

# The Willows Way



**BELONG, *believe*, ACHIEVE**  
**PERTHYN, CREDU, LLWYDDO**

## Year 9 Option Choices Booklet 2023

## Year 9 Option Choices Booklet 2021

**Dear Pupil,**

You are now approaching one of the most important landmarks in your education so far. It is at the end of Year 9 that you are given the opportunity to make some choices about the subjects you will continue to study in Years 10 & 11. It is extremely important that you make these choices when you have considered all the available information.

When you choose a subject, then you are making a promise to undertake all the assessments associated with that course i.e., projects, examinations, oral tests, and coursework. The correct choices of subject and a commitment to the course will lead to success, so take time to get the choices right.

The best reason for choosing a subject is that you are interested in that subject, it may be useful in helping you access the next stage of your education and that the model of assessment is suited to the way you learn. Do not choose subjects because you do or don't like a particular teacher or because your friends are choosing it, these are your options and only you can make the choice.

All your teachers are accessible for you to consult over this very important set of decisions. Choose carefully, these are important choices you are about to make.

### **TIMETABLE OF CHOICE**

During the month of January there will be a assembly explaining how the option process works and what courses we have on offer.

You will be asked to choose one subject from each option column as outlined in this booklet. Please rank your preference with 1 being the option you would most like to do and 2 being your second-best option (should you not get your first choice) for each column. I will try to allocate your first choice and second choice. This is not always possible, if not I will come to see you personally to discuss your options. At the end of the process, you will be allocated 2 subjects to study in year 10 and year 11.

Your **2-year option** choice form is attached to the back of this booklet and should be returned to the main office by **March 24<sup>th</sup>, 2022, at 3PM** and given to your form tutor or you can email the choices to [Victoria.cook@willows.cardiff.sch.uk](mailto:Victoria.cook@willows.cardiff.sch.uk) .

There will be a period of individual discussions. Some courses will have too many pupils, others too few, in which case discussions will be held with pupils concerned who may be asked to take their second choice.

### **Progression and Support**

Most of our pupils' progress into a Sixth Form in a different school.

You will be supported throughout by a team of experienced staff. These include:

A Form Tutor – fully conversant with subject and curriculum.

A welfare officer – fully conversant with target grades; tracking and ensuring you meet your potential and stay on track.

A Career Specialist (A. Roberts) offering on-going support on all aspects of life during and after GCSEs.

Any member of our team is available to meet with pupils and parents/carers to discuss options at any stage.

### Compulsory subjects

All students follow courses in the core subjects of:

English Language

English Literature

Mathematics

Numeracy

Physical Education

RE/PSE/RSHE

Double Science/Double Applied Science

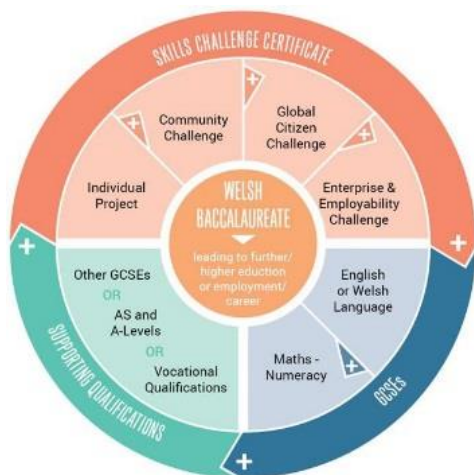
Skill Challenge (part of the Welsh Baccalaureate)

Welsh/Agored Cymru Level 2 Certificate in Wales, Europe and the World

Life Skills

### Welsh Baccalaureate

From September 2019, all students in Year 10 will follow the Welsh Baccalaureate. The new revised and more rigorous Welsh Baccalaureate is based on a Skills Challenge Certificate and Supporting Qualifications. The primary aim is to promote essential skills for employment and to provide opportunities through three Challenges and an Individual Project.



Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society.

Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate.

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

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

Students will complete the Skills Challenge Certificate in year 11. The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level.

The Supporting Qualifications include two mandatory GCSEs of English Language and Mathematics- Numeracy. A further three GCSEs are also required.

To meet the National Welsh Baccalaureate requirements all five of the Supporting Qualifications must be achieved at grades A\*-C.

Similarly, for the Foundation Welsh Baccalaureate the Supporting Qualifications must be achieved at grades A\*-G.

This is a brief description of all subjects on offer

### **GCSE Art and Design WJEC / ABC Award in Art**

#### **GCSE Art and Design WJEC**

##### **Course Introduction:**

Have you got:

- An interest in drawing, painting, printing etc.,
- An interest in making things,
- A curiosity about the environment around you,
- An ability to research information and communicate ideas.



##### **Yes?**

Then you should consider Art and Design as an option for GCSE

The course involves more than just learning and developing practical skills. It will help you notice, question, control the appearance of everything around us.

The syllabus covers the following:

Drawing / Painting / Printmaking / 3D – clay / Sculpture / Batik

**Assessment:**

Coursework = 60% you will complete a sketchbook of studies for each unit as well as large scale work.

Practical examination = 40% you will complete a sketchbook of studies and a final piece of your choice.

**Career Options:**

After completing a GCSE in Art and Design there are a number of courses, which you could undertake in order to specialise in this subject. The following careers require study in Art and Design:

Advertising	Community Art	Theatre	Graphic Design
Illustration	Fashion	Publishing	Art Therapy
Decorator	Artist	Teacher	Interior Designer

Should you wish to continue with Art after year 11 you can go on to do an 'A' level or a BTEC course in order to develop your understanding\training within the subject.

# GCSE ART and DESIGN (Wales)

## SUMMARY of ASSESSMENT

### Unit 1: Portfolio

60% of qualification: 120 marks

- This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.
- Work undertaken within the unit will be internally set, internally assessed and externally moderated.
- Work will be selected, evaluated and presented for assessment by the student.
- Evidence is required of how the student has met each of the assessment objectives.
- No time limit: duration to be determined by the centre.

### Unit 2: Externally Set Assignment

40% of qualification: 80 marks

The Externally Set Assignment consists of two parts:

#### *Part 1: Preparatory study period*

- Externally Set Assignment materials set by WJEC are to be released to the students **no earlier than 2 January** (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.
- One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after 2 January. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

#### *Part 2: 10 hour period of sustained focus work\**

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.
- Work will be selected, evaluated and presented for assessment by the student.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.
- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.

\*the duration of 10 hours for the sustained focus has been agreed with the Welsh Government.

## ABC Award in Art, Design and Creative Studies - Certificate ( BTEC ART ) LEVEL 2

If you love “getting creative” and are considering a career working in the Art Industry as an Artist / Designer (fashion, graphics, interiors, gaming designer) or Art teacher then this practical Art course will suit you brilliantly!

If you enjoy Art and being creative and would like to do an exciting and practical course, then read on:

This course counts as **2 GCSE Grade Bs (46 points)** and will be divided into four compulsory units.



### **Unit 1: Investigating Information and developing research techniques**

You will study + research a theme showing personal development and ideas using a variety of Art materials and Techniques to communicate your ideas to others.

### **Unit 2: Developing and handling media and materials**

You will explore further different types of Art materials and Techniques and be aware of the health and safety requirements. You will also develop your drawing and making skills.

### **Unit 4: Recognising and applying visual language and formal elements within production techniques**

You will learn about specialised areas of Art through practical work. You will also study the work of other Artists, Craft workers and Designers and will show their inspiration and influence in your personal ideas and experimentation work.

### **Unit 4: Working to set briefs**

Your design ideas will be developed and finalised based on the set brief and using your personal research and ideas undertaken in the earlier units. A final piece of Art work will be produced and evaluated in the form of a written evaluation.

The course is designed to be highly practical with a small element of theory in all three units of work and you will have the opportunity to develop your design and making skills in a creative and positive environment.

### **Art materials and processes/techniques that you**

**maybe using:** Drawing Painting  
Collage Printing (mono-printing,  
press-printing) Wire Sculpture  
Mod-rock Oil-pastels Inks  
coloured pencils **Assessment:**

### **100% Coursework!**

**There is no written exam**, the course is graded on your portfolio of Art work produced over the two years (Year 10 and year 11) and on the final pieces.



You will be graded as either a pass or fail.

### **Certificate in Leadership Through Sport (worth 2 'B' grades)**

#### **Course Introduction:**

This BTEC Sport course is the equivalent of a 2 GCSEs and comprises of 3 modules. They are:

#### Planning and leading sport activities

In this module you will learn how to plan, lead and evaluate a coaching session to a group of students. You will learn how what skills, qualities and responsibilities a coach has and you will plan and lead a small sporting tournament of your choice.

#### Lifestyle and the sport performer

In this module you will learn how time management can help an elite athlete. You will look at what pressures an elite athlete faces and the strategies that can be used to overcome those pressures. You will also look at how an athlete should manage their finances and what careers they could undertake when their playing career has ended. You will then plan and take part in a media interview.

#### Planning and Running a Sports Event

In this module your class will plan, run and evaluate a large sporting event to a group of younger children. You will look at how to plan it, what the planning process should involve, and how to evaluate your event.

#### **Assessment:**

The programme is assessed through 100% assignment work and has no formal examination

#### **Career Options:**

Interested in a career in the leisure industry? Fancy working as a PE teacher, sports coach, joining the armed forces, working for the police or any other of the public services? If so then this could be the course for you.

### **WJEC Computer Science GCSE**

#### **Course Introduction:**

The WJEC GCSE in Computer Science encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms, and data representation
- analyze problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs to do so



- think creatively, innovatively, analytically, logically, and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science .

Assessment:

**Unit 1: Understanding Computer Science**  
**Written examination: 1 hour 45 minutes**  
**50% of the qualification** **100 marks**

This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

**Unit 2: Computational Thinking and Programming**  
**On-screen examination: 2 hours**  
**30% of the qualification** **60 marks**

This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

**Unit 3: Software Development**  
**Non-exam assessment: 20 hours**  
**20% of qualification** **80 marks**

This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

**Unit 1: Understanding Computer Science**

Written examination: 1 hour 45 minutes

50% of the qualification

100 marks

**Unit 2: Computational Thinking and Programming**

On-screen examination: 2 hours

30% of the qualification

60 marks

**Unit 3: Software Development**

Non-exam assessment: 20 hours

20% of qualification

80 marks

The WJEC GCSE in Computer Science has been designed to give an understanding of the fundamental concepts of computer science and a broad scope of study opportunities. This specification has been designed to free centres to concentrate on innovative delivery of the course by having a streamlined, uncomplicated, futureproof structure, with realistic technological requirements. This specification also gives learners an opportunity to produce extended written responses and demonstrate the quality of their written communication, including appropriate use of punctuation and grammar.

**BTEC/GCSE Music (BTEC worth 2Bs)**

Course Introduction:

Want to know how to write a song that will make you a million or how to perform music that will make you even more? Then read on .....

If you chose this course you will:

- \* Listen and learn how to understand music from Schuman to Snoop Dog
- \* Perform vocally and on a variety of instruments including keyboards
- \* Compose your own music and songs

Music equips you for life because you learn how to: -

- \* make decisions
- \* develop your confidence
- \* work as part of a group
- \* stretch your imagination
- \* improve your listening skills

- \* make effective use of leisure time

Assessment:

- You will compose 5 pieces and submit the best 2
- You must be prepared to sing or play 2 pieces
- You will sit a 1 hour 30min listening examination

Career Options:

A course in music could lead to a future in the entertainment industry as a:-

- \* Composer - writing advertisements jingles or the next No 1
- \* Performer - be the next Charlotte Church or the latest chart sensation
- \* Technician - DJ, record producer or sound engineer

## GCSE Health and Social Care

**Course Introduction:**

### **Unit 1 – Human growth, development and well-being**

Areas of content:

2.1.1 Human development across the life cycle

2.1.2 Physical, social, emotional and intellectual health

2.1.3 The importance of active participation on development and well-being

2.1.4 Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

**Overview of unit: In this unit learners will gain knowledge and understanding of human development across the life cycle and the ways in which this may be affected; how individuals can take control of their care and health and well-being; and how early intervention and prevention can support growth and development of individuals.**

### **Unit 2 – Promoting and maintaining health and well-being**

Areas of content:

2.2.1 Health and social care, and childcare provision in Wales to promote and support health and well-being

2.2.2 Public health and health promotion across the life cycle

2.2.3 Factors affecting health and well-being across the life cycle

**Overview of unit: In this unit learners will gain knowledge and understanding of the range of health and social care, and childcare services provided in Wales and how these services promote and maintain the health and well-being of the nation.**

**Assessment:** This course is assessed through a combination of exams and controlled assessments

Unit	Assessment Method
Unit 1	Written examination: 1 hour 30 minutes
Unit 2	Non-exam assessment: approximately 25 hours Task 1 – Service provision (10 hours) Task 2 – Health promotion (15 hours)

**Why choose GCSE Health & Social Care?** With further study here are some career opportunities it may lead to

Childcare	Nursing	Social Worker
Midwifery	Police Service	Health Visitor
Probation Service	Paramedic	Mental Health

### WJEC GCSE Religious Education

The course itself will run over two years and there will be an exam at the end of each year. **There is no coursework.** Most importantly this course will give pupils an informed view of religion and will encourage them to make up their own minds about the beliefs that are investigated during the course.

In <b>year 10</b> pupils will study and be examined on unit 1. (50%)	In <b>Year 11</b> pupils will study and be examined on unit 2 (50%)
<p><b><u>Part A - Philosophy</u></b> <b><u>Core beliefs practices of religion</u></b></p> <ul style="list-style-type: none"> <li>• What do people believe and why do they believe it?</li> <li>• Where, why and how do people worship?</li> <li>• Holy books.</li> </ul>	<p><b><u>Part A- Philosophy</u></b> <b><u>Core beliefs practices of religion</u></b></p> <ul style="list-style-type: none"> <li>• Belief in the afterlife</li> <li>• The journey of life</li> <li>• Special places</li> <li>• Prophet hood</li> <li>• Identity</li> <li>• Festivals</li> </ul>
<b><u>Part B – Ethical Issues</u></b>	<b><u>Part B – Ethical issues</u></b>
<p><b><u>Theme 1 – Life and death</u></b></p> <ul style="list-style-type: none"> <li>• Belief in the afterlife</li> <li>• Environmental responsibility</li> <li>• Euthanasia</li> <li>• Evolution</li> <li>• Abortion</li> </ul>	<p><b><u>Theme 1 – Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Marriage</li> <li>• Adultery</li> <li>• Divorce</li> <li>• Cohabitation</li> <li>• Contraception</li> </ul>

<ul style="list-style-type: none"> <li>• Quality of life</li> <li>• Sanctity of life</li> </ul>	<ul style="list-style-type: none"> <li>• Gender equality</li> <li>• Commitment</li> <li>• Responsibilities</li> </ul>
<p><b><u>Theme 2 – Good and Evil</u></b></p> <ul style="list-style-type: none"> <li>• Causes of crime</li> <li>• The aims of punishment</li> <li>• The work of prison reformers</li> <li>• The death penalty</li> <li>• Freewill</li> <li>• Pacifism</li> </ul>	<p><b><u>Theme 2 – Human rights</u></b></p> <ul style="list-style-type: none"> <li>• Censorship</li> <li>• Discrimination</li> <li>• Extremism</li> <li>• Human rights</li> <li>• Personal conviction</li> <li>• Prejudice</li> <li>• Poverty</li> <li>• Social injustice</li> </ul>

**Career Options:**

Employers in the following occupations express an interest in Religious Studies as

a qualification – Social Work

Hospital Work

Community work

Caring occupations

Police / Lawyers

Youth work

This course takes an exciting look at two of the world’s major faiths – Christianity and Islam.

**Product Design GCSE WJEC**

**Course Introduction:**

The course provides pupils with the opportunity to research and study the impact of new and emerging technologies on: • industry • enterprise • sustainability • people • culture • society • the environment • production techniques • systems



Pupils will learn how the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics.

How energy is generated and stored in order to choose and use appropriate sources to make products.

Pupils will investigate and analyse the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas.

**Assessment:** The course covers grades A\* - G and caters for all types of pupils. The programme is in units.

**Unit 1:** Design and Technology in the 21st Century Written examination: 2 hours 50% of qualification. A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of one area selected from, engineering design, fashion and textiles and product design.

**Unit 2:** Design and make task Non-exam assessment: approximately 35 hours 50% of qualification. A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to identify, investigate, analyse and outline design possibilities, design and make prototypes and evaluate their fitness for purpose.

The course encourages:

**Creativity:** enables students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study, which also gives an insight into the career choices such as product design, marketing etc.

**Preparation:** prepares learners to make informed decisions about further learning opportunities and career choices

**Career Options:** Benefits of GCSE Design and Technology Product Design to students: industrial product designer, product design in theatre, materials engineer, CAD designer.

### French WJEC GCSE

A language is a skill and not a subject. Think ahead and think global! Close to half of businesses in the UK (45%) recognise foreign language skills as beneficial to them with European languages heading the list of those in demand (French 53%, German 49%, Spanish 36%). Not only do businesses need people who speak languages they will also pay you more if you can. People with language qualifications earn on average between 8-20% more than those without these skills.

Job sectors where languages are in demand are:

Customer Services, Travel and Tourism, Banking and Finance, IT and Computing, Law, Engineering, Medicine, Journalism, Media and Entertainment, Professional Sports, Marketing, Education, International Aid, the Army, ALL International Organisations.

French in Years 10+11 will contain many topics that will be familiar to you from your lessons in Years 7-9:

- 1 Identity and Culture including Youth Culture (self and relationships; Technology and social media), Lifestyle (health and fitness; entertainment and leisure), Customs and traditions (food and drink; festivals and celebrations)
- 2 Wales and the World including Home and locality (local areas of interest; transport), France and French speaking countries (local and regional features and characteristics; holidays and tourism), Global Sustainability (environment; social issues)
- 3 Current and future study and employment including Current study (school/college life and studies), World of work (work experience and part-time jobs; skills and personal qualities), Jobs and future plans (applying for work/study; career plans)

French is assessed by 4 exams taken at the end of Year 11 and each exam (Listening, Reading, Speaking and Writing) is worth 25%.

You might think that after Brexit language skills are no longer needed. In fact, the exact opposite is true. Many skilled linguists have left Britain because of Brexit but UK businesses still need to sell their products and services across the globe. You could be more in demand than ever in the Job Market if you have a qualification in a Modern Foreign Language.

### **Pearson Edexcel BTEC in Personal and Social Development**

This Level 2 qualification in Personal and Social Development builds on learners' strengths and teaches them the personal skills and techniques needed to progress to working life. Learners who achieve these qualifications will gain confidence and self-esteem for employment and be able to progress to level 3 BTEC qualifications.

**Sweet\* is a range of innovative resources that support learners to develop important life and employability skills, and to achieve a fully accredited Pearson Edexcel BTEC qualification in Personal and Social Development**

#### **Sweet\* BTEC Level 1 and Level 2 in Personal and Social Development**

The resource combines key themes from the PSE Curriculum including:

- Understanding Personal Identity
- Managing Relationships
- Healthy Living
- Moving Forward
- Money Matters

Complete teaching and learning support, and resources for the Welsh Bacallaureate Skills Challenges including Community, Enterprise and Global Citizenship are also included.

**Level 1 will give you the equivalent of a GCSE grade E**

**Level 2 will give you the equivalent of a GCSE grade B**

For any more information, please ask Mr Sage.

### **BTEC Level 2 Tech Award in Performing Arts**

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (603/7054/3) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

## Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts				
Component number	Component title	GLH	Level	How assessed
1	Exploring the Performing Arts	36	1/2	Internal
2	Developing Skills and Techniques in the Performing Arts	36	1/2	Internal
3	Responding to a Brief	48	1/2	External synoptic

What are your options for progression after the course?



After completing their BTEC Tech Award, you will be in a great position to continue in the performing arts sector. This qualification prepares you for both practical and academic routes.

### **GCSE History WJEC**

GCSE History allows you to study the WJEC History GCSE. Employers and universities regard History qualifications very highly – GCSE History may just be your ticket to a better future.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- Excellent communication and writing skills.
- How to construct an argument.
- Research and problem skills.
- Investigation and problem-solving skills.
- Analytical and interpretation skills.

### **History GCSE**

The History course has 3 sections plus a piece of coursework completed in school.

- 1. Germany in Transition 1919-1939.**
- 2. Elizabethan England 1558-1603.**
- 3. Crime and Punishment throughout History.**
- 4. Jack The Ripper and Victorian London. (Coursework)**

### **Assessment:**

The GCSE course is assessed by an exam in Year 10 and a final exam at the end of Year 11. In addition, there will be one piece of controlled assessment that will be worth 20% of the final grade

### **WJEC Geography GCSE**

WJEC GCSE Geography adopts an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and learners should be encouraged to pose geographical questions of their own. Fieldwork is an essential aspect of geographical education and of this qualification. It is placed at the heart of this specification and teachers should embed fieldwork within any programme of study that they create. Learners should consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiries conducted outside of the classroom and school grounds. Furthermore, they should be challenged to apply what they have learned through specific fieldwork in local contexts to the wider context of UK geography. By posing enquiry questions, learners develop the ability to relate these concepts to real world situations in order to make sense of wider spatial patterns.

# SUMMARY OF ASSESSMENT

## Unit 1: Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes

40% of qualification

83 marks

### Section A: Core Themes

**Two** structured, data response questions assessing Core Theme 1 (Landscapes and Physical Processes) **and** Core Theme 2 (Rural-urban Links).

### Section B: Options

**One** structured question (from a choice of two) assessing either Theme 3 (Tectonic Landscapes and Hazards) **or** Theme 4 (Coastal Hazards and their Management). These themes provide additional **breadth** of study for the content assessed in the core themes.

Assessment will be by data response questions.

Some questions will require extended responses.

## Unit 2: Environmental and Development Issues

Written examination: 1 hour 30 minutes

40% of qualification

83 marks

### Section A: Core Themes

**Two** structured, data response questions assessing Core Theme 5 (Weather, Climate and Ecosystems) **and** Core Theme 6 (Development and Resource Issues).

### Section B: Options

**One** structured question (from a choice of two) assessing either Theme 7 (Social Development Issues) **or** Theme 8 (Environmental Challenges). These themes provide additional **depth** of study for the content assessed in the core themes.

Assessment will be by data response questions.

Some questions will require extended responses.

## Unit 3: Fieldwork Enquiry

Non-examination assessment: 2 hours 30 minutes

20% of qualification

44 marks

Unit 3 requires a written report from the learner, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. The report must be written in response to specific questions set by WJEC.

## Certificate in Leadership Through Sport (worth 2 Bs)

### Edexcel BTEC Level 2 Certificate in Leadership Through Sport

#### Planning and Leading Sports Activities

This unit will give learners the knowledge and skills to be able to plan and lead a range of practical sports activities. The unit content can be adapted to suit a range of activities for different individuals. The unit looks at the skills and qualities needed for effective sports

leadership. Learners will identify the qualities required by studying real examples of successful leaders, possibly those they have worked with or observed in the community. The unit requires learners to follow the planning process involved in developing a sports leadership session and event. Learners will then have the opportunity to put this into practice in the organisation and delivery of an activity session and sports event. Learners may also be able to identify and develop leadership qualities and skills through their own relationships with their peers.

### **Lifestyle and the Sports Performer**

This unit gives learners the knowledge and skills to adopt a lifestyle appropriate to an elite athlete. It is aimed at individuals competing at a high level. The first part of the unit looks at time management. It involves learners planning and prioritising work commitments such as training, competition and other types of employment and education. It also involves learners making good use of their leisure time, ensuring that leisure activities do not interfere with their performance. Pressure from peers, coach/support staff and family are investigated and strategies to cope with these pressures are discussed. Appropriate behaviour in a range of situations, including training, competition, at home and at social functions, is discussed.

The second part of the unit looks at career management, communicating effectively and working with others. Financial management and first and second career choices are explored. Effective communication skills and working relationships are examined and put into practice. Media interviews are also planned and carried out.

### **Planning and Running a Sports Event**

The first part of the unit will give learners the opportunity to take part in planning a sports event. They will investigate all aspects of planning a variety of sports events before applying this knowledge to plan their own event. The 'event' will be a small-scale, one-off event that requires a significant amount of planning and organisation over a period of time. The type of event may include a sports competition or activity day. Alternatively, an event may be generated specifically for this unit, such as the organisation of an educational sports event, a summer sports training camp or a sports charity dinner/fundraiser.

After undertaking the planning process, learners will have the opportunity to participate in the running of the actual event, enabling them to put their planning into practice. Throughout the unit learners will be able to develop their individual roles as well as being part of a team. They will need to keep records of meetings, consider the problems that may arise and suggest how to respond to them.

BTEC Sport is the equivalent of a GCSE and comprises of 2 modules:

#### **Development of personal fitness**

In this module you will learn how to plan and implement a 6-week personal fitness training programme. You will then evaluate the training programme and determine whether or not it

was successful. You will also gain an understanding of what personal adherence factors (reasons why people don't exercise regularly) are and how to overcome them.

### Practical Sport

In this module you will be required to demonstrate the skills used for 1 team sport and 1 individual sport. You will also need to have knowledge of the tactics, the role of the officials and the rules and regulations of those sports. You will also learn how to analyse a players' performance, to look for their strengths and weaknesses.

### **Assessment:**

The programme is assessed through 100% assignment work and has no formal examination

### **Career Options:**

Interested in a career in the leisure industry? Fancy working as a PE teacher, sports coach, joining the armed forces, working for the police or any other of the public services? If so then this could be the course for you.

## **WJEC Level 1/2 Award Hospitality and Catering**

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues.

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

WJEC Level 1/2 Award in Hospitality and Catering consists of

Unit 1: The Hospitality and Catering Industry will be externally assessed.

- An assignment will be produced each academic year and cannot be opened before May each year
- It is a six hour timed, supervised assessment

Unit 2: Hospitality and Catering in Action is internally assessed

- Units are assessed through summative controlled assessment
- Controls for assessment of each internally assessed unit are provided in a model assignment

Learners must complete both units.

### Career Options

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- WJEC Level 3 Food, Science and Nutrition
- GCE in Home Economics / Design and Technology (Food Technology)
- Level 3 Diploma in Hospitality and Tourism Management (VRQ)
- Level 3 Diploma in Hospitality, Supervision and Leadership principles (QCF)
- Level 3 Certificate in Hospitality and Catering Principles (professional cookery)
- Level 3 Award in Practical Food Safety Supervision for Catering (QCF)

### **GCSE in Media Studies (WJEC)**

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they importantly provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale.

The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

This WJEC GCSE specification in Media Studies offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. It introduces learners to a conceptual framework for analysing the media, which also underpins study of the media at AS and A level. Although the specification focuses predominantly on the contemporary media, this is contextualised and enhanced through the exploration of products from different historical periods. Through studying both established and evolving media forms, learners will develop their appreciation and understanding of the importance and role of the media in their daily lives.

The study of a range of rich and stimulating media products is central to this specification, working from the product outwards to develop appreciation and understanding of the media. Learners will draw on their existing experience of the media, but will also extend their appreciation and critical understanding through the study of products with which they may be less familiar, including products for different audiences.

This specification aims to offer a particular focus on the media in Wales, considering aspects of the media industries in Wales, products intended for Welsh audiences and representations of Wales and Welsh cultural identity. Where appropriate, learners will be able to study Welsh language media products. Through this Welsh dimension, learners will develop an awareness of the economic and cultural importance of the media in Wales and

how this links to the media beyond Wales.

# GCSE MEDIA STUDIES (Wales)

## SUMMARY OF ASSESSMENT

<b>Unit 1: Exploring the Media</b> Written examination: 1 hour 30 minutes 30% of qualification	<b>60 marks</b>
<b>Section A: Representations – advertising, video games and newspapers</b> This section will assess knowledge and understanding of the <b>representation</b> of gender and events in relation to any of the media forms studied – advertising, video games and newspapers. <ul style="list-style-type: none"><li>• One stepped question based on unseen print-based resource material related to advertising, video games or newspapers.</li></ul>	
<b>Section B: Music</b> This section will assess knowledge and understanding of <b>media language, representation, media industries and audiences</b> . <ul style="list-style-type: none"><li>• One stepped question and two single questions.</li></ul>	
<b>Unit 2: Understanding Television and Film</b> Written examination: 1 hour 30 minutes 30% of qualification	<b>60 marks</b>
<b>Section A: Wales on Television</b> This section will assess knowledge of <b>media industries, audiences, media language and representation</b> . <ul style="list-style-type: none"><li>• One stepped question based on the set 'Wales on Television' product chosen by the centre. The final part of this question requires an extended response where the quality of written communication will be assessed.</li></ul>	
<b>Section B: Contemporary Hollywood Film</b> This section will assess knowledge and understanding of <b>media industries, audiences and media language</b> . One stepped question and two single questions.	
<b>Unit 3: Creating Media</b> Non-exam assessment 40% of qualification	<b>80 marks</b>
<ul style="list-style-type: none"><li>• A media production, including <b>individual</b> research and planning, created in response to a choice of <b>briefs set by WJEC</b>, and applying knowledge and understanding of key concepts.</li><li>• An <b>individual</b> reflective analysis of the production.</li></ul>	

### GCSE in Photography (part of the ART and Design suite WJEC)

The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is

to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

## GCSE ART and DESIGN (Wales)

### SUMMARY of ASSESSMENT

<b>Unit 1: Portfolio</b> <b>60% of qualification: 120 marks</b>
<ul style="list-style-type: none"><li>• This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.</li><li>• Work undertaken within the unit will be internally set, internally assessed and externally moderated.</li><li>• Work will be selected, evaluated and presented for assessment by the student.</li><li>• Evidence is required of how the student has met each of the assessment objectives.</li><li>• No time limit: duration to be determined by the centre.</li></ul>
<b>Unit 2: Externally Set Assignment</b> <b>40% of qualification: 80 marks</b>
The Externally Set Assignment consists of two parts: <b>Part 1: Preparatory study period</b> <ul style="list-style-type: none"><li>• Externally Set Assignment materials set by WJEC are to be released to the students <b>no earlier than 2 January</b> (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.</li><li>• <b>One</b> of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.</li><li>• Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.</li><li>• The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after <b>2 January</b>. The preparatory study period finishes upon commencement of the sustained focus work.</li><li>• Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.</li></ul> <b>Part 2: 10 hour period of sustained focus work*</b> <ul style="list-style-type: none"><li>• The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.</li><li>• The period of sustained focus work must be completed under supervised conditions.</li><li>• Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.</li><li>• Work will be selected, evaluated and presented for assessment by the student.</li><li>• The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.</li><li>• Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.</li></ul>

\*the duration of 10 hours for the sustained focus has been agreed with the Welsh Government.

NCFE Equality and Diversity

What does this qualification cover? This knowledge-based qualification covers enhanced earlystage learning and concepts relating to equality and diversity, particularly relating to society, the workplace, and the community. This will enable learners to develop a level of

knowledge beyond the standard employer-sponsored training experience, which will provide them to access to further learning routes or career progression. The objective of this qualification is to allow learners to:

- raise their awareness of the issues surrounding equality and diversity
- apply this awareness through their actions in society, community and the workplace. This qualification consists of the following mandatory units:
- Equality and diversity in society (D/506/2234)
- Equality and diversity in the community (H/506/2235)
- Equality and diversity in the workplace (K/506/2236)

The requirement for learners to complete the 3 mandatory units ensures they gain an understanding of the societal, community and workplace context of equality and diversity. Learners will gain an understanding of the terminology, application, context and social constructs relating to equality and diversity, which is of particular value to employers as they'll be able to apply this to their professional life and further studies. Who is this qualification designed for? This qualification is suitable for learners aged pre-16 and above.

Employers strongly value relevant experience and proof of commitment to this area. Such knowledge will enhance their working practices and career development. This qualifications structure ensures that learners will develop a broad knowledge of equality and diversity, which is relevant to both life in general and current or future employment.

The qualification is 100% internally assessed.

Option Teachers

TBD to be determined

OPTION B	Teacher	OPTION C	Teacher
WJEC Art GCSE/ABC Level 2 in Cert. Art and Design	Ms. A Jones	Pearson BTEC Level 2 Certificate in Performing ART/WJEC GCSE Drama	Mrs. H Amos
Pearson BTEC Level 2 Certificate in Leadership Through Sport	Mr. A Roberts	Pearson BTEC Level 2 Extended Certificate in Music for Practical Performance /WJEC GCSE Music	Mr. F. George
NCFE Equality and Diveristy	Mrs. L. Williams	WJEC History GCSE	Mr. N. Henwood
French GCSE	Mrs. J Brace/Mrs M Vrigneau	Health and Social Care GCSE	Mrs. S Moore
WJEC Computer Science GCSE	Ms. A Charles	WJEC Level 1/2 Award in Hospitality and Catering	Mrs. R Davies /Ms. S Burnell
WJEC Product Design GCSE	Mr. J. Konten	Pearson Edexcel Level 2 Certificate in Personal and Social Development	TBD
WJEC Religious Studies GCSE	Mrs. L Guilefoyle	WJEC Media Studies GCSE	Mrs. K. Bubbins
WJEC Geography GCSE	Mr. J. Gill	WJEC Photography GCSE	Ms. A. Jones



## Year 9 Options Return 2023

Having read this book carefully, it is now time to choose your pathway. From September 2022, you will study 2 subjects based on your preference. You will be asked to choose one subject from each option column. Please rank your preference with **1** being the option you would most like to do and **2** being your second-best option (should you not get your first choice) for each column. I will try to allocate your first choice and second choice. At the end of the process, you will be allocated 2 subjects to study in year 10 and year 11.

Below I have drafted an example where my favourite subject in option B is Art and should I not get Art I picked Btec Sport. In option C, my favourite subject is Btec Music and should I not get Music I picked History. This is what it looks like:

OPTION B	Rank	Rank	OPTION C	Rank	Rank
WJEC Art GCSE/ABC Level 2 in Cert. Art and Design	1		Pearson BTEC Level 2 Certificate in Performing ART/WJEC GCSE Drama		
Pearson BTEC Level 2 Certificate in Leadership Through Sport		2	Pearson BTEC Level 2 Extended Certificate in Music for Practical Performance /WJEC GCSE Music	1	
NCFE Equality and Diveristy			WJEC History GCSE		2
French GCSE			Health and Social Care GCSE		
WJEC Computer Science GCSE			WJEC Level 1/2 Award in Hospitality and Catering		
WJEC Product Design GCSE			Pearson Edexcel Level 2 Certificate in Personal and Social Development		
WJEC Religious Studies GCSE			WJEC Media Studies GCSE		
WJEC Geography GCSE			WJEC Photography GCSE		

Year 9 Form to be handed in by March 24<sup>th</sup> to your form tutor

This form should be detached from the booklet and handed to your form tutor by **March 24<sup>th</sup> 2022** or you can email your choices to [Victoria.cook@willows.cardiff.sch.uk](mailto:Victoria.cook@willows.cardiff.sch.uk). There is no first come first served allocation. However, if your form is late, priority will be given to pupils who handed it in on time.

## Year 9 Options Return 2023 (For you to hand in)

OPTION B	Rank	Rank	OPTION C	Rank	Rank
WJEC Art GCSE/ABC Level 2 in Cert. Art and Design			Pearson BTEC Level 2 Certificate in Performing ART/WJEC GCSE Drama		
Pearson BTEC Level 2 Certificate in Leadership Through Sport			Pearson BTEC Level 2 Extended Certificate in Music for Practical Performance /WJEC GCSE Music		
NCFE Equality and Diversity			WJEC History GCSE		
French GCSE			Health and Social Care GCSE		
WJEC Computer Science GCSE			WJEC Level 1/2 Award in Hospitality and Catering		
WJEC Product Design GCSE			Pearson Edexcel Level 2 Certificate in Personal and Social Development		
WJEC Religious Studies GCSE			WJEC Media Studies GCSE		
WJEC Geography GCSE			WJEC Photography GCSE		

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

If you have any questions please get in touch with Mr. Lo Celso ([Marcello.locelso@willows.cardiff.sch.uk](mailto:Marcello.locelso@willows.cardiff.sch.uk)) who is our curriculum coordinator.

This is the link to the videos giving an overview of the courses

<https://www.willowshigh.co.uk/options-2022-2023/>