punctuation and spelling

GCSE FRENCH

The French Department is following the **WJEC Specification** for GCSE. The qualification is made up of four units:

Unit 1 – Oracy (NEA, Speaking)

Unit 2 – Reading and Writing (NEA, Film study)

Unit 3 – Listening (Examination)

Unit 4 – Reading and writing (Examination)

The context for learning the language is organised under **three broad themes**:

1. **Language for leisure and wellbeing**
2. **Language for travel**
3. **Language for study and work**



Benefits of Further Study

- Languages are a life skill.
- Languages teach you communication skills and adaptability.
- Cultural awareness.
- A social skill.
- Languages give you the edge in the job market.
- Greater opportunities to travel and work abroad.
- Languages combine well with virtually any other subject for further study.

What Makes a Successful MFL Pupil?

- Someone who is prepared to have a go.
- Someone who likes a challenge.
- Someone who can work independently.
- Someone who can figure out patterns.
- Someone who appreciates other ways of life.
- Someone who is not afraid of hard work!

GCSE GEOGRAPHY

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

The GCSE Geography Course - This is split into four units and are as follows:

Unit 1 – Our Physical & Human World – 1 hour 30 minutes examination worth 30% of the qualification

You will study:

- Rivers
- Changing coastlines
- Migration
- Settlement change

Unit 2 – Developing Fieldwork Skills – 25% of the qualification

Students will undertake fieldwork and collect data and write up as a piece of coursework.

Unit 3 – Our Dynamic World - 1 hour 30 minutes examination worth 30% of the qualification

You will study:

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

Unit 4 – Sustainable Solutions – 15% of the qualification

This is a decision-making task, where you use information from a resource booklet and carry out your own research to write a report solving a real-world issue.



What skills will you 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.
- You will learn to collect, process, analyse and understand qualitative and quantitative data and communicate it through a range of methods to a variety of audiences.
- You will develop the ability to construct a reasoned argument and communicate this effectively.
- Teamwork and leadership skills will be developed.
- You will also develop a range of personal life-skills including time management, creativity, problem solving and self-confidence.

GCSE HEALTH & SOCIAL CARE

If you are interested in and ultimately want to work with people this may be the course for you. This course gives you the background knowledge and develops skills needed by anybody considering a career working with people within a health, social care or early years setting or as a base for further education. There are over 60 jobs, which health and social care can introduce you to. This could be the starting point for any career. In particular those relating to nursing, forensic pathology, midwifery, social work including youth worker, teaching, or any other career related to the health and social care sector.

<https://careerswales.gov.wales/job-information/subjects/health-and-social-care>

Overview

By studying Health and Social Care learners will be able to develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care contexts. By the end of the course students will become independent learners, reflective thinkers with an enquiring mind in a range of contemporary issues within the various health and social care fields. Students will be able to evaluate and support a sustainable health and care system, whilst developing an awareness of career pathways.

Curriculum content

Unit 1 Human growth, development and well-being (worth 40% of award qualification)

Written examination: 1 hour 30 minutes (all questions are compulsory).

Unit 2: Promoting and maintaining health and well-being (worth 60% of award qualification)

An internally assessed, externally moderated pieces of coursework worth 60% of the overall GCSE grade. Both tasks are compulsory.

Why chose Health and Social Care?

- It is an ideal preparation for progression to a more detailed study of health, social care and/or early years e.g. A-level
- You have an **interest** in this field and would like to try something 'new'.
- You would like to learn in a subject that is *challenging, interesting and diverse*.
- You see yourself working in health or social related career after school, college or university.



Some of the topics in the curriculum are sensitive in nature. Please be mindful of this when opting for this subject. Please see Mrs Jones for further information regarding this.

GCSE HISTORY

GCSE History is a four unit course through which pupils have the opportunity to study aspects of the past in depth and in breadth. It also allows pupils to study history in a variety of geographical contexts: Britain, including from a Welsh perspective, and wider world settings.

Unit 1 - Study in Depth - Depression, War and Recovery, 1930-1951

The unit covers the main features of life in the Depression, of war on the Home Front and of post-war Wales and England. Topics include the causes of the Depression and life during it, the causes of the Second World War, life during wartime and keeping up morale during the war, life after the war and the rebuilding of Britain after 1945.

Unit 2 - Study in Depth - The USA: A Nation of Contrasts, 1910-1929

The unit covers the main problems and challenges facing American society during the period, as well as the development of American culture. Topics include immigration, religion and race, crime and corruption, economic boom and bust, popular entertainment and the role of women.

Unit 3 – Thematic Study – Changes in Crime & Punishment, c.1500 – present day

This unit focuses thematically on the main trends in the history of crime and punishment in Britain from 1500 to present day. It covers the causes and natures of crimes, enforcing law and order, methods of combatting crime, attitudes to and methods of punishment. This unit also includes a case study of the growth of crime in industrial Merthyr in the 19th century.

Unit 4 - Working as an Historian

This is a non-examination assessment and will involve the completion of two separate tasks, one with a focus on source evaluation and one on different historical interpretations of history.



The Examination

Unit 1 = 1 hour exam - 25%

Unit 2 = 1 hour exam - 25%

Unit 3 = 1 hour 15 mins exam - 30%

Unit 4 - Non-examination assessment - 20%

LEVEL 1 & 2 VOCATIONAL AWARD HOSPITALITY & CATERING

This course provides pupils with an introduction to the hospitality and catering industry, focusing on key aspects of food production and service both in theory and practice. Emphasising the development of practical skills and theoretical knowledge, the course incorporates demonstrations to engage and inspire pupils.



UNIT 1

Pupils will learn the basic skills of cookery, skills that can be developed in the future if pupils go on to choose a career in the Catering Industry. Pupils will learn skills, such as bread making, pastry making, cake making methods, meat cookery, egg and milk cookery, vegetable and fruit cookery, veganism, vegetarianism, intolerances and special diet cookery, this will include preparation and presentation techniques. Pupils will study hygiene, safety and government legislation related to the hospitality and catering industry. The course includes topics that are specifically related to both the hospitality industry and the catering industry. These topics include; the structure of the industry, job requirements, working conditions and factors affecting success of the industry. Pupils will learn how the industry operates and health and safety requirements. With this understanding of the Hospitality and Catering industry pupils will propose a provision that will meet specific requirements. This proposal will be part of their external written examination. The external examination is 90 minutes at the end of the course, pupils will need to have an understanding of all the criteria studied in Unit 1.

UNIT 2

Pupils will be given a Scenario which they will then research. This could be in the form of a type of food provision e.g. a bistro or restaurant in a specific area with a particular target audience and with certain specifications. Pupils will have to research and produce a 4 recipe menu related to the particular aspects of the scenario. Within this research pupils will study nutritional information of their chosen dishes, look at the needs of the customers and consider aspects of the environment. Pupils will then produce a plan of action for their cooking exam, this will contain detailed information of the timings of their exam and all the steps minute by minute that they have to take. Pupils will then have a 4 hour practical examination, producing the recipes that they have planned and researched, these recipes will be presented and evaluated as part of their exam.

Grades are given for each of the assessment criteria of the controlled assessment. The theory and practical weightings are equally important, pupils must achieve success in their theory to be able to be successful in their practical.

LEVEL 1/2 VOCATIONAL AWARD IN ICT

Why choose Vocation Award in ICT

Are you passionate about technology? Do you like solving problems? Are you curious about all things digital, and want to learn some fantastic new skills? If so this qualification is for you!

What will I study?

This qualification is made up of 2 units:

Unit 1: ICT in Society

You will:

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how technology is used in a range of contexts, including business and organisations, education and homes.



Unit 2: ICT in Context

- Gain a working knowledge of databases, spreadsheets, automated documents and images
- Learn to apply your knowledge and understanding to solve problems in vocational settings

How will I be assessed?

Assessment will be through a mixture of exams and controlled assessments.

Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes and will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

What skills will I develop?

You will develop a number of skills which are attractive to employers, colleges and universities including:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management

Careers with ICT

The ICT industry offers a wide range of exciting opportunities which include:

- Data analyst
- Digital content producer
- Systems engineer
- Web marketing manager

KING'S TRUST QUALIFICATIONS

Achieve Programme Personal Development and Employability Skills

In 40 years The King's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training. The King's Trust is recognised by the qualification regulators in England, Wales, Northern Ireland and Scotland to develop, offer and award qualifications.

King's Trust Qualifications seek to:

- ◆ Ensure young people have every opportunity to gain formal recognition of their skills and achievements
- ◆ Develop qualifications that offer flexibility, choice and pathways to progression
- ◆ Provide excellent support and service to our partners to ensure they are best placed to support young people

Qualification Aim

The King's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment.

The qualification gives learners the opportunity to:

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

Units

The Personal Development and Employability Skills qualifications cover a range of skills. An overview of the units available are given below.

Achieve Unit Overview
An overview of the units available for you to deliver on the Achieve programme.

Skills for school	Personal, social development	Life skills	Active citizenship	Enterprise projects	Preparation for work
Personal development	Personal development	Managing money	Sustainability	Undertaking an enterprise project	Career planning
Building peer pressure	Teamwork skills	Wellbeing – Healthy eating	Community impact	Budgeting	Experiencing the world of work
Communication	Project-based learning	Digital skills	Managing and using time well	Employment vs self employment	Preparing for the world of work
Confidence building	Wellbeing	Wellbeing	Planning positive action	Digital creativity	Presentation skills
	Wellbeing - Physical activity	Breaking habits	Supporting others in the community		Customer experience
	Nature and wellbeing	Making successful transitions	Diversity and inclusion		STEM skills
		Financial Health	Sustainability and Ethics		Exploring Health and Social Care

Key
● PDE qualification topics
● Non-qualification topics



GCSE MATHEMATICS & NUMERACY

In GCSE Mathematics & Numeracy you will build on the knowledge and understanding you have of topics within number, algebra, geometry and data. You will be taught the key financial aspects of everyday adult life, such as dealing with pay slips, bills and savings. A good understanding of the content of this qualification is the perfect platform to those hoping to follow a STEM career.

What will I study?

The course has 3 units:

Unit 1: Financial Mathematics and Other Applications of Numeracy

In this unit you will learn life lessons that will help you become a financially well-informed adult. Think about terms or acronyms you may have heard about like 'National Insurance', 'VAT' or 'AER' - these will become familiar to you. Financial opportunities and pitfalls will be addressed, and you will learn how to read important documents like pay slips, bills and bank statements. All sorts of other real-world contexts will also be taught and assessed, making this unit relevant and interesting.

Unit 2: Non-calculator

You will explore concepts where you won't need your calculator in this unit. You will deepen your understanding of probability and explore new ideas within algebra and geometry, like quadratic graphs and circle theorems.

Unit 3: Calculator-allowed

This unit has the biggest weighting of all three units, and you can have your calculator by your side. There is lots of data handling and statistics in this unit as well as new geometry concepts such as Pythagoras' Theorem and Trigonometry.

What skills will I develop?

- You will develop an understanding of the different areas of mathematics and how they relate to each other.
- You will extend your range of mathematical skills and techniques and be able to use and apply them to a range of real-life contexts.
- You will gain a strong foundation in financial mathematics to prepare you for life and work.

Careers in Mathematics

A GCSE in Mathematics and Numeracy can lead to a variety of career paths. These include jobs such as; financial analyst, computer programmer, medical scientist, actuary, software developer, economist, data or research analyst, accountant, teacher.

UNIT 1: Financial Mathematics and Other Applications of Numeracy	
Higher tier	Foundation tier
1 hour 45 minutes 80 marks	1 hour 30 minutes 65 marks
Weighting: 30% of the qualification	
UNIT 2: Non-calculator	
Higher tier	Foundation tier
1 hour 45 minutes 80 marks	1 hour 30 minutes 65 marks
Weighting: 30% of the qualification	
UNIT 3: Calculator-allowed	
Higher tier	Foundation tier
2 hours 90 marks	1 hour 45 minutes 75 marks
Weighting: 40% of the qualification	

GCSE MUSIC

The syllabus is designed to offer candidates a valid and challenging course based on the three primary musical activities of listening, performing and composing. Students must be grade three or above on vocals or an instrument by Year 11 for the performing element of the course.

Candidates are to explore and develop musical skills through four areas of study, into which performing, composing and appraising activities are to be integrated:

1. Musical Forms and Devices
2. Music for Ensembles
3. Film Music
4. Popular Music

Candidates will be expected to compose a variety of pieces in various styles and moods, stimulated by the study of the four topics listed above. Two contrasting pieces of music will be selected for submission to the WJEC accompanied by an evaluation written by the pupil outlining the processes involved in producing these compositions (35%).

Candidates will be expected to perform regularly, in solo and ensemble situations, to the other members of the GCSE Music class.



Unit 1: Performing

Non-examination assessment

Performance: 4-6 minutes (at least two pieces)

Marked by the centre and moderated by WJEC 32.5% of qualification (78 marks)

Unit 2: Composing

Non-examination assessment

2 Compositions (3-6 minutes total recommended)

Reflective Log marked by the centre and moderated by WJEC

32.5% of qualification (78 marks)

Unit 3: Appraising

Digital only examination: 1 hour 30 minutes

Marked by WJEC

35% of the qualification (84 marks)

All pupils opting to take GCSE Music will be expected to support the extra-curricular activities organised by the Music Department.

GCSE PHYSICAL EDUCATION

This course allows pupils to build on the experience gained in previous years and further develop and refine skill levels especially in invasion games, swimming, health related fitness and athletic activities. There is little limitation to the activities the pupils can choose, as activities participated in outside of school can also be assessed.

Learners will be assessed in three practical activities, as a performer in an individual sport, team sport and one other. One activity will be chosen as a major activity which will require the learner to construct a personal fitness programme. It is a course requirement that learners involve themselves in the schools extra curricular programme to ensure skills levels are developed and maintained.

Learners will also be assessed through a range of short and extended questions. The questions will be based on audio visual stimuli and other sources.

The theory element of the course is assessed as part of the written examination and focuses on five key areas:-

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



Pupils will be assessed by an examination paper (50%) and through three chosen practical activities (50%)

Further Education

Pupils who have followed this specification will have the necessary knowledge, understanding and skills to progress to the more demanding AS Physical Education (although it is not a pre-requisite) or opt to study BTEC Level 3 Diploma in Sport.

All pupils opting to study GCSE P.E. will be expected to attend the extra-curricular activities organised by the P.E. Department.

GCSE RELIGIOUS STUDIES

Why study Religious Studies?

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 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!

KEY DISCUSSION QUESTIONS

- Are humans more important than animals?
- Do we always have the right to freedom of speech?
- Is abortion always right?
- Should euthanasia be legalised in this country?
- Is there life after death?
- Is marriage still relevant?
- Does God exist?



GCSE Religious Studies comprises 4 units, 2 of which are examined by non-exam assessment (NEA).

UNIT 1: Religious and non-religious beliefs, teachings and practices.

UNIT 2: Religion and relationships;

UNIT 3: Roles, rights and responsibilities and

UNIT 4: Religion and Human Rights.

Careers in Religious Studies

Religious Studies can lead to a wide range of careers – lawyer; teacher; police; medical professions; journalist to name but a few.

GCSE SCIENCE

GCSE Science is part of the core curriculum. The Science specification provides a broad, coherent, satisfying and worthwhile course of study. This subject encourages learners to develop confidence in, and a positive attitude towards Science and to recognise its importance in students lives and to society. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners are taught essential aspects of the knowledge, methods, processes and uses of Science.

Pupils will be awarded two GCSE grades in Science, each comprising of modules in Biology, Chemistry and Physics at the end of Year 11. Double Award Science is examined with six written examinations (two per Science), along with one externally assessed practical examination.



SKILLS CHALLENGE CERTIFICATE

The central focus of the Skills Challenge Certificate is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification is a fully graded GCSE and 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 Skills Challenge Certificate 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 Skills Challenge Certificate 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 Skills Challenge Certificate 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. The following Skills will be developed, applied and assessed throughout the course.

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking & Problem Solving
- Planning & Organisation
- Creativity & Innovation



Alongside and through the development of skills, the Skills Challenge Certificate 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 **Skills Challenge Certificate**, which is at the heart of the course, consists of three Challenges which are followed by all learners:

- **Enterprise and Employability Challenge (25%)** - Develop enterprise skills and qualities which will enhance employability.
- **Global Citizenship Challenge (25%)** - Provide learners with an understanding of global issues and how they can respond to them.
- **Individual Project (50%)** - Develop skills, through carrying out a research activity in an area of personal interest.

The combined outcomes of the three challenges will determine whether the Skills Challenge Certificate is awarded at National or Foundation level. The Skills Challenge Certificate National Award will be graded and is a GCSE qualification.

BTEC LEVEL 2 LEADERSHIP THROUGH SPORT

The BTEC Level 2 Certificate in Leadership Through Sport is a vocational qualification, which is equivalent to two B grades at GCSE.

All the units in these qualifications are assessed through written and practical assignments.

This qualification has mandatory and optional specialist units. Pupils must complete the one mandatory unit and a choice of two optional units to reach a total of 30 credits.

Unit	Mandatory unit	Assessment	Credits
1	Planning and Leading Sports Activities	Internal	10
	Optional units		
2	Injury in Sport	Internal	10
3	Technical Skills and Tactical Awareness for Sport	Internal	10
4	Psychology for Sports Performance	Internal	10
5	Nutrition for Sports Performance	Internal	10
6	Lifestyle and the Sports Performer	Internal	10
7	Business Skills in Sport	Internal	10
8	Planning and Running a Sports Event	Internal	10

This qualification is designed to mainly support pupils who want to learn about the sports sector and may be interested in pursuing a career in this industry. The sports industry is a diverse sector with a wide range of employment opportunities.

Where can this qualification take you?

Upon successful completion of this course you will open a variety of career doors such as:
Further Education – A Levels and BTEC National Awards

Career Pathway – Fire Fighter, Police Force, Leisure Industry/Centres, Personal Fitness Advisor/Trainer, Sports Therapy/Massage/Injuries, Coaching.





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