



YSGOL  
AFON WEN

2025/26

# Year 10 GCSE Success

## Llwyddiant TGAU Blwyddyn 10



# Curriculum for Wales Cwricwlm i Gymru

Pupils at Ysgol Afon Wen are following the new Curriculum for Wales. These are the four purposes of the Curriculum for Wales.

We are supporting your child to be:

- an ambitious, capable learner who is ready to learn throughout their lives.
- an enterprising, creative contributor who is ready to play a full part in life and work.
- an ethical, informed citizen who is ready to be a citizen of Wales and the world.
- a healthy, confident individual who is ready to lead a fulfilling life as a valued member of society.

As well as literacy, numeracy and digital skills, there are six areas of learning and experience. Everything your child learns will be connected to these areas.

The six Areas of Learning (AOLEs) are:

<b>Maths and Numeracy: Mathemateg a Rhifedd</b>	<b>Science and Technology : Gwyddoniaeth a Thechnoleg</b>	<b>Languages, literacy and communication: leithioedd, Llythrennedd a Chyfarthrebu</b>
Mathematics & Numeracy	Triple Science Product Design Textiles Hospitality & Catering	English Language & Lit Welsh French
<b>Humanities - Y Dyniaethau</b>	<b>Health and Wellbeing - Iechyd a Lles</b>	<b>Expressive Arts - Y Celfyddyfau Mynegiannol</b>
Geography History Religious Studies Ethics & Diversity Welsh Bacc	GCSE PE Core PE Wellbeing Health & Social Care	Art Photography Digital Film & Media Drama Music

The curriculum also develops an understanding of, and promotes:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- appropriate relationships and sexuality education.



# Made-for-Wales GCSEs

Qualifications in Wales are being reformed. Some subjects have been amended, others removed and new qualifications added to the *Made for Wales* GCSEs. For more information please see the Qualifications in Wales website [Subject-level – Approval Criteria | Qualifications Wales](#)

These GCSEs are being rolled-out in 2 different waves. Some qualifications in Wave 1 started teaching in September 2025 (when your child started in Year 10) whereas other qualifications will be new in September 2026.

When the new GCSEs are introduced, they replace existing GCSEs in those subjects, with the exception of science. For this subject, existing GCSEs in biology, chemistry and physics will also be available alongside the new double and single award options for at least three years.

## Wave 1 GCSEs and Level 2 qualifications

### For first teaching from September 2025:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ GCSE Art and Design</li><li>▪ GCSE Business</li><li>▪ GCSE Computer Science</li><li>▪ GCSE Core Cymraeg</li><li>▪ GCSE Cymraeg Language and Literature (Single and Double Award*)</li><li>▪ GCSE Drama</li><li>▪ GCSE English Language and Literature (Single and Double Award*)</li><li>▪ GCSE Food and Nutrition</li></ul> | <ul style="list-style-type: none"><li>▪ GCSE French</li><li>▪ GCSE Geography</li><li>▪ GCSE German</li><li>▪ GCSE Mathematics and Numeracy (Double Award)</li><li>▪ GCSE Music</li><li>▪ GCSE Religious Studies</li><li>▪ GCSE Spanish</li><li>▪ Level 2 Award in Additional Core Cymraeg</li></ul> |
|--|---|

\*Most appropriate programme of study for the majority of learners

## Wave 2 GCSEs and Level 2 qualifications

### For first teaching from September 2026:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ GCSE Dance</li><li>▪ GCSE Design and Technology</li><li>▪ GCSE Digital Media and Film</li><li>▪ GCSE Digital Technology</li><li>▪ GCSE Health and Social Care, and Childcare</li><li>▪ GCSE History</li></ul> | <ul style="list-style-type: none"><li>▪ GCSE Integrated Science (Single Award)**</li><li>▪ GCSE Physical Education and Health</li><li>▪ GCSE Social Studies</li><li>▪ GCSE The Sciences (Double Award)**</li><li>▪ Level 2 Award in Additional Mathematics</li></ul> |
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\*\*See Welsh Government's [14 to 16 learning guidance](#)

\*\*Existing GCSEs in [biology](#), [chemistry](#) and [physics](#) will also be offered



# How parents can support their child's GCSE success



YSGOL  
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As your child approaches their GCSEs, we want to support you in helping them achieve their best. Here are some practical ways you can play a vital role in their success:

## 1. Understand the Curriculum and Assessments

It's important to know what your child is learning and how they will be assessed. Encourage them to focus on understanding the full course content, not just past exam papers. This deeper knowledge helps them perform confidently in exams.

## 2. Create a Positive Study Environment

Help your child find a quiet, comfortable space for revision, free from distractions. Consistent routines and regular breaks will keep them focused and reduce stress.

## 3. Attendance

Ensure that your child attend school everyday. 90% attendance means that pupils miss 10% of their school days, which is approximately 19 days absence (nearly 3 weeks).

## 4. Support Effective Revision

Encourage active revision techniques such as summarising notes, using flashcards, and practising exam-style questions related to what they have studied. Remind them that regular recall of material over time is more effective than last-minute cramming.

## 5. Encourage Good Attitudes and Motivation

Praise your child's effort and progress. Keep conversations about learning positive and supportive. Remember, setbacks are part of the process, and resilience is key.

## 6. Communicate with the School

Stay engaged with teachers and attend meetings to understand your child's progress. Don't hesitate to ask how you can support learning at home.

## 7. Look After Wellbeing

Ensure your child gets enough sleep, eats healthily, exercises, and has time to relax. A healthy body supports a healthy mind.

We also send regular updates and tips to keep you informed and involved. Please feel free to reach out if you have any questions or need further support.

Together, we can help your child succeed and feel confident in their GCSE journey.





Parents can support their child's revision by creating a calm, consistent study environment with minimal distractions and encouraging short, focused sessions rather than long cramming periods. They should promote active revision techniques such as recalling information without notes, using practice questions or flashcards, and explaining topics out loud, while remembering they don't need subject knowledge to be helpful.

Supporting simple planning, like setting daily goals or breaking work into manageable chunks, can help without micromanaging, and it's important to normalise struggle and mistakes as part of learning by praising effort and strategy rather than just results.

## Choosing the right revision technique

Use occasionally	Better	The best
Re-read notes	Break topic into chunks	Test yourself (Quizlet, Bitesize, etc)
Highlight notes	Create a study guide	Use flashcards with spaced repetition
Reading a study guide	Make flashcards	Re-do old tests (check answers)
Watch Youtube	Make a mind-map	Get someone else to quiz you
	Open book practice tests	Make a mind-map from memory
	Complete a revision pack	Do an essay plan and write out the essay in timed conditions
	Attend a revision session	Attend a revision session with specific questions
	Make an essay plan (without writing it)	Read your notes aloud, record yourself and listen to the recording



# Course information



# English Language & Literature

## *Saesneg Iaith & Llenyddiaeth*

### Statements of what matters

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

### Qualification Overview

The GCSE English Language and Literature qualification will support the Curriculum for Wales by:

- supporting the statements of what matters, giving learners the opportunity to:
  - develop their understanding, empathy and their ability to respond and to mediate effectively
  - interact, explore ideas, express viewpoints, knowledge and understanding and build relationships
  - experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world
  - spark their imagination and creativity
- supporting the principles of progression by giving learners the opportunity to:
  - build on their linguistic skills
  - grow holistically in their understanding and purposeful use of languages, literacy and communication
  - apply their understanding of linguistic concepts
  - adapt and manipulate language to communicate effectively to a range of different audiences
  - develop receptive, interpretive and expressive language skills
  - transfer existing knowledge and skills into new contexts including the social and cultural aspects of language
- supporting the key considerations for language development and selecting literature by giving learners the opportunity to:
  - experience relevant, engaging, authentic and challenging stimuli to inspire purposeful speaking and writing
- experience a wealth of literature.

### Assessment Structure of the course

#### Unit 1: Context and Meaning

Written examination 30% Single Award 15% Double Award

#### Unit 1: Belonging

Non-examination assessment 20% Single Award 10% Double Award

#### Unit 3: Influence and Power

Non-examination assessment 20% Single Award 10% Double Award

#### Unit 4a/4b Motivations

Written examination 30% Single Award 20% Double Award

#### Unit 5: Continuity and Change

Non-examination assessment 20% Double Award

#### Unit 6: Connections

Written examination 25% Double Award

**COMPULSORY SUBJECT**

# English Language & Literature

## Saesneq Iaith & Llenyddiaeth

CORE SUBJECT

## English Language and Literature (Double Award)



### INTRODUCTION

The GCSE English Language and Literature Double Award enables you to appreciate how language connects you to the world around you, to engage with a rich range of texts from different periods and by diverse writers, and to develop and apply your own use of language, through written and verbal communication.

### WHAT WILL I STUDY?

**Unit 1 CONTEXT AND MEANING** - in Unit 1, you will study a range of poetry from the WJEC anthology, engaging with the concept of Context and Meaning.

**Unit 2 BELONGING** - in Unit 2, you will study a prose text, engaging with the concept of Belonging and themes of community, *cynefin* and citizenship.

**Unit 3 INFLUENCE AND POWER** - in Unit 3, you will study a range of non-fiction texts, engaging with the Influence and Power of writers, and how writers and speakers exert power and attempt to influence others.

**Unit 4b MOTIVATIONS** - in Unit 4b, you will have a choice to study a play or a prose text, engaging with the concept of Motivations of writers and characters, exploring reasons for attitudes, behaviours and beliefs.

**Unit 5 CONTINUITY AND CHANGE** - in Unit 5, you will study a Shakespeare play and pre-20th Century poetry. You will consider the concept of Continuity and Change, and how attitudes, ideas and language have changed over time.

**Unit 6 CONNECTIONS** - in Unit 6, you will study non-fiction texts, focusing on the concept of Connections. You will explore links between different texts, relating texts to time, place, language, and relationships.

### HOW WILL I BE ASSESSED?

Units 1, 4b and 6 are examined units, together worth 60% of your qualification. Each exam lasts 90 minutes and will consist of low-tariff extract-based questions, an extended essay response and a piece of creative fiction or non-fiction writing.

Units 2, 3 and 5 are non-examined assessments, together worth 40% of your qualification. Each unit will consist of two tasks, one that will assess your written response to the relevant text(s) and one that will assess your oracy skills.

### WHAT SKILLS WILL I DEVELOP?

GCSE English Language and Literature is a core subject and as such helps to develop a wide range of skills for your future:

- Communication Skills - expressing yourself through clear and creative use of language
- Reading Skills - reading, listening to and researching a range of texts, analysing meaning and scrutinising reliability
- Contextual Analysis Skills - engaging with the significance of purpose, audience, and contexts of speaking, reading and writing
- Literacy Skills - developing and applying an understanding of grammar and uses of vocabulary.

### CAREERS USING 'ENGLISH LANGUAGE AND LITERATURE'

GCSE English Language and Literature is designed to equip you with a rich variety of skills for your future in education and the workplace. It is a widely valued qualification that provides a strong foundation for further study of literature, language, and a wide range of other academic subjects at A level and beyond. It can open the door to an array of career paths such as law, journalism, media production, advertising, marketing, teaching, politics, public relations, and publishing.

FIND OUT MORE - TALK TO YOUR TEACHER TODAY!

COMPULSORY SUBJECT

# Welsh Cymraeg

## Statements of what matters

- Languages connect us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

## Qualification Overview

The construct of GCSE Cymraeg Craidd is based on the Welsh Government subject specific considerations and statements of what matters for Languages, Literacy and Communication:

- understanding the world around us
- enjoyment of Cymraeg and seeing value for Cymraeg outside the classroom
- using language associated with interests
- developing the use of Cymraeg for socialising and the workplace
- a wide variety of opportunities for learners to hear, see and read material which is rich and diverse in Cymraeg
- develop linguistic skills in order to use Cymraeg in a confident manner.

The GCSE Cymraeg Craidd qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters by giving learners the opportunity to:
- develop their understanding, empathy and ability to respond and meditate effectively
- interact, explore ideas, express viewpoints knowledge and understanding and build relationships
- experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world
- spark their imagination and creativity.

Supporting the principles of progression by giving learners the opportunity to:

- build on their linguistic skills
- grow holistically in their understanding and purposeful use of languages, literacy and communication
- develop their linguistic repertoire through understanding how Cymraeg works
- adapt and manipulate language to communicate effectively to a range of different audiences
- develop receptive, interpretive and expressive language skills
- transfer existing knowledge and skills into new contexts including the social and cultural aspects of language.

## Assessment Structure of the course

- U1 - Speaking and Listening
- U2 - Speaking and Listening
- U3 - Writing (Language)
- U4 - Writing (Literature)

**COMPULSORY SUBJECT**

# Welsh Cymraeg

## Core subject GCSE Core Cymraeg



Do you want to be able to understand and use Welsh, the language of Wales, confidently and spontaneously? Do you want to develop a valuable skill and use Welsh in further study, in the workplace and in your communities? Do you want to be a part of the government's aim and be one of the million Welsh speakers by 2050? This is a qualification that can foster your curiosity, develop your language learning skills and strategies, and open doors to further study and future jobs.

### WHAT WILL I STUDY?

You will study **three broad themes of 'cynefin', identity and culture** and within these themes you will learn:

- about the value of the Welsh language socially and in the world of work
- about its use in Wales and around the world
- how to understand and use Cymraeg with others in a spontaneous and confident way
- how to develop skills for work and life
- how to respond creatively to literature.

### UNIT 1 (Responding to a Visual Stimulus) & UNIT 2 (Responding to Various Sources)

In these speaking and listening units you will learn how to understand and use Welsh with others in a spontaneous and confident way by:

- watching visual stimuli (Unit 1)
- looking at various sources for example, graph/chart, facts and/or statistics and images (Unit 2)

### UNIT 3 (Preparing for the Future) & UNIT 4 (Literature and Creative Writing)

In these units you will develop both skills, reading and writing, by responding to non-verbal reading and writing texts, practicing and responding to a variety of language forms, as well as:

- learn essential skills for the future such as translanguaging and translating (Unit 3)
- study short stories and set poems (Unit 4)

All units will be based on the three broad themes.

### HOW WILL I BE ASSESSED?

#### EXAMINATION

There will be two written examinations:

Unit 3 - 1 hour 30 minutes; 100 marks; 25% of qualification.

Unit 4 - 1 hour 30 minutes; 100 marks; 25% of qualification.

There will be a variety of reading tasks with non-verbal and written responses in both units along with descriptive, persuasive, poetic writing and express opinions tasks (Unit 3) and creative writing tasks (Unit 4).

In Unit 3, translanguaging and translating tasks will be assessed in each series. In Unit 4, one set text (from the two poems and two short stories) will be assessed in each series. You will be told before the exam (Unit 4) which set text will be used in each series.

### NON-EXAMINATION ASSESSMENT

There will be two non-examination assessments:

Unit 1 - one oral assessment for pairs (6-8 minutes) / group of three (8-10 minutes); 50 marks; 25% of qualification.

Unit 2 - one oral assessment for pairs (6-8 minutes) / group of three (8-10 minutes); 50 marks; 25% of qualification.

### WHAT SKILLS WILL I DEVELOP?

- **Speaking and Listening Skills**  
You will develop your speaking and listening skills to be able to communicate, interact, express and justify opinions and ask and respond effectively to questions.
- **Reading and Writing skills**  
You will develop your reading and writing skills to be able to understand and respond to different types of written language in various forms including work-related language and responding to literature.
- **Analysing skills**  
You will develop your analytical skills to respond critically, evaluate relevant points and develop ideas in texts and spoken communication.

### CAREERS IN CORE CYMRAEG

#### GCSE CORE CYMRAEG

Jobs advertised in Wales often require the ability to speak Welsh as essential or desirable. If you have a GCSE Core Cymraeg qualification and if the other candidates applying for the post do not have this qualification, you have a head start.

The ability to speak Welsh is important and advantageous in all areas including education, health and care, the government, media and entertainment, sport, law, marketing and much more. You can even get a job in Patagonia in South America if you can speak Welsh!

FIND OUT MORE - TALK TO YOUR TEACHER TODAY!

COMPULSORY SUBJECT

# Mathematics & Numeracy

## *Mathemateg & Rhifedd*

### Statements of what matters

- The number system is used to represent and compare relationships between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.

### Qualification Overview

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

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

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

- number
- algebra
- geometry and measures
- statistics and probability

Aspects of each concept will be explored in every unit of the qualification, supporting the statement that 'the different areas of mathematics are highly interconnected and dependent on one another' included in the specific considerations for this Area.

The qualification will also support key links with other Areas of the Curriculum for Wales, including developing learners' financial literacy in support of learner wellbeing.

### Assessment Structure of the course

**Overview of Unit 1** Financial Mathematics and Other Applications of Numeracy. Calculator-allowed.  
(30% of the qualification)

The purpose of this unit is to introduce and develop learners' understanding of topics and concepts relating to finance and to develop their financial literacy. This will allow learners to use their knowledge and apply mathematical methods to personal and other real-world contexts, including those related to money and the workplace. A calculator will be allowed in this examination.

**Overview of Unit 2** Non-calculator (30% of the qualification)

The purpose of this unit is to explore mathematical topics and concepts that don't require the use of a calculator. This unit contains all aspects of probability and has a significant focus on geometry and algebra. A calculator will not be allowed in this examination.

**Overview of Unit 3** Calculator-allowed (40% of the qualification)

The purpose of this unit is to explore topics and concepts that are more appropriately assessed with a calculator, or form the foundations for, or link to, topics that are more appropriately assessed with a calculator. This unit contains the majority of topics covering the data handling aspects of statistics and has a significant focus on measures. Calculator will be allowed in this examination.

# Mathematics & Numeracy

## Mathemateg & Rhifedd

Core Subject

Mathematics & Numeracy (Double Award)



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 payslips, 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 payslips, 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.

### HOW WILL I BE ASSESSED?

#### 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	

### 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.

**FIND OUT MORE - TALK TO YOUR TEACHER TODAY!**

**COMPULSORY SUBJECT**

# Triple Science *Gwyddoniaeth*

## Statements of what matters

- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking & engineering offer technical and creative ways to meet society's needs.
- The world around us is full of living things which depend on each other for survival.
- Matter and the way it behaves defines our universe and shapes our lives.
- Forces and energy provide a foundation for understanding our universe.
- Computation is the foundation for our digital world.

## Qualification Overview

The construct of the GCSE Sciences qualifications are to:

- explain phenomena scientifically to demonstrate how the world works
- construct and evaluate designs for scientific enquiry and interpret scientific data and evidence critically
- research, evaluate and use scientific information to make informed decisions.

The GCSE Science qualifications will support the Curriculum for Wales by:

- supporting the statements of what matters, giving learners the opportunity to engage with the following:
  - curiosity - being curious and searching for answers is essential to understanding and predicting phenomena
  - living things - the world around us is full of living things which depend on each other for survival
  - matter - matter and the way it behaves defines our universe and shapes our lives
  - forces - forces and energy provide a foundation for understanding our universe.
- supporting the principles of progression by:
  - developing knowledge and understanding of scientific concepts
  - using, applying and evaluating scientific enquiry skills
  - becoming more effective as a learner, to solve scientific problems with increased independence

## Assessment Structure of the course

In year 10, assessments will include 3 formal external examinations in the three disciplines (Biology, Chemistry and Physics)

In year 11, assessments will include 3 formal external examinations in the three disciplines (Biology, Chemistry and Physics).

In addition to these, learners will complete a practical assessment unit which is externally assessed.

**COMPULSORY SUBJECT**

# Science

## Gwyddoniaeth

WHY CHOOSE THE GCSE IN

# BIOLOGY



### The GCSE Science suite from September 2026

The following pathways are available in the suite:

#### GCSE Biology/Chemistry/Physics

Learners study for GCSEs in each of the three sciences and receive a separate grade in each one.

#### GCSE The Sciences (Double Award)

Learners study all three sciences and receive two GCSE grades.

#### GCSE Integrated Science (Single Award)

Learners study all three sciences in a context-led approach and receive one GCSE grade.

### WHY CHOOSE GCSE BIOLOGY?

Biology is the study of life. It will enable you to develop a vast array of skills and acquire knowledge about the natural world and all the living things within it. Gaining a GCSE in this subject opens up a vast range of opportunities and will allow you to continue to A level in this subject.

### WHAT WILL I STUDY?

#### Unit 1: Cells, organ systems and ecosystems

This unit is normally covered in Year 10.

It comprises six topics

- Cells and movement across membranes
- Respiration and the respiratory system in humans
- Digestion and the digestive system in humans
- Circulatory system in humans
- Plants and photosynthesis
- Ecosystems, nutrient cycles and human impact on the environment

#### Unit 2: Variation, Homeostasis and Micro-organisms

This unit is normally covered in Year 11. It comprises eight topics

- Classification and biodiversity
- Cell division and stem cells
- DNA and inheritance
- Variation and evolution
- Response and regulation
- Kidneys and homeostasis
- Micro-organisms and their applications
- Disease, defence and treatment

### WHAT SKILLS WILL I DEVELOP?

- knowledge and understanding of key areas of biology and its application
- competence and confidence in a variety of practical, and problem-solving skills
- scientific enquiry and modelling skills and understanding in laboratory, and work-related contexts
- understanding of the relationships between data, evidence and explanations
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts

### HOW WILL I BE ASSESSED?

There are three units, all of which are marked by WJEC

Unit 1 is an exam which makes up 45% of the qualification. It is usually sat at the end of year 10. This exam can be sat at either foundation tier or at higher tier.

Unit 2 is an exam which makes up 45% of the qualification. It is usually sat at the end of year 10. This exam can be sat at either foundation tier or at higher tier.

Unit 3 is a scientific enquiry assessment which makes up 10% of the qualification. It is usually completed during January or February of year 11. This assessment is untiered.

### CAREERS WITH GCSE BIOLOGY

GCSE Biology can open a wealth of career paths. These include jobs within the following fields: Medicine and healthcare, science and research, agriculture, sport and fitness and education.

To find out more visit [www.wjec.co.uk](http://www.wjec.co.uk)

COMPULSORY SUBJECT

# Science

## Gwyddoniaeth

WHY CHOOSE THE GCSE IN

# CHEMISTRY



### The GCSE Science suite from September 2026

The following pathways are available in the suite:

#### GCSE Biology/Chemistry/Physics

Learners study for GCSEs in each of the three sciences and receive a separate grade in each one.

#### GCSE The Sciences (Double Award)

Learners study all three sciences and receive two GCSE grades.

#### GCSE Integrated Science (Single Award)

Learners study all three sciences in a context-led approach and receive one GCSE grade.

### WHY CHOOSE GCSE CHEMISTRY?

Chemistry is the science of the material world. It is the basis of the production of metals, plastics and important chemicals such as ammonia and sulfuric acid. It's behind developments in medicines, paints, toothpastes and countless other products you'll find in your kitchen and bathroom.

Today's chemists are working hard to address the global challenges facing modern society, for example, developing new battery technologies to improve the performance of electric vehicles so that we can reduce greenhouse emissions over the next decades.

GCSE is the start of a journey with a huge range of opportunities and will of course prepare you for study at A level.

### WHAT WILL I STUDY?

#### Unit 1: Chemical substances, reactions and essential resources

This unit is normally completed in Year 10. It comprises six topics.

- The nature of substances and chemical reactions
- Atomic structure and the Periodic Table
- Water
- The ever-changing Earth
- Rate of chemical change
- Limestone

#### Unit 2: Chemical bonding, application of chemical reactions and organic chemistry

This unit is normally covered in Year 11. It comprises six topics

- Bonding, structure and properties
- Acids, bases and salts
- Metals and their extraction
- Chemical reactions and energy
- Crude oil, fuels and organic chemistry
- Reversible reactions, industrial processes and important chemicals

### WHAT SKILLS WILL I DEVELOP?

- knowledge and understanding of key areas of Chemistry and its application competence and confidence in a variety of practical, and problem-solving skills scientific enquiry and modelling skills and understanding in laboratory, and work-related contexts understanding of the relationships between data, evidence and explanations
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts

### HOW WILL I BE ASSESSED?

There are three units, all of which are marked by WJEC

Unit 1 is an exam which makes up 45% of the qualification. It is usually sat at the end of year 10. This exam can be sat at either foundation tier or at higher tier.

Unit 2 is an exam which makes up 45% of the qualification. It is usually sat at the end of year 10. This exam can be sat at either foundation tier or at higher tier.

Unit 3 is a scientific enquiry assessment which makes up 10% of the qualification. It is usually completed during January or February of year 11. This assessment is untiered.

### CAREERS WITH GCSE CHEMISTRY

GCSE Chemistry can open a wealth of career paths. These include jobs within the following fields: Medicine and healthcare, science and research, pharmacy, the chemical industry, environmental science, engineering, law and accountancy.

COMPULSORY SUBJECT

# Science

## Gwyddoniaeth

WHY CHOOSE THE GCSE IN

# PHYSICS



### The GCSE Science suite from September 2026

The following pathways are available in the suite:

#### GCSE Biology/Chemistry/Physics

Learners study for GCSEs in each of the three sciences and receive a separate grade in each one.

#### GCSE The Sciences (Double Award)

Learners study all three sciences and receive two GCSE grades.

#### GCSE Integrated Science (Single Award)

Learners study all three sciences in a context-led approach and receive one GCSE grade.

### WHY CHOOSE GCSE PHYSICS?

GCSE Physics provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. Gaining a GCSE in this subject opens up a vast range of opportunities and will allow you to continue to A level in this subject.

### WHAT WILL I STUDY?

#### Unit 1: Electricity, energy and waves

This unit is normally completed in Year 10. It comprises nine topics.

- Electric circuits
- Generating electricity
- Making use of energy
- Domestic electricity
- Features of waves
- The total internal reflection of waves
- Seismic waves
- Kinetic theory
- Electromagnetism

#### Unit 2: Forces, space and radioactivity

This unit is normally covered in Year 11. It comprises nine topics

- Distance, speed and acceleration
- Newton's laws
- Work and energy
- Further motion concepts
- Stars and planets
- The Universe
- Types of radiation
- Half-life
- Nuclear decay and nuclear energy

### WHAT SKILLS WILL I DEVELOP?

- knowledge and understanding of key areas of Physics and its application
- competence and confidence in a variety of practical, and problem-solving skills
- scientific enquiry and modelling skills and understanding in laboratory, and work-related contexts
- understanding of the relationships between data, evidence and explanations
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts

### HOW WILL I BE ASSESSED?

- There are three units, all of which are marked by WJEC
- Unit 1 is an exam which makes up 45% of the qualification. It is usually sat at the end of year 10. This exam can be sat at either foundation tier or at higher tier.
- Unit 2 is an exam which makes up 45% of the qualification. It is usually sat at the end of year 10. This exam can be sat at either foundation tier or at higher tier.
- Unit 3 is a scientific enquiry assessment which makes up 10% of the qualification. It is usually completed during January or February of year 11. This assessment is untiered.

### CAREERS WITH GCSE PHYSICS

GCSE Physics can open up a wealth of career paths. These include jobs within the following fields: Medicine and healthcare, science and research, aerospace and defence, engineering, energy and renewable energy, meteorology and climate change, telecommunications and education.

To find out more visit [www.wjec.co.uk](http://www.wjec.co.uk)

COMPULSORY SUBJECT

# Religion, Values & Ethics

## *Crefydd Gwerthoedd a Moeseg*

### Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

### Qualification Overview

Through Religion, Values and Ethics pupils will study Level 2 NCFE *Equality and Diversity* which is worth two B-Grade GCSEs with no examination. During their studies, pupils will complete three coursework booklets, one for each unit below. They will be assessed on their knowledge and understanding of equality and diversity through a variety of skills but predominantly through literacy.

The qualification aims to introduce the concepts of equality and diversity in a variety of environments including society, the community, and the workplace. Pupils are introduced to the concepts of stereotyping and labelling, learn the effects of discrimination and the importance of equality, whilst identifying the importance of taking individual responsibility and action to help and support others.

The NCFE *Equality and Diversity* qualification is recognised in all areas of the workplace and due to its relevance to all sectors it may contribute to learners progressing onto qualifications in other relevant areas such as: youth work, community development work, health and social care, customer service/business subjects, early years care and education.

In addition to this, pupils will also look at RVE themes such as exploring worldviews, medical ethics and sport ethics to support their learning.

### Assessment Structure of the course

- Unit 1 - Equality and Diversity in Society
- Unit 2 - Equality and Diversity in the Community
- Unit 3 - Equality and Diversity in the Workplace

The grading of the qualification is Pass/Fail.

**COMPULSORY SUBJECT**

# Health and Wellbeing including Core PE

## *Iechyd & Lles yn cynnwys Ymarfer Corff Craidd*

### Statements of what matters

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being

### Qualification Overview

Pupils in Year 9-11 will experience a varied programme of study under the Health and Wellbeing AOLE. This subject is not examined and will not result in a qualification.

The health and wellbeing lessons include a robust Pastoral programme where pupils have weekly lessons with their form teacher in which they develop as an ethically informed citizen of the world. These lessons include Relationship and Sexuality Education (RSE) and Career and Work Related Experiences (CWRE). Pupils will have an additional wellbeing lesson where they are encouraged to put theory into practice and are given time to participate in a number of wellbeing activities that promote physical, mental and emotional health.

In addition, pupils study Core PE. The focus of these lessons is to develop physical health and healthy lifestyles. Please note that there is an option to study PE at GCSE as a standalone qualification.

### Assessment Structure of the course

All pupils study Core PE but this is not examined and is not a GCSE qualification.



**COMPULSORY SUBJECT**

# Skills Challenge Certificate

## *Bagloriaeth Cymru*

### Statements of what matters

- develop an appreciation of the importance of skills development as a key aspect of life-long learning;
- engage in active, creative, open-ended and learner-led opportunities;
- enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these;
- broaden their experience through engagement with external organisations;
- develop as effective, responsible and active citizens ready to take their place in a global society and in the workplace;
- develop initiative, independence and resilience;
- increase their confidence and their motivation for learning and skills development;
- work independently, take on responsibilities and work effectively with others.

### Qualification Overview

The central focus of the Skills Challenge Certificate at Key Stage 4 is to provide a vehicle for 14–16-year-olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers.

#### What is the Skills Challenge Certificate?

The primary aim of the Skills Challenge Certificate is to enable learners to develop and demonstrate an understanding of, and proficiency in, essential and employability skills.

These skills include:

- **Communication**
- **Numeracy**
- **Digital Literacy**
- **Planning and Organisation**
- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Personal Effectiveness.**

These skills are developed through the GCSE or Advanced level Skills Challenge Certificate qualification, which forms part of the core studies for learners in KS4 and 5. The assessment involves the application of these skills in a real life context, through three Challenge Briefs and an Individual Project.

### Assessment Structure of the course

Learners must complete x 2 skills challenges and then an Individual Project in Year 11 which makes up 50% of the overall mark.

#### The Challenges

- **The Community Challenge** - The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit the local community. During the Community Challenge learners will explicitly develop skills of Planning and Organisation and Personal Effectiveness and apply them in an appropriate manner.
- **The Enterprise & Employability Challenge** - The purpose of the Enterprise and Employability Challenge is to develop learners' skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability. During the Enterprise and Employability Challenge learners will explicitly develop skills in Digital Literacy, Creativity and Innovation and Personal Effectiveness and apply them in an appropriate manner.
- **The Individual Project – 50 % ( completed in year 11)** - 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. During the Individual Project learners will explicitly develop skills in Digital Literacy, Planning and Organisation and Critical Thinking and Problem Solving and apply them in an appropriate manner.

**COMPULSORY SUBJECT**

# BTEC Teamwork

## *BTEC Gwaith tîm*

### Statements of what matters

- Developing Effective Team Working Skills.
- Develop a range of teamwork, communication, professional and personal skills that are essential and transferable skills across a wide range of career choices.
- help learners prepare for future employment, recognising the importance of planning for a career and developing employability skills that are required for working life.
- understand the importance of volunteering in the community.

### Qualification Overview

The Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Teamwork and Personal Development in the Community have been designed for learners who are working in, or are looking to work in, the community, either in a voluntary capacity or through employment. These qualifications can be taken alongside training provided within the voluntary sector or within uniformed organisations.

Pupils will:

- Develop knowledge related to the voluntary sector
- Develop skills that are valuable for those working in the community, many of which are the skills valued by employers
- Develop own personal growth and engagement in learning. The Pearson BTEC Level 2 qualifications in Teamwork and Personal Development in the Community are available in three sizes:

The Pearson BTEC Level 2 Certificate in Teamwork and Personal Development in the Community gives learners, who may require particular encouragement, the opportunity to achieve a qualification encompassing teamwork skills and a context in which to focus their personal development, for example volunteering.

### Assessment Structure of the course

There is no exam for this course. Pupils will complete 3 units and their work will be marked by their teacher.



Unit 1 (compulsory) Developing Effective Teamwork Skills



Unit 3 (Optional) Preparing for Employment- Year 9 lessons in line with PSE



Unit 9 (Optional) Volunteering in the Community

**COMPULSORY SUBJECT**

# Option Subjects



# Art Celf

## Statements of what matters

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

## Qualification Overview

The GCSE Art and Design qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters, giving learners the opportunity to:
  - develop artistic skills and knowledge
  - respond and reflect as both artist and audience
  - be innovative and bold in developing their own artistic identity.
- Supporting the principles of progression by giving learners the opportunity to:
  - make links in the creative process as they explore and innovate
  - create more sophisticated work
  - refine skills and techniques
  - gain confidence and resilience in giving and receiving feedback.
- Supporting the key considerations for Art and Design by giving learners the opportunity to:
  - experiment and develop work through a range of resources, materials, techniques and processes
  - produce a range of outcomes and to demonstrate a personal and creative response.

Studying Art and Design provides entry to an unprecedented range of specialisms, skills – both traditional and digital – and careers.

Study Art and Design and learn to:

- Seek creative solutions by using materials and techniques intelligently, imaginatively and experimentally.
- Develop your knowledge and understanding of how art and design functions and is valued in diverse cultures and at different times.
- Develop a sense of enquiry, an ability to take practical and intellectual risks, to make considered decisions.
- Make qualitative aesthetic and cultural judgments.
- Articulate your reasons for preference and engage with art and design in the public sphere.

## Assessment Structure of the course

Unit 1 Coursework 60% of final grade. Marked on 4 Assessment Objectives

Unit 2 Exam 40% of final grade. Marked on 4 Assessment Objectives (10hr Exam over 2 days)

## Why opt for this subject at GCSE?

Art and Design offers an excellent opportunity to create and develop visual communication.



OPTION SUBJECT

# Art Celf



## WHY CHOOSE GCSE

# ART AND DESIGN?

The WJEC GCSE Art and Design qualification will support you to:

- explore the work of artists and designers to help develop your own creative talent
- develop creative skills so that you can plan, devise and design your own work
- gain practical skills, becoming increasingly sophisticated and controlled
- reflect on, evaluate and refine your work
- explore diversity, identity and culture

### WHAT WILL I STUDY?

The GCSE Art and Design qualification is available in the following pathways:

- Art, craft, and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography

### HOW WILL I BE ASSESSED?

#### Unit 1 - Portfolio

Assessment Type: Non-exam assessment  
60% of qualification: 120 marks

This unit is designed to enable you to develop knowledge, understanding and skills within the creative process. You will be encouraged to make personal discoveries and take creative risks through your own investigations. You will be required to produce a portfolio:

- through a sustained project that shows development, refinement, reflection and presentation
- that is internally set, in consultation with your teacher, based on a theme, concept or specific design brief.

#### Unit 2 - Externally Set Assignment (ESA)

Assessment Type: Non-exam assessment  
40% of qualification: 80 marks

The ESA contains five overarching 'big ideas'. You must choose one big idea and use given stimuli as a starting point to inform your work.

You will undertake contextual and practical research and supporting studies during a preparatory period. This will inform your response during a 10-hour 'sustained focus' period.

### WHAT SKILLS WILL I DEVELOP?

You will learn to use a broad range of media, techniques, tools, digital technologies and processes depending on which pathway you choose. You will develop the skills to create artefacts - whether that is painting, fashion design, content creation, photography, or architectural models (to name a few possibilities). You will learn how to develop creative processes and working methods to develop the visual outcomes that you choose.

You will also learn and understand about working independently (with teacher support) to develop your own ideas and to meet deadlines set for your work. Through all of this, you will gain an awareness of sustainability in art and design as well as a deeper understanding of culture and identity through engaging with your emerging work.

### CAREERS IN ART AND DESIGN

This qualification provides a suitable foundation for the study of Art and Design at A-level. It will also provide a satisfying course of study for you if you choose not to progress to study further.

The career possibilities that come through the study of art and design are vast, a few are listed here:

Advertising, Animator, Architect, Art Therapist, Book Designer, Cartoonist, Ceramicist, Cinematographer, Costume Designer, Digital Artist, Exhibition Designer, Furniture Designer, Fashion Designer, Fine Artist, Film researcher, Food Stylist, Graphic Artist, Game Designer, Interior Designer, Illustrator, Jewellery Designer, Knitwear designer, Landscape Architect, Lighting Designer, Make-up artist, Medical Illustrator, Model Maker, Muralist, Product Designer, Photographer, Potter, Puppet Maker, Printmaker, Production Designer, Sculptor, Silversmith, Special Effects Artist, Stained Glass Artist, Tattoo Artist, Teacher, Theatre Designer, TV Director, Textile Designer, Typographer, Urban Designer, Video artist.

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# Technology: Textiles

## *Technoleg: Tecstiliau*

### Statements of what matters

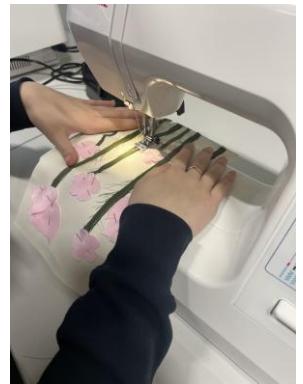
- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
- Design thinking & engineering offer technical and creative ways to meet society's needs.

### Qualification Overview

The textile design pathway is defined as the creation of designs and products for woven, knitted, stitched, or printed fabrics and involves an understanding of fibres, yarns, and fabrics. Textile design encompasses a broad range of materials, techniques and processes, including sustainable materials and processes as well as new technologies.

**Learners undertaking this pathway could pursue the following areas of study:**

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



Work is not limited to one area of study. Learners undertaking this pathway must explore practical and relevant critical and contextual sources, such as the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design as appropriate to their own outcomes. They should demonstrate the ability to work creatively with processes and techniques appropriate to their chosen area(s) of study.



### Assessment Structure of the course

**Unit 1:** Portfolio Non-examination assessment 60% of qualification - Sketchbook

**Unit 2:** Externally Set Assignment 10 hours Textiles make. (Over two days)

Non-examination assessment 40% of qualification.

### Why opt for this subject at GCSE?

Pupils will learn from practical experience. They will learn from sessions in the Textiles room exploring Woven, knitted, stitched or printed fabrics and will involve an understanding of fibres, yarns and fabric. Textile Design is a subject that provides a strong basis for careers in a wide variety of areas such as Graphic Design, Illustration, Photography, Interior Design, Architecture, Fashion, Digital Design, Makeup and Stage Design to name but a few. More specific occupations could include a textile designer, textile buyer, fashion designer, fashion forecaster, knitwear designer, milliner, fashion journalist, colour consultant, theatrical costume designer, fashion illustrator, pattern-cutter and designer-maker.

# Technology: Textiles

## Technoleg: Tecstiliau



WHY CHOOSE GCSE

## ART AND DESIGN?

The WJEC GCSE Art and Design qualification will support you to:

- explore the work of artists and designers to help develop your own creative talent
- develop creative skills so that you can plan, devise and design your own work
- gain practical skills, becoming increasingly sophisticated and controlled
- reflect on, evaluate and refine your work
- explore diversity, identity and culture

### WHAT WILL I STUDY?

The GCSE Art and Design qualification is available in the following pathways:

- Art, craft, and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography

### HOW WILL I BE ASSESSED?

#### Unit 1 - Portfolio

Assessment Type: Non-exam assessment  
60% of qualification: 120 marks

This unit is designed to enable you to develop knowledge, understanding and skills within the creative process. You will be encouraged to make personal discoveries and take creative risks through your own investigations. You will be required to produce a portfolio:

- through a sustained project that shows development, refinement, reflection and presentation
- that is internally set, in consultation with your teacher, based on a theme, concept or specific design brief.

#### Unit 2 - Externally Set Assignment (ESA)

Assessment Type: Non-exam assessment  
40% of qualification: 80 marks

The ESA contains five overarching 'big ideas'. You must choose one big idea and use given stimuli as a starting point to inform your work.

You will undertake contextual and practical research and supporting studies during a preparatory period. This will inform your response during a 10-hour 'sustained focus' period.

### WHAT SKILLS WILL I DEVELOP?

You will learn to use a broad range of media, techniques, tools, digital technologies and processes depending on which pathway you choose. You will develop the skills to create artefacts - whether that is painting, fashion design, content creation, photography, or architectural models (to name a few possibilities). You will learn how to develop creative processes and working methods to develop the visual outcomes that you choose.

You will also learn and understand about working independently (with teacher support) to develop your own ideas and to meet deadlines set for your work. Through all of this, you will gain an awareness of sustainability in art and design as well as a deeper understanding of culture and identity through engaging with your emerging work.

### CAREERS IN ART AND DESIGN

This qualification provides a suitable foundation for the study of Art and Design at A-level. It will also provide a satisfying course of study for you if you choose not to progress to study further.

The career possibilities that come through the study of art and design are vast, a few are listed here:

Advertising, Animator, Architect, Art Therapist, Book Designer, Cartoonist, Ceramicist, Cinematographer, Costume Designer, Digital Artist, Exhibition Designer, Furniture Designer, Fashion Designer, Fine Artist, Film researcher, Food Stylist, Graphic Artist, Game Designer, Interior Designer, Illustrator, Jewellery Designer, Knitwear designer, Landscape Architect, Lighting Designer, Make-up artist, Medical Illustrator, Model Maker, Muralist, Product Designer, Photographer, Potter, Puppet Maker, Printmaker, Production Designer, Sculptor, Silversmith, Special Effects Artist, Stained Glass Artist, Tattoo Artist, Teacher, Theatre Designer, TV Director, Textile Designer, Typographer, Urban Designer, Video artist.

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# Technology: Product Design

## Technoleg: Dyluno Cynnyrch

### Statements of what matters

- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking & engineering offer technical and creative ways to meet society's needs.
- The world around us is full of living things which depend on each other for survival.
- Matter and the way it behaves defines our universe and shapes our lives.
- Forces and energy provide a foundation for understanding our universe.
- Computation is the foundation for our digital world.

### Qualification Overview

Successful designers produce products that are both functional and life enhancing. They find creative and imaginative solutions to existing problems, incorporating new materials and technologies into our everyday lives. For a successful design student problem solving skills are useful, creativity is essential.

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes developing solutions with imagination and creativity. Throughout the course students will develop the ability to use creativity and imagination to design and make prototypes/ products that solve real and relevant problems, considering their own and others' needs, wants and values.

Studying Design and Technology will enable you to develop a wide range of transferable skills for further education, work and life: Creative and innovative thinking, use of imagination and experimentation, ability to critique and refine your own ideas, knowledge and understanding of all design and technological activity and influences, decision making and communication skills, develop high quality, imaginative and functional prototypes.

### Assessment Structure of the course

**Digital examination 30% of qualification: 80 marks** The on-screen exam will require you to demonstrate and apply your knowledge and understanding of the principles, materials, tools and techniques used in Design and Technology. There will be a mix of short answer, structured and extended writing questions on both core knowledge and content that is specific to your chosen pathway.

**Non-exam assessment 70% of qualification: 100 marks** This unit is designed to give you the opportunity to solve 'real life' problems by designing and making products or systems that respond to your selected target markets' needs, wants and values. You will be required to identify design opportunities, produce a clear design brief and specification, create innovative solutions, produce quality final prototypes and evaluate their suitability for their intended users' needs

### Why opt for this subject at GCSE?

The study of Design and Technology at A-level which would allow you the opportunity to study a range of courses at university. There are many careers that come from studying Design and Technology, a few are listed here:

- **Architecture:** architect, technician, structural engineer, interior architect, CAD specialist, surveyor, project manager, naval architect Fashion:
- **Graphic Design:** graphic designer, web designer, UI/UX designer, games developer, digital media.
- **Product Design:** product designer, furniture designer, fashion designer, brand identity design, kitchen designer, ergonomist, industrial designer.
- **Engineering:** mechanical, electrical, structural, civil, aerospace, automotive, renewable energy, mechanic, robotics, material development
- **Construction:** carpenter, joiner, blacksmith, metal fabricator, electrician, plumber, project manager, construction manager, health and safety manager

# Technology: Product Design

## *Technoleg: Dyluno Cynnyrch*



WHY CHOOSE GCSE

## DESIGN AND TECHNOLOGY?

Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The course will offer you the opportunity to solve real problems by designing and making products or systems.

### WHAT WILL I STUDY?

The GCSE Design and Technology qualification is available in the following pathways:

- Engineering Design
- Fashion and Textiles
- Product Design

Each of these pathways is divided into core knowledge and information - which will ensure that you have a broad knowledge and understanding of Design and Technology - as well as content that is specific to your chosen pathway.

### HOW WILL I BE ASSESSED?

#### Unit 1 - On screen exam

Assessment Type: Digital examination

30% of qualification: 80 marks

The on-screen exam will require you to demonstrate and apply your knowledge and understanding of the principles, materials, tools and techniques used in Design and Technology. There will be a mix of short answer, structured and extended writing questions on both core knowledge and content that is specific to your chosen pathway.

#### Unit 2 - Design Project: Contextual Challenge

Assessment Type: Non-exam assessment

70% of qualification: 100 marks

This unit is designed to give you the opportunity to solve 'real life' problems by designing and making products or systems that respond to your selected target markets' needs, wants and values.

You will be required to identify design opportunities, produce a clear design brief and specification, create innovative solutions, produce quality final prototypes and evaluate their suitability for their intended users' needs.

### WHAT SKILLS WILL I DEVELOP?

Studying Design and Technology will enable you to develop a wide range of transferable skills for further education, work and life:

- Creative and innovative thinking
- Use of imagination and experimentation
- Ability to critique and refine your own ideas
- Knowledge and Understanding of all design and technological activity and influences
- Decision making and communication skills
- Develop high quality, imaginative and functional prototypes

### CAREERS IN DESIGN AND TECHNOLOGY

This qualification provides a suitable foundation for the study of Design and Technology at A-level which would allow you the opportunity to study a range of courses at university.

There are many careers that come from studying Design and Technology, a few are listed here:

**Architecture:** architect, technician, structural engineer, interior architect, CAD specialist, surveyor, project manager, naval architect

**Fashion:** textile designer, fashion designer, textile engineer, dressmaker, jewellery designer, costume designer, silversmith, technologist

**Graphic Design:** graphic designer, web designer, UI/UX designer, games developer, digital media.

**Systems Design:** electronic design engineer, mechanical engineer, circuit designer, software architect, software programmer, lighting designer

**Product Design:** product designer, furniture designer, fashion designer, brand identity design, kitchen designer, ergonomist, industrial designer.

**Engineering:** mechanical, electrical, structural, civil, aerospace, automotive, renewable energy, mechanic, robotics, material development

**Construction:** carpenter, joiner, blacksmith, metal fabricator, electrician, plumber, project manager, construction manager, health and safety manager

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# Hospitality & Catering Lletygarwch ac Arlwyo

## Statements of what matters

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.

## Qualification Overview

If you love food, creativity, and working with others, this course offers a hands-on, creative environment. You'll learn how to create dishes, experiment with different cuisines, develop your culinary creativity and knowledge.

The course equips students with essential life skills, like cooking, meal planning, budgeting, and health and safety in food preparation. These are practical skills that can benefit you beyond school, whether you want to cook for yourself or organize meals for an event.

The course often involves learning about industry practices, food safety regulations, and customer service skills that are directly applicable to real-world catering and hospitality settings.

You can expect to be cooking once a fortnight where you will have the opportunity to experiment and challenge your skills in the kitchen. For example, last year the current year 10's made a christmas dinner which challenged and improved their catering skills. For the remaining 3 lessons in a fortnight, you will be carrying out written work that teaches you valuable knowledge in preparation for the exam in year 11.



## Assessment Structure of the course

Unit 1- 40% of overall grade

- Written examination - 1 hour and 20 minutes.

Unit 2- 60% of overall grade

- 9 hours of designated write up time and a 3 hour practical examination.

## Why opt for this subject at GCSE?

You will learn key skills that you can use for life - regardless of your career choice!

We have brand new kitchen facilities and equipment for you to use!

If you're drawn to creative cooking, learning about the food service industry, or want to start a career in hospitality or catering, this GCSE offers solid groundwork to explore those interests

further.

# Hospitality & Catering Lletygarwch ac Arlwyo



## WHY CHOOSE LEVEL 1/2 VOCATIONAL AWARD IN HOSPITALITY AND CATERING?



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** - find out more about this exciting qualification today!

### WHAT WILL I STUDY?

This qualification is made up of 2 units,

#### Unit 1: The Hospitality and Catering industry

You will:

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

#### Unit 2: Hospitality and Catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

### HOW WILL I BE ASSESSED?

You will be assessed through a written examination and an assignment.

Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

### WHAT SKILLS WILL I DEVELOP?

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

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management.

### 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
- Housekeeper
- Maitre d'hôte
- Pastry chef
- Receptionist
- Sous chef

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# Drama

# Drama

## Statements of what matters

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

## Qualification Overview

The construct of the GCSE Drama qualification is based on the Welsh Government subject specific considerations for Expressive Arts.

The qualification will:

- through the creative process, allow learners to explore, respond to stimuli and create and reflect on their own work while engaging in rich, authentic experiences.

The GCSE Drama qualification will focus on the following:

- exploring the Expressive Arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
- responding and reflecting, both as artist and audience, is a fundamental part of learning in the Expressive Arts
- creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

The GCSE Drama qualification will support the Curriculum for Wales by:

- Supporting the principles of progression
- encouraging learners to explore, experience, interpret, create and respond to increasingly complex meaning
- developing an increased sophistication of conceptual learning
- more sophisticated use of relevant skills and the ability to transfer existing skills and knowledge into new context.

Supporting the specific considerations for this area by giving learners the opportunity to:

- explore, respond to stimuli and create and reflect on their own work while engaging in rich, authentic experiences
- build understanding of acting, directing, design, technical theatre and arts administration.

## Assessment Structure of the course

Unit 1 - Devising Theatre. Practical non-exam assessment. 40% of qualification: 96 marks

Unit 2- Performance from a Text. Practical non-exam assessment. 30% of qualification: 72 marks

A performance of one extract from a text of your choice. Assessed by a Visiting Examiner and performed in a group of between two and four actors and up to two designers

Unit 3 - Interpreting Theatre. Assessment Type: On-screen examination (2 hours). 30% of qualification : 72 marks

## Why opt for this subject at GCSE?

You will explore drama created and performed by other people to help develop your own talents

You will gain understanding of a range of techniques, forms. Styles. Genres and contexts

You will reflect on, evaluate and refine your work

You will explore diversity, identity and culture

You will discover and explore your performance and/or design skills

# Drama

## Drama

### WHY CHOOSE GCSE

## Drama?



The WJEC GCSE Drama qualification will support you to:

- explore drama created and performed by other people to help develop your own talents
- gain understanding of a range of techniques, forms, styles, genres and contexts
- reflect on, evaluate and refine your work
- explore diversity, identity and culture
- discover and explore your performance and/or design skills

#### WHAT WILL I STUDY?

The GCSE Drama qualification will allow you to explore and respond to stimuli, create and reflect on your own work, develop your own creativity and engage with many different styles of theatre.

You will also have the opportunity to build on your understanding of acting, directing, design and technical theatre.

#### HOW WILL I BE ASSESSED?

##### Unit 1 – Devising Theatre

Practical non-exam assessment  
40% of qualification: 96 marks

One devised piece in response to a chosen stimulus, performed in a group of between two and five actors and up to four designers.

##### Unit 2 – Performance from a Text

Practical non-exam assessment  
30% of qualification: 72 marks

A performance of one extract from a text of your choice. Assessed by a Visiting Examiner and performed in a group of between two and four actors and up to two designers.

##### Unit 3 – Interpreting Theatre

Assessment Type: On-screen examination (2 hours)  
30% of qualification: 72 marks

The exam is broken into two sections: Section A and Section B. Section A will ask questions based on a set text you will have studied in lessons. Section B will ask questions based on an excerpt of a live theatre production from one of four set genres, that you will be able to watch in the exam. The genres are Musical Theatre, Naturalism, Theatre in Education or Physical Theatre.

#### WHAT SKILLS WILL I DEVELOP?

**Exploring:** you will have the opportunity to explore, experience and interpret many different styles and genres of theatre linked to different cultures in Wales and the world. You will be able to build on these ideas to create and develop your own theatre when devising and when working from a script.

**Responding and reflecting:** you will be able to recount, evaluate and refine your work through reflection and feedback from others, to create an exciting, imaginative and successful finished product. You will also be able to evaluate and analyse the work of others to inform your own creativity.

**Creating:** in Unit 1, you will devise your own original piece of theatre in response to a stimulus and in a style/genre of your choice, within a group of your peers. In Unit 2, you will work from a text of your choosing, also in a style of your choosing.

#### CAREERS IN DRAMA

This qualification provides an excellent foundation for the study of Drama at A-level. It will also provide a satisfying and worthwhile course of study for you if you choose not to study further.

Importantly, studying Drama will develop many transferable skills including communication, presentation skills, team working, leadership, focus, refinement, creativity and self-confidence. The career options that come from studying Drama are extensive, but here are a few of those options:

Actor, Drama Therapist, Recruitment, Scenic Make-Up Artist, Marketing Executive, Casting Director, Producer, Events Management, Script Writer, Stage Manager, Primary school teacher, University Lecturer, Make up and Prosthetics Technician, Teacher, Community Arts Manager, Playwright, Lighting Designer, Costumer Designer, Workshop Leader, Sound Technician, Studio Supporting Artist, Theatre Agent, Arts Administrator, Theatre Manager, Dramaturg, Theatre/TV Director, Broadcasting Crew, Researcher.

FIND OUT MORE - TALK TO YOUR TEACHER TODAY!



# Geography Daearyddiaeth

## Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

## Qualification Overview

### **Unit 1 - Our Physical and Human World.**

- Drainage Basin and Rivers.
- Changing Coastlines.
- Migration.
- Settlement Change,

### **Unit 2 - Developing Fieldwork Skills**

- Planning an enquiry.
- Collecting Evidence.
- Processing and presenting evidence.
- Analysing and applying evidence.
- Drawing conclusions.
- Evaluating techniques.

### **Unit 3 - Our Dynamic and Diverse World**

- The Geography of Inequality.
- The highs and lows of our weather.
- Wild Weather.
- Continual Climate Change.
- Managing Global Challenges.

### **Unit 4 - Sustainable Solutions**

- The concept of sustainability.
- Making sustainable decisions.



## Assessment Structure of the course

**Unit 1: Our Physical and Human World** Written examination: 1 hour 30 minutes 30% of qualification 90 marks

**Unit 2: Developing Fieldwork Skills** Non-examination assessment: 7 hours (not including the time it takes to undertake the fieldwork) 25% of qualification 90 marks

**Unit 3: Our Dynamic and Diverse World** Written examination: 1 hour 30 minutes 30% of qualification 90 marks

**Unit 4: Sustainable Solutions** Non-examination assessment: 6 hours (3 hours for research and 3 hours to respond to tasks) 15% of qualification 60 marks

## Why opt for this subject at GCSE?

Geography helps you better understand the world around you and make sense of current global issues such as climate change. It also teaches you important skills like data analysis and research. These are valuable skills in future jobs and everyday life. Geography is an excellent interdisciplinary subject, meaning it fits well with others such as biology and history. As a result, geography can lead to a range of interesting careers!

OPTION SUBJECT

# Geography

## Daearyddiaeth



## WHY CHOOSE GCSE Geography?

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

What can be more important for our future?

### WHAT WILL I STUDY?

**TITLE/UNIT 1 – Our Physical and Human World.**

Here you will study:

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

**TITLE/UNIT 3 – Our Dynamic and Diverse World.**

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

### HOW WILL I BE ASSESSED?

**EXAM 1 – Unit 1 Our Physical and Human World.**

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

**EXAM 2 – Unit 3 Our dynamic and Diverse World.**

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

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

**Unit 2 Developing Fieldwork Skills 25% of the qualification.**

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

**Unit 4 Sustainable Solutions, 15% of the qualification**

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

### WHAT SKILLS WILL I DEVELOP?

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

### CAREERS IN GEOGRAPHY

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

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

**FIND OUT MORE -TALK TO YOUR TEACHER TODAY!**



# Health and Social Care

## Iechyd a Gofal Cymdeithasol

### Statements of what matters

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being

### Qualification Overview

**GCSE WJEC Health and Social Care and Childcare** gives students an understanding of how people grow, develop and are supported throughout their lives. Learners study physical, intellectual, emotional and social development across the lifespan, including childhood and adulthood, and explore factors that affect health and wellbeing. The course looks at health-promoting behaviours, individual needs, and how health, social care and childcare services support people to achieve positive outcomes. Students also learn about the roles of care professionals, the importance of effective care practices, and how legislation and services in Wales help protect and support individuals

- **Unit 1:** Growth and Development
- **Unit 2:** Individual needs & key conditions in adulthood
- **Unit 3:** Development in childhood (PILES – Physical, Intellectual, Language, Emotional, Social)

### Assessment Structure of the course

**Unit 1: Health and Social Care, and Childcare in Wales in the 21st Century.**

**Written examination: 1 hour 30 minutes (40%)**

**Unit 2: Adult Health and Social Care**

**Non-examination assessment (30%)**

**Unit 3: Childcare**

**Non-examination assessment (30%)**

### Why opt for this subject at GCSE?

There are a large number of careers linked to Health and Social Care.

# Health and Social Care

## Iechyd a Gofal Cymdeithasol



### WHY CHOOSE GCSE

## HEALTH AND SOCIAL CARE AND CHILDCARE?

Through studying GCSE Health and Social Care and Childcare you will:

- Learn about health and social care, and childcare services consider the impact of these services on general health, well-being and children's development
- Consider human rights and diversity, including black, Asian and minority ethnic perspectives, identity, culture and experiences.

### WHAT WILL I STUDY?

#### Unit 1 - Health and social care, and childcare in Wales in the 21<sup>st</sup> Century

In this unit you will develop knowledge and understanding of:

- the life cycle and the factors that affect growth and development
- the promotion and maintenance of health and wellbeing, and tools that can be used to measure and support this
- core principles and values, underpinned by legislation and service provision within a Welsh context, across the health and social care, and childcare sectors.

#### Unit 2 - Adult Health and Social Care

In this unit you will gain knowledge and understanding of:

- individual needs and key conditions and illnesses in adulthood
- how professionals work in adult health and social care to achieve positive outcomes
- the role of health promotion in public health in Wales.

#### Unit 3 - Childcare

In this unit you will gain knowledge and understanding of:

- life stages, expected milestones, and physical, intellectual, language, emotional, and social (PILES) development
- key conditions and illnesses amongst children
- how professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes

### WHAT SKILLS WILL I DEVELOP?

By studying Health and Social Care and Childcare, you will be able to:

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

### HOW WILL I BE ASSESSED?

#### Unit 1 - Health and social care, and childcare in Wales in the 21<sup>st</sup> Century

Assessment Type: written examination 1 hour 30 minutes  
40% of qualification: 80 marks

The assessment will include questions requiring objective responses, short and extended answers, with some based around applied situations.

#### Unit 2 - Adult Health and Social Care

Assessment Type: Non-exam assessment 12 hours  
30% of qualification: 60 marks

For this assessment, you will be required to complete an assessment based on a choice of two case studies where you'll apply knowledge and understanding of adult health and social care.

#### Unit 3 - Childcare

Assessment Type: Non-exam assessment 12 hours  
30% of qualification: 60 marks

For this assessment, you will be required to complete an assessment based on a case study and an investigation where you'll apply knowledge and understanding of childcare

### CAREERS IN HEALTH AND SOCIAL CARE AND CHILDCARE

The qualification will allow you to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and generally valued for life, learning and work.

It will also help you make informed decisions about a wide range of career pathways, including ....

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

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

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

**Specialised care roles:** Palliative care professional, mental health worker

**Public health roles:** Community development workers, health educators

**FIND OUT MORE - TALK TO YOUR TEACHER TODAY!**

**OPTION SUBJECT**

# History Hanes

## Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

## Qualification Overview

### **Unit 1: Depression, War and Recovery, 1930-1951**

In this unit, students will study the coming of the Depression in Britain, life during the Depression, the coming of war, life during wartime, keeping up morale, life after war, and rebuilding the country after 1945.



### **Unit 2: Germany in Transition, 1919-1939**

In this unit, students will study the impact of WW1, the recovery of the Weimar Republic, the end of the Weimar Republic, Nazi consolidation of power, Nazi economic, social and racial policy, Nazi use of terror and persuasion, and Hitler's foreign policy.

### **Unit 3: Changes in Crime and Punishment, 1500-present day**

In this thematic unit, students will study the causes and nature of crime, enforcing law and order and methods of punishment, attitudes to punishment and methods of punishment over time.



### **Unit 4: Trench Warfare and Conscientious Objectors**

Students will complete coursework on the conditions in the trenches and attitudes towards conscientious objectors during WW1.

## Why opt for this subject at GCSE?

History provides context for many contemporary issues and can enrich your understanding of other subjects, making you a more well-rounded individual. It will enable you to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement.

# History Hanes

## HISTORY



### What skills will I develop?

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

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

### How will I be assessed?

There are three examination assessments and one non-examination assessment.

#### Unit 1 (25%)

**The Wales and the Wider perspective paper (1 hour) covering topics like the Catholic threat, the impact of industrial and rural protest and the changing lives of women over time, depending on the option chosen.**

#### Unit 2 (25%)

**The History with a European/ world focus paper (1 hour) covering topics like life in early Communist Russia, religion and race in the USA and Hitler's foreign policy, depending on the option chosen.**

#### Unit 3 (30%)

**A thematic study paper (1 hour 15 minutes) covering topics like methods of punishment over time, causes of illness and disease throughout history and the role of women in war, depending on the option chosen.**

#### Unit 4 (20%)

**The non-examination assessment involves two separate tasks which will be completed in class. The topics chosen will not replicate or overlap with the content of any of the examined units chosen.**

### Careers with History

GCSE History provides a suitable foundation for the study of history or a wide range of other academic subjects at A level which in turn can lead to a variety of university degree courses. It provides

crucial knowledge of the past as well as developing a broad range of transferable skills to help you understand your place in the world and find your path in the world of further education and work.



# Digital Media and Film Cyfryngau Digidol a Ffilm

## Statements of what matters

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

## Qualification Overview

As a GCSE Digital Media and Film student you will analyse how media products like Film, TV programmes and video games use images, sounds, language and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently.

You will study lots of different media forms, such as

- Television
- Social Media
- Online News
- Online Media
- Distribution and marketing
- Global Films
- Welsh Films
- Video games



## Assessment Structure of the course

### **Unit 1- On screen examination**

1 hour 30 minutes, 30% of qualification

### **Unit 2- Non examination Assessment**

18 hour , 30% of qualification

### **Unit 3- Non-exam assessment**

Creating Digital Film and Media 40% of qualification

## Why opt for this subject at GCSE?

During the GCSE Digital Media and Film course you'll develop and practice a range of skills which will equip you for progression to A level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences.

GCSE Digital Media and Film will help you to develop skills that you'll be able to use in your other subjects such as critical thinking, analysis, research, planning, practical skills , time management and essay writing skills.

# Digital Media and Film

# Cyfryngau Digidol a Ffilm



WHY CHOOSE GCSE

## DIGITAL MEDIA AND FILM?

The media is not just for entertainment; it helps shape the society we live in. All social media posts, video games and film trailers communicate a message to audiences around the world. By studying GCSE Digital Media and Film, you will be given the tools to understand these messages and investigate how the media industry works. The course is designed to allow you to explore rich and engaging media texts as well as opportunities to develop creative and technical skills.

### WHAT WILL I STUDY?

The GCSE Digital Media and Film qualification is made up of one exam unit and two Non-Examination Assessment (NEA) units.

**UNIT 1** - Unit 1 is titled Exploring Key Concepts and Issues. In this unit, you will study a pair of films (one Welsh film and one global film). You will look at the relationship between films and their audiences and analyse film language. You will also study key concepts and how meaning is created in video games, online news and social media.

**UNIT 2** - Unit 2 is titled Distribution and Exhibition Strategies of Digital Media and Film Industries in Wales. In this unit, you will have the opportunity to investigate how media products in Wales are produced, distributed and exhibited to target audiences. You will be tasked with designing your own distribution and exhibition strategies for a new digital media and film product.

**UNIT 3** - Unit 3 is titled Creating Digital Media and Film Content. This unit allows you to showcase your creativity. You will be given a brief to create your own digital media and film content. This unit encourages you to develop and apply your skills and reflect on your creative process.

### HOW WILL I BE ASSESSED?

**UNIT 1** - Unit 1 is assessed through an on-screen digital examination. The exam makes up 30% of the overall qualification and is worth 60 marks.

**UNIT 2** - Unit 2 is a non-examination assessment (NEA). It makes up 30% of the overall qualification and is worth 72 marks.

**UNIT 3** - Unit 3 is also a non-examination assessment (NEA). It makes up 40% of the overall qualification and is worth 96 marks.

### WHAT SKILLS WILL I DEVELOP?

As well as gaining insightful knowledge about the way media industries work, the GCSE Digital Media and Film qualification allows you to develop a range of transferrable skills, including:

- Analytical skills
- Creativity
- Critical thinking
- Media literacy
- Planning and organisation
- Research
- Technical skills

### CAREERS IN DIGITAL MEDIA AND FILM

This qualification provides an excellent foundation for further study of Media or Film at A Level. Whether you're planning on going to university or heading straight into the workplace, the skills developed on this course open doors to a wide range of career pathways.

With new platforms and technologies developing all the time, the media industry is constantly evolving which can make it a very exciting and dynamic place to work. The list of job roles in the media industry are extensive, but some options may include:

Animator, broadcaster, camera operator, content creator, director, editor, game designer, journalist, music producer, producer, screenwriter, sound technician, social media manager, visual effects artist.

FIND OUT MORE - TALK TO YOUR TEACHER TODAY!



# Music

## Cerddoriaeth

### Statements of what matters

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

### Qualification Overview

#### **Unit 1 – Performing**

Minimum 2 pieces, 4-6 minutes Solo and/or ensemble

You will select pieces that you wish to perform, individually or as part of an ensemble.



#### **Unit 2 – Composing**

2 compositions, 3-6 minutes total

You will compose your own music in a style you choose, one to a set brief and one to your own brief.

You will also submit an assessed reflective log.

#### **Unit 3 – Appraising**

The exam questions will be based on extracts of music you will be able to listen to, and you will be expected to know and understand the elements of music and how they are used. You will study 2 set works in detail.



The WJEC GCSE Music qualification will support you to:

- develop performance skills
- develop creative skills
- understand musical forms, styles and genres
- appreciate how to communicate musically
- explore music created and performed by others to help develop your own talents
- reflect on, evaluate and refine your work
- explore diversity, identity and culture

### Assessment Structure of the course

**Unit 1 – Performing** Assessment Type: Non-exam assessment 32.5% of qualification: 78 marks

**Unit 2 – Composing** Assessment Type: Non-exam assessment 32.5% of qualification: 78 marks

**Unit 3 – Appraising** Assessment Type: Digital exam (1h 30m) 35% of qualification: 84 marks

### Why opt for this subject at GCSE?

In the future, creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). When business leaders across the world were surveyed, they voted creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed, whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community. Importantly, studying music will develop many transferable skills including communication, presentation skills, team working, leadership, focus, refinement, creativity and self-confidence.

# Music

## Cerddoriaeth

### What will I do?

Your teachers will decide how best to cover all that you need to do, but typical classroom activities could be:

Performing (playing music) on your own and in a group. This could be in any style, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments.

Exploring how great pieces of music were put together, then when you have learnt some of the techniques, composing your own music. This could involve using computer software, writing for a specific purpose, writing songs etc.

Listening to a variety of music and learning how to identify the facts about what you hear. You will already have heard about the elements of music in your Key Stage 3 lessons. At GCSE you focus on how these are used for different purposes.

The WJEC GCSE Music course has three units: Performing, Composing and Appraising (Listening.) The following chart shows you a summary of what you will complete.

<b>Unit 1 Performing</b>	<b>35%</b>	<b>Teacher assessed</b>
A minimum of two pieces, lasting a total of 4 minutes, recorded in the year of assessment (Usually Year 11.) One piece must be an ensemble (group piece) lasting at least one minute One piece linked to an Area of Study(see below) Grade 3 is the standard level and can score full marks if played perfectly You can use any instrument or voice, or choose a technology option. You will write a programme note on one of the pieces you perform.		
<b>Unit 2 Composing</b>	<b>35%</b>	<b>Teacher assessed</b>
Two pieces: One in response to a brief set by WJEC – there are 4 to choose from each year. You will also write an evaluation of this piece. One free composition – ANY style you want to write in.		
<b>Unit 3 Appraising</b>	<b>30%</b>	<b>Externally assessed examination</b>
Listening examination: 8 questions, 2 on each area of study: AoS 1 Musical Forms and Devices (including a set work*) AoS 2 Music for Ensemble AoS 3 Film Music AoS 4 Popular Music (including a set work*)		

\* A set work is a piece of music which everybody has to learn about. There is one short classical piece and one Rock/pop song. You can learn to play/sing parts of them to help you learn the details.

### Reasons to choose Music

If you already play an instrument or sing, you can develop your skills and get a GCSE out of it!

If you don't already play an instrument or sing, you can take the opportunity to learn new skills which could stay with you for life. If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE.

If you are a creative person who wants to learn to make music this course will give you that chance.

If you love listening to music, and can spot all the details, sing every riff and "air-drum" every beat you have already developed some of the abilities you need. OK, so you can't mime playing it in the assessment, but if you can already think that rhythm or sing that tune in your head, you have some skills!



# Photography

## Ffotograffiaeth

### Statements of what matters

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

### Qualification Overview

The GCSE Photography qualification will support the Curriculum for Wales by:

- Supporting the statements of what matters, giving learners the opportunity to:
  - develop artistic skills and knowledge
  - respond and reflect as both artist and audience
  - be innovative and bold in developing their own artistic identity.
- Supporting the principles of progression by giving learners the opportunity to:
  - make links in the creative process as they explore and innovate
  - create more sophisticated work
  - refine skills and techniques
  - gain confidence and resilience in giving and receiving feedback.
- Supporting the key considerations for Art and Design by giving learners the opportunity to:
  - experiment and develop work through a range of resources, materials, techniques and processes
  - produce a range of outcomes and to demonstrate a personal and creative response.

Studying Art and Design (Photography) provides entry to an unprecedented range of specialisms, skills – both traditional and digital – and careers.

Study Art and Design (Photography) and learn to:

- Seek creative solutions by using materials, techniques and technology intelligently, imaginatively and experimentally.
- Develop your knowledge and understanding of how photography functions.
- Develop a sense of enquiry and experimentation with images.
- Make qualitative aesthetic and cultural judgments that link to artists and art movements.
- Articulate your reasons for preference and engage with creative photography in the public sphere.

### Assessment Structure of the course

Unit 1 Coursework 60% of final grade. Marked on 4 Assessment Objectives

Unit 2 Exam 40% of final grade. Marked on 4 Assessment Objectives (10hr Exam over 2 days)

### Why opt for this subject at GCSE?

This subject offers a great opportunity to understand modern visual communication.

OPTION SUBJECT

# Photography

## Ffotograffiaeth



WHY CHOOSE GCSE

## ART AND DESIGN?

The WJEC GCSE Art and Design qualification will support you to:

- explore the work of artists and designers to help develop your own creative talent
- develop creative skills so that you can plan, devise and design your own work
- gain practical skills, becoming increasingly sophisticated and controlled
- reflect on, evaluate and refine your work
- explore diversity, identity and culture

### WHAT WILL I STUDY?

The GCSE Art and Design qualification is available in the following pathways:

- Art, craft, and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography

### HOW WILL I BE ASSESSED?

#### Unit 1 - Portfolio

Assessment Type: Non-exam assessment  
60% of qualification: 120 marks

This unit is designed to enable you to develop knowledge, understanding and skills within the creative process. You will be encouraged to make personal discoveries and take creative risks through your own investigations. You will be required to produce a portfolio:

- through a sustained project that shows development, refinement, reflection and presentation
- that is internally set, in consultation with your teacher, based on a theme, concept or specific design brief.

#### Unit 2 - Externally Set Assignment (ESA)

Assessment Type: Non-exam assessment  
40% of qualification: 80 marks

The ESA contains five overarching 'big ideas'. You must choose one big idea and use given stimuli as a starting point to inform your work.

You will undertake contextual and practical research and supporting studies during a preparatory period. This will inform your response during a 10-hour 'sustained focus' period.

### WHAT SKILLS WILL I DEVELOP?

You will learn to use a broad range of media, techniques, tools, digital technologies and processes depending on which pathway you choose. You will develop the skills to create artefacts - whether that is painting, fashion design, content creation, photography, or architectural models (to name a few possibilities). You will learn how to develop creative processes and working methods to develop the visual outcomes that you choose.

You will also learn and understand about working independently (with teacher support) to develop your own ideas and to meet deadlines set for your work. Through all of this, you will gain an awareness of sustainability in art and design as well as a deeper understanding of culture and identity through engaging with your emerging work.

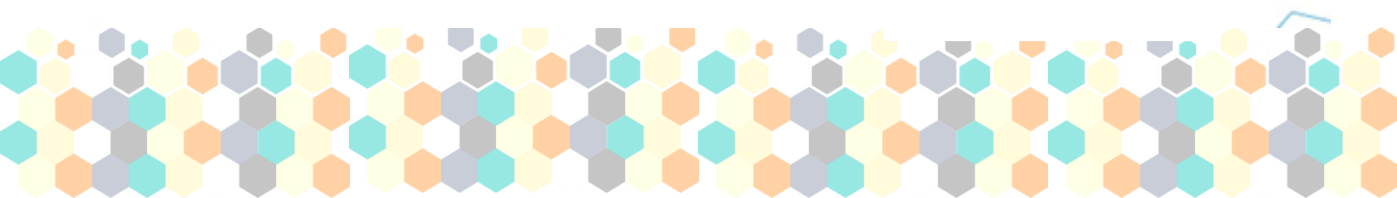
### CAREERS IN ART AND DESIGN

This qualification provides a suitable foundation for the study of Art and Design at A-level. It will also provide a satisfying course of study for you if you choose not to progress to study further.

The career possibilities that come through the study of art and design are vast, a few are listed here:

Advertising, Animator, Architect, Art Therapist, Book Designer, Cartoonist, Ceramicist, Cinematographer, Costume Designer, Digital Artist, Exhibition Designer, Furniture Designer, Fashion Designer, Fine Artist, Film researcher, Food Stylist, Graphic Artist, Game Designer, Interior Designer, Illustrator, Jewellery Designer, Knitwear designer, Landscape Architect, Lighting Designer, Make-up artist, Medical Illustrator, Model Maker, Muralist, Product Designer, Photographer, Potter, Puppet Maker, Printmaker, Production Designer, Sculptor, Silversmith, Special Effects Artist, Stained Glass Artist, Tattoo Artist, Teacher, Theatre Designer, TV Director, Textile Designer, Typographer, Urban Designer, Video artist.

FIND OUT MORE - TALK TO YOUR TEACHER TODAY!



# Physical Education

## Ymarfer Corff

### Statements of what matters

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional wellbeing.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being

### Qualification Overview

The WJEC GCSE Physical Education specification is broad, coherent and practical, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Learners will perform in different physical activities. They will develop skills and techniques, select and use tactics, strategies and/or compositional ideas. Learners will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

By studying physical education you will be able to:

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

### Assessment Structure of the course

#### **UNIT 1: PRINCIPLES OF PHYSICAL EDUCATION AND HEALTH**

Digital examination: 1 hour 30 minutes . Marked by WJEC. 40% of qualification. 80 marks

#### **UNIT 2: PERFORMANCE AND PERSONAL TRAINING**

- Non-examination assessment: internally assessed by your teacher and externally moderated by a WJEC visiting moderator
  - 60% qualification
  - 120 marks Practical non-examination assessment: Perform in one sport or physical activity from the approved list
  - Perform in a second sport or physical activity or provide coaching in a sport or physical activity from the approved list
- Plan, implement and evaluate a personal training activity over 8-10 weeks for a sport or physical activity from the approved list.

# Physical Education Ymarfer Corff

## WHY CHOOSE GCSE PHYSICAL EDUCATION AND HEALTH?



The **GCSE PHYSICAL EDUCATION AND HEALTH** will enable you to engage in a practical course, designed to encourage you to be inspired, motivated and challenged by the subject and allow you to make informed decisions about further learning opportunities and career pathways. You will acquire the knowledge, understanding, skills and values to develop and maintain your performance in sports or physical activities and understand the benefits to health, fitness and well-being.

### WHAT WILL I STUDY?

The specification in Physical Education and Health will enable you to make connections between theory and practice so that you are able to apply your understanding of the factors that underpin health and wellbeing, sports and physical activity and use this knowledge to improve performance.

### HOW WILL I BE ASSESSED?

#### UNIT 1: PRINCIPLES OF PHYSICAL EDUCATION AND HEALTH

- Digital examination: 1 hour 30 minutes
- Marked by WJEC
- 40% of qualification
- 80 marks
- Questions requiring objective response, quick-responses, short and extended answers.

#### UNIT 2: PERFORMANCE AND PERSONAL TRAINING

Non-examination assessment: internally assessed by your teacher and externally moderated by a WJEC visiting moderator

- 60% qualification
- 120 marks

Practical non-examination assessment:

- Perform in one sport or physical activity from the approved list
- Perform in a second sport or physical activity **or** provide coaching in a sport or physical activity from the approved list
- Plan, implement and evaluate a personal training activity over 8-10 weeks for a sport or physical activity from the approved list.

### WHAT SKILLS WILL I DEVELOP?

By studying Physical Education and Health you will be able to:

- 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 your own and others performance
- develop knowledge and understanding of health, wellbeing, sport 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
- understand the socio-cultural influences on participation, and contemporary developments within sport and physical activity.

### CAREERS IN PHYSICAL EDUCATION AND HEALTH

This qualification provides an excellent foundation for the study of WJEC AS and A Level Physical Education or WJEC Level 3 Sport. It will also provide a satisfying and worthwhile course of study if you choose not to progress further.

Importantly, studying GCSE Physical Education and Health will develop many transferable skills including communication, performance and presentation skills, teamwork, leadership, focus, refinement and self-confidence.

The career possibilities that come from studying Physical Education and Health are extensive, but a few are listed here:

Fitness Instructor, Personal Trainer, PE Teacher, University Lecturer, Physiotherapist, Sports Massage Therapist, Leisure and Recreation Manager, Sports Business Manager, Sports Administrator, Sports Coach, Sports Development Officer, Sports Journalist, Sports Commentator, Sports Medicine, Professional Sports Performer, Sports Scientist, Sports Nutritionist, Professional Sports Official/ Referee, Event Coordinator.

**FIND OUT MORE - TALK TO YOUR TEACHER TODAY!**



# Travel and Tourism

## Teithio a Twristiaeth

### Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

### Qualification Overview

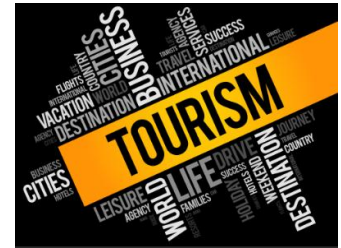
If you enjoy learning about places around the world, planning holidays and exploring different cultures, Travel and Tourism could be the subject for you. This qualification introduces students to the travel and tourism industry through practical, real-world learning. You will explore areas such as accommodation, transport, tourism promotion and visitor attractions, while investigating the importance of the sector to the UK, different customer types and destinations, and the factors that influence international travel and tourism. Over the course you will study the following three compulsory units, covering the knowledge and practical skills required to work in the industry:

Unit 1 – The UK Travel and Tourism Sector

Unit 2 - UK Travel and Tourism Destinations

Unit 3 – The Travel and Tourism Customer Experience

Unit 4 - International Travel and Tourism Destinations



### Assessment Structure of the course

#### **1. Component 1: Travel and Tourism Organisations and Destinations – Internal (30%)**

Students explore different travel and tourism organisations, their roles, products and services, as well as features of tourist destinations and how organisations work together.

#### **2. Component 2: Influences on Global Travel and Tourism – External (40%)**

Students apply their knowledge of global factors that influence travel and tourism, including economic, social and environmental influences, and the impact of tourism on destinations.

#### **3. Component 3: Customer Needs in Travel and Tourism – Internal Synoptic 30%**

Learners bring together knowledge from earlier units, focusing on customer research, customer needs and planning products or services to meet those needs.



### Why opt for this subject at GCSE?

Travel & Tourism is the UK's third largest employer and employs 3 million people in this country. Careers within travel and tourism are wide and varied and can lead to very well rewarded jobs in many different parts of the world.

# Public Services

## Gwasanaethau Cyhoeddus

### Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

### Qualification Overview

#### **Unit 1: The Role and Work of the Public Services**

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. You will also learn how funding impacts on service delivery and how the public services are held accountable.



#### **Unit 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. This unit will give you the tools you need to deal with a range of situations effectively and with confidence.

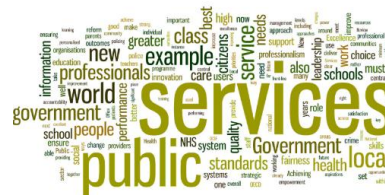
#### **Unit 3: Employment in the Public Services**

This unit allows you to investigate 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.

#### **Unit 4: Public Services and Community Protection**

In this unit you will have the chance to explore some of the public services organisations that help protect our communities, and look at exactly what they do. Some of it might surprise you.

These unit aims to develop learners skills in 6 key areas and create learners that are -



### Assessment Structure of the course

Unit 1 - 1 hour written exam at the end of year 10

Unit 2,3 and 4 are all coursework based, completed in lesson time.

### Why opt for this subject at GCSE?

If you are keen to join one of the Armed Forces or the Emergency Services, this course is for you. It will help develop your personal organisation, team working, leadership, discipline, and physical fitness.

OPTION SUBJECT

# Health and Nutrition

## lechyd a maeth

### Statements of what matters

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

### Qualification Overview

#### **Unit 01 Explore principles of healthy eating**

In this unit the learner will understand how diet is linked to health and understand the components of a healthy diet. The learner will understand how the food groups contribute to a healthy diet and the role of different nutrients in maintaining health. They will also understand healthy food preparation.

#### **Unit 02 Consider nutritional needs of a variety of individuals**

In this unit the learner will know how nutritional needs vary with age. They will also understand special dietary requirements and factors that create barriers to healthy eating.

#### **Unit 03 Use food and nutrition information to plan a healthy diet**

In this unit, the learner will understand food labels and how they may be used to plan a healthy diet. They will learn the facts behind nutritional claims on food labels and will consider the advantages and disadvantages of using food additives. They will also evaluate their own diet and make recommendations for improvement.

#### **Unit 04 The principles of weight management**

In this unit the learner will know about weight management and how to plan a short-term weight management programme.

#### **Unit 05 Understanding eating disorders**

In this unit the learner will understand different types of eating disorders, how they develop, and their effect on health and wellbeing

#### **Unit 06 Principles of food safety for the home environment**

In this unit the learner will understand food safety in a home environment. They will investigate safe handling of food, food storage and food disposal. They will also look at correct cooking temperatures to ensure food is safe to eat.



### Assessment Structure of the course

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. This will be completed in lesson time. ***There is no exam for this course***

### Why opt for this subject at GCSE?

This course aims to give learners working in, or intending to work in, settings such as sport and recreation, exercise and fitness, hospitality and catering or healthcare an understanding of nutrition and health, to support their role in the workplace.