



YSGOL GYFUN
CEFN SAESON
COMPREHENSIVE SCHOOL

Year 9 Option Information Booklet



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Introduction

Dear Year 9,

It is now time to start making some important decisions about which subjects you may wish to study at GCSE. This guide will provide you with more information about each of the GCSE subjects you will be studying and others that you may wish to study; whether you have a future career in mind or have just enjoyed studying them previously.

It is important that you think carefully about the subjects you want to study as the decisions you make in choosing your Options may influence what courses you can study in Further Education; in the form of A Levels, BTECs or an Apprenticeship.

Why is choosing my KS4 GCSE Options so important?

GCSEs will be hard work! You will be delving into subjects in much more detail than before and with that comes increased levels of work; both inside and outside of the classroom.

Your commitment and ability to take an increased responsibility for your own learning throughout your GCSEs will be vital to achieving your full potential and helping you to secure a place in further education, training, or employment.

Remember, GCSEs are there to give you a foundation to the future career you want. Your teachers will support you as much as possible, but they can't do the work for you. This is the time you need to take responsibility for the future you want and how you are going to get there.

The combination of GCSEs available for you to study will be determined by the school, based on your KS2 results and what we have learned about you over KS3. We want you to achieve the very best grades possible and therefore you may be more suited to some subjects over others.

Our Philosophy

Our key stage 4 curriculum offer has been designed to prepare pupils to make a successful transition into college, Sixth Form, Work and Higher Education. The option choices available allow a personalized learning pathway to meet your needs and interests.

Throughout our key stage 4 curriculum we will continue to focus on the four purposes which will enable all learners to become:

- Ambitious, capable contributors, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Information for Parents/Carers

We will offer every pupil:

- Guidance from Career Advisor, including access to the careers library and training in how to make the best of its resources.
- A variety of work-related activities.
- A programme of Personal and Social Education.

The school will continue to provide individualized learning support for pupils with Additional Learning Needs (ALN) on:

- A withdrawal basis with some pupils given special tuition individually or in small groups.
- Limited specialist support alongside the mainstream class teacher.

Year 9 Option Timeline

14th January 2026	Year 9 Pupil Progress Evening
15th January – 3rd February 2026	Pupil PSE & CWRE Option Learning Programme
4th February 2026	Year 9 Option Parent/Pupil Information Evening
25th February 2026	Option Choice Deadline
2nd – 13th March 2026	Pupil Interview with Head of Year and Senior Staff Members

Frequently Asked Questions

Who can help me make my decisions?

- ✓ Your Form Teacher
- ✓ Your Head of Learning
- ✓ Your subject teachers
- ✓ Career advisers
- ✓ Your parents/carers

Are there any compulsory subjects?

Yes, the following subjects are compulsory for all pupils in Years 10 and 11:

- ✓ English Language and Literature
- ✓ Maths and Numeracy
- ✓ Science
- ✓ Welsh
- ✓ Skills Challenge
- ✓ Core Religious Education
- ✓ PSE
- ✓ Core P.E.

How many options subjects can I choose?

You must choose three options subjects.

When can I choose my options subjects?

You need to start thinking about which options subjects you would like to study as soon as possible. You will be able to say what options subjects you would like to take during your individual interview with a Senior Member of Staff.

Will I get my chosen options subjects?

It is likely that you will be able to study the subjects you have chosen. However, this may not be possible if:

- Your choices do not match your ability level.
- Too many pupils want to study that subject, and it becomes over-subscribed.
- Not enough pupils want to study that subject, and it has to be withdrawn.

Can I change my mind after I have made my choices and had my individual interview?

If you have chosen your three options carefully by listening and taking on-board the advice that you have been given, there should be no need to make changes. After the summer holidays, you will be unable to make changes, so consider your choices extremely carefully

Do's and Don'ts

Do's

- Read this booklet carefully.
- Use the Internet for careers information (C.I.A.G).
- Think about your career interests.
- Choose subjects because you are good at them.
- Think about subjects you can achieve the best results from.
- Choose subjects you are interested in.
- Find out about subjects you are unsure of.
- Talk to your form tutor and teachers.
- Talk to your parents or carers.
- Keep your options open.
- Choose very carefully- changing subjects next year will not be possible.

Don'ts

- Choose subjects you have not carefully looked into.
- Choose subjects because your friends have.
- Choose subjects because you like the teacher.
- Avoid subjects because you dislike the teacher.
- Make decisions without fully discussing them with your teachers and your parents or carers.
- Choose a subject because you think it will be 'easy' - KS4 is about committing to a subject and working hard at it.
- Ignore subjects that are new to you.
- Leave everything to the last minute and make a rushed decision.

Remember!

This is an important decision!

**Think carefully about your options now; by doing so,
you will find Years 10 and 11 successful and enjoyable.**

**After your choices have been confirmed at the end of Year 9, it will
not be possible to change them in Year 10; therefore, it is
imperative that you consider your options choices very carefully**

How to Complete your Options Form

An electronic form will be emailed to your school Hwb email address. You will have two weeks to complete the form. **Forms need to be completed by the 25th of February.** You must complete the form with your parents as it will ask them to confirm that they are happy with the choices you have made. On completion your HOY and members of senior staff will meet to check your choices and sign them off. They may also want to discuss the options with you.

Reserve Choice

You will be asked to pick a reserve choice in each section. There are occasionally problems with your chosen options, in which case, you will be contacted as soon as possible to discuss alternatives.

Subject Information

External Examinations

Most courses of study in Years 10 and 11 are GCSE examination courses.

The GCSE examination is a single system of examination, with a single scale of grades.

GCSE examinations are designed to test memory, orderly presentation of facts, understanding, practical skills and the ability to apply knowledge.

In most subjects a proportion of the total assessment mark will be allocated to non-examination assessments (NEAs).

All GCSE courses have to follow nationally agreed criteria (the national guidelines), which cover objectives, content and assessment.

Grades awarded to candidates who are successful in the GCSE examination are on an 8-point scale, from A* - G.

- A*
- A A*-C grade required for progression to advanced study
- B (Level 2)
- C
- D E
- F (Level 1)
- G
- U Ungraded, no certificate

NEAs

NEAs are Non-Examination Assessments and are closely supervised pieces of work that are prepared for in class and through homework, with a defined period of time to complete a response to a set question/title in class. An NEA Calendar will be produced and shared in the summer term, giving details of when these "Tests" are to be taken in particular subjects.

BTEC Courses

BTEC Courses are more vocational in focus and presently are assessed continuously through the two-year period, some with a terminal examination.

Core Curriculum: Compulsory Subjects

All pupils will continue to study the following courses:

- ✓ English Language & Literature
- ✓ Mathematics & Numeracy
- ✓ Science
- ✓ Welsh
- ✓ National Skills Challenge Certificate
- ✓ Personal and Social Education (PSE)

Personal Curriculum: Options

You must choose 3 of these subjects:

- ✓ Art & Design
- ✓ Agored – Independent Life Skills
- ✓ Agored – Personal & Social Education
- ✓ Computer Science
- ✓ Construction
- ✓ Dance
- ✓ Digital Media & Film
- ✓ Digital Technology
- ✓ Drama
- ✓ Electronics
- ✓ Entry History
- ✓ Food & Nutrition
- ✓ French
- ✓ Geography
- ✓ Health & Social Care
- ✓ History
- ✓ King's Trust
- ✓ Music
- ✓ Physical Education
- ✓ Product Design
- ✓ Religious Studies
- ✓ Retail Business
- ✓ Science (Triple Award)
- ✓ Spanish
- ✓ Sport & Coaching Principles
- ✓ Sweet – Personal Growth & Wellbeing
- ✓ Sweet – Workskills
- ✓ Textiles
- ✓ Tourism



Art & Design

Careers

Interior Designer

Fashion Designer

Art Director

Industrial
Designer

Graphic Designer

Fine Artist

Illustrators

Art Teacher

Art Lecturer

Art Therapist

Art Technician

Teachers

Mrs Summerill

Mrs Martin

GCSE Art & Design

"The WJEC GCSE in Art and Design is designed to provide engaging, challenging and meaningful learning experiences through a flexible structure that supports the development of creative practice. This 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."

Unit 1 60%

This unit requires pupils to explore a theme of their choice. Pupils are encouraged to take the lead in selecting from a wide range of starting points such as Nature, Humanity, Colour, Still Life, and many others, allowing them to shape a project that reflects their personal interests. The course is teacher-led in the delivery of essential skills and processes. Throughout the unit, pupils will be introduced to a variety of techniques including batik, monoprinting, lino printing, printing workshops, dye experimentation, observational drawing, and artist studies. These skills support pupils in developing confident, creative, and well-informed personal responses. This approach provides an exciting opportunity for each learner to create meaningful artwork inspired by artists they admire and shaped by themes that motivate them.

Unit 2 40%

Unit 2 is the examination component and makes up 40% of the qualification. It is a practical assessment in which pupils respond to an exam paper released in January of Year 11. They then have six weeks to develop and prepare their ideas before producing their final outcome during a 10-hour practical exam, held over two school days.

Pupil Views

"To take GCSE Art for your GCSE is amazing as it ensures that your creative side can flourish. It also helps with anxiety giving you a break from other subjects and the teachers help immensely."

"I enjoy doing art as I have a very big passion for art and both teachers have helped me any way they can to help me pass well."

"I believe that taking art as one of your options is a great idea. Although there are more academic choices like Geography and History, Art helps you develop critical thinking skills and inspires your creativity. There is a lot of freedom compared to other subjects. However, there is more to art than just art skills. Our teachers are lovely, supportive teachers and encourage you to develop your art style in unique ways"

Agored Cymru (Independent Living Skills – Entry Level)

As part of the course you will explore the following:

Using Money, Using Time, Road Safety and Promoting Healthy Living, Personal Appearance, Travel Training, Independent Living Skills and Cooking a Simple Meal.

This is a low level qualification aimed to provide opportunities for learners who may find other GCSEs challenging.

There is no exam in this subject.

Therefore, good attendance is essential, due to the nature of the course.

Learners will aim to achieve a Entry Level 1 Award in Year 10 and progress on to the Certificate in Year 11.

Pupils are set a number of challenges and gain credits when they have successfully completed the portfolios of evidence.

Pupil Views

“It is a practical lesson and I learn life skills”- Byron

“I liked cooking a toastie and making things” – Grace

“The teachers are very good and kind” - Tom

“We have fun and learn at the same time” - Shahad

“It can be really fun and usually a quiet lesson” – Robbie & Dylan

Careers

The intention of this course is to provide life skills which can be applied to any chosen career.

Transferrable skills developed will include:
Communication,
Numeracy and
Literacy skills.

Teachers

Mrs Chilcott

Miss Butterworth

Agored Cymru (Personal and Social Education- Entry Level)

As part of the course you will explore the following:

Reuse and Recycle, Anger Management, Working as a Team, Personal Development, Emotional Wellbeing and Leisure Activities for a Healthy Lifestyle.

This is a low level qualification aimed to provide opportunities for learners who may find other GCSEs challenging.

There is no exam in this subject.

Therefore, good attendance is essential, due to the nature of the course.

Learners will aim to achieve a Entry Level 1 Award in Year 10 and progress on to the Certificate in Year 11.

Pupils are set a number of challenges and gain credits when they have successfully completed the portfolios of evidence.

Careers

The intention of this course is to provide life skills which can be applied to any chosen career.

Transferrable skills developed will include: Communication, Numeracy and Literacy skills.

Teachers

Mrs Chilcott

Miss Butterworth

Mr Jones

Computer Science

GCSE Computer Science

If you take a moment to consider a world without computers, you will begin to understand why developing your knowledge of the world of computing has become a critical success factor in modern life. Studying Computer Science gives learners an understanding of how computer devices process, store and transmit data. Computer science integrates well with subjects across the curriculum. It demands logical thinking and creativity in the design and testing of computer code to solve problems. It extends learners' horizons beyond the school or college environment to appreciate the effects of computer science on society and individuals.

Unit 1 – Understanding Computer Science (50%)

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

- Computer Architecture
- How systems are structured and function.
- How systems communicate
- Algorithms
- Software
- Logical operations
- Operating systems
- Systems development life cycle

Unit 2 – Computer Programming (50%)

This unit gives you the opportunity to develop your programming skills, before using them to create a solution to a real-world problem. Pupils will use the Python programming language during this unit. Areas of content include: Investigation, Design, Implementation, Testing & Logical Operations

Pupil Views

"Even though I have a career in Cyber Security. I have a number of companies offering me higher paid jobs on a monthly basis."

"I have worked all over the world as a programmer. I lived and worked in the Philippines for a few years whilst working as a programmer for a German bank. I surfed every morning and programmed in the afternoon"

Careers

Games Developer

App Developer

Website Designer

Software
Developer

Network
Manager

Archivist

AI Engineer

Cyber
Intelligence

Data Scientist

Teachers

Mr Marks

Construction

Careers

Architect

Brick Worker

Construction
Managers

Carpenter

Engineer

Equipment
Operator

Elevator
Installer/Repairer

Electrician

Plumber

Project Manager

Roofer

Sheet Metal
Worker

Safety Officer

Stone Mason

Teachers

Mr David

Mr Evans

Level 1/2 Awards in Constructing the Built Environment

WJEC Level 1/2 Awards in Constructing the Built Environment offer a learning experience that focuses learning for 14–19-year-olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

Pupils will progress their:

- independent learning and development
- problems solving
- project-based research, development and presentation
- team building skills and how to behave in a professional environment
- practical skills in carpentry, decorating, tiling and electrical.
- learning to plan practical tasks, carry out activities and review their outcomes.

Unit Number	Unit Title	Assessment	Course Weighting
9811	Safety and Security in construction	External exam	25%
9812	Practical construction skills	Internal coursework	50%
9813	Planning construction projects	Internal coursework	25%

Pupil Views

"I think Construction is a great course, because you learn about life skills, jobs, safety on site and you do lots of practical work".

"I really like using all the machine tools in the workshop and learning about different jobs in construction I could do".

"Construction is a really good course because of all the practical elements of the course, it's really fun using the hand tools and power tools".

"I have enjoyed this course, because of all the time we spend in the workshop, learning about different carpentry skills, wall finishing and simple electrical tasks".



Dance

GCSE Dance

The WJEC GCSE Dance is a brand new and exciting course we are thrilled to offer. GCSE Dance is a creative and practical qualification that allows students to explore dance created by others while developing their own performance and choreography skills. The WJEC GCSE Dance qualification will support you to:

- build physical, technical, and expressive skills to develop performance and to show choreographic intent.
- create and refine original choreography using a variety of stimuli.
- learn about different dance styles, techniques, and ways of presenting dance to an audience to communicate meaning.
- reflect on and evaluate your own and others' work, considering context and technique.

The course encourages pupils to explore identity, culture, diversity and human experience, including different cultural perspectives, helping them to understand how dance can express personal, social and cultural ideas.

GCSE Dance is designed in line with the Curriculum for Wales, supporting progression, creativity and deeper understanding through rich, authentic learning experiences.

This qualification is suitable for learners with experience in any dance style, as well as those who are enthusiastic, committed and willing to develop their skills.

Unit 1 – Choreography (40%)

Unit 2 – Performance (30%)

Unit 3 – Dance Appreciation (30%)

	Unit Title	Type of Assessment	Weighting
Unit 1	Choreography	Practical Non-Examination Assessment	40%
Unit 2	Performance	Practical Non-Examination Assessment	30%
Unit 3	Dance Appreciation	On-Screen Examination	30%

Careers

Professional
Dancer

Choreographer

Dance Captain

Rehearsal

Director

Dance Teacher

Dance Lecturer

Workshop Leader

Dance
Movement
Therapist

Sports Therapist

Dance Fitness
Instructor

Yoga Instructor

Stage Manager

Teachers

Miss Davies-
Jones

Digital Media & Film

Careers

Advertising Art
Director

Animator

Arts
Administrator

Broadcaster

Camera Operator

Community Arts
Worker

Concept Artist

Content Creator

Director

Editor

Event Manager

Game Designer

Journalist

Marketing
Executive

Music Producer

Public Relations
Officer

Runner

Screenwriter

Special Effects
Technician

Talent Agent

VFX Artist

Teachers

Mrs Goss

GCSE Digital Media & Film

The new digital media and film qualification provides opportunities for learners to develop their creativity and innovation alongside other cross-curricular skills such as critical thinking and problem solving. You will gain first-hand experience in how these mediums work, how they shape the world around us, and how to create your own products.

And it's not all theory.

The course places a strong emphasis on practical production, giving you the chance to create your own digital media products. This could be a short film, podcast or social media campaign. Students will be encouraged to express their ideas and develop creative and technical skills using industry-standard tools.

Unit 1 – Exploring Key Concepts and Issues (30%)

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 – Distribution and Exhibition Strategies of Digital Media and Film Industries in Wales (30%)

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 – Creating Digital Media and Film Content (30%)

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.

Pupil Views

"Film Studies is an interesting way to analyse films."

"It can get you a better job than other subjects and it's fun!"

"It is interesting for people who like films and tv shows."

"It is interesting to learn about ...different representations in a film and what they symbolise"

GCSE Digital Technology

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

Practical software skills are learned using GameMaker, Adobe Animate, Adobe Photoshop, Adobe Dreamweaver, Adobe Premier Pro, Excel, Word and other Microsoft tools.

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

Unit 1 – The Digital World (Exam – 40%)

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

Unit 2 – Digital Practices (NEA – 40%)

- Interrogating spreadsheet data
- Data-informed digital products e.g. animations, games and website design.

Unit 3 – Communicating in the Digital World (NEA – 20%)

- Social media and online marketing communications
- Creating digital assets and planning digital communications e.g. creating and editing social media videos using Adobe Premier Pro

Pupil Views

"I was really surprised at how useful my Digital Technology spreadsheet skills impressed my work experience boss."

"I have really enjoyed designing and creating a computer game and editing a social media promotional video."

"I have been able to use the skills that I have learned in digital technology at home and in other subjects. I am definitely more confident creating coursework in other subjects, thanks to Digital Technology."

"I have been able to use the skills that I have learned in digital technology at home and in other subjects. I am definitely more confident creating coursework in other subjects, thanks to Digital Technology."

Careers

Game Developer

Animator

Film Editor

App Developer

Social Media
Specialist

Web Designer

Teachers

Mr Marks

Miss Bowen

Drama

Careers

Actor

Presenter

Community Arts
worker

Drama Therapist

Casting Director

University
Lecturer

Runner in
broadcasting/film
/video

Theatre director

Theatre Stage
Manager

Choreographer

Teacher

Theatre
technician

Director

Talent agent

Theatre manager

Teachers

Miss Davies-
Jones

GCSE Drama

The WJEC GCSE in Drama is an exciting, inspiring and practical course. The course promotes involvement in and enjoyment of drama, as performers and/or designers. 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

Throughout the course, students take part in practical workshops, devising, rehearsing and performing, as well as reflecting on and evaluating their own work and the work of others. Learners develop confidence, creativity, teamwork and communication skills, alongside the ability to analyse and respond thoughtfully to live theatre.

GCSE Drama is designed in line with the Curriculum for Wales, supporting creative thinking, progression of skills and deeper understanding through rich, engaging learning experiences. The course is suitable for performers and those interested in backstage, technical or design roles with a passion for the arts, creating and exploring.

Unit 1 – Devising Theatre (NEA – 40%)

Unit 2 – Performing Theatre (NEA – 30%)

Unit 3 – Interpreting Theatre (On-Screen Examination – 30%)

	Unit Title	Type of Assessment	Weighting
Unit 1	Devising Theatre	Practical Non-Examination Assessment	40%
Unit 2	Performance from a Text	Practical Non-Examination Assessment	30%
Unit 3	Interpreting Theatre	On-Screen Examination	30%

Pupil Views

“Taking GCSE Drama is a great choice because it builds confidence, creativity, and communication skills that are useful in every career.”

“Drama is the lesson I always look forward to. It allows me to express myself in different ways and be imaginative. It is enjoyable and educational at the same time, and the teachers give you the passion needed to be your best self.”

Electronics

GCSE Electronics

The theory section of the course covers 11 topic areas divided into two components.

Component 1: (40%)	Component 2: (40%)
1 – Electronic systems	1 – Operational amplifiers
2 – Circuit concepts	2 – Timing circuits
3 – Resistive components	3 – Sequential systems
4 – Switching circuits	4 – Digital to analogue
5 – Applications of diodes	5 – Control circuits
6 – Logic systems	

Component 3 (20%) is the practical element of the course and involves pupils solving a real-world problem with a circuit of their own design.

For each topic, you will study the theory and then carrying out practical or simulated investigations that help you put the theory into practice.

Please note that this course includes a high level of mathematical challenge and content.

What skills will I develop?

You will develop scientific and engineering skills to analyse and design electronic systems for a range of practical situations.

You will learn about and work with a wide range of digital and analogue electrical and electronic systems. For example, you will be involved in:

- Creating online simulations using basic electronic components
- Designing logic circuits to perform a set task.
- Creating your own solution to an existing problem in society, testing and implementing your electronic design.

Pupil Views

In 2025, two of our pupils at Cefn Saeson were successful in gaining post 16 apprenticeships with Sony Pencoed and Wales and West Utilities.

The knowledge and experience they gained during GCSE electronics, helped them gain their apprenticeships before they had even achieved their final grades!

Careers

Electrical
Engineering
Process Control
Systems Design
Manufacturing
Robotics
Medical Services

Teachers

Mr Marks

English

Careers

Actor
Counsellor
Copy Editor
Games Developer
Digital Marketer
Vlogger
Copywriter
Reporter
Journalist
Producer
Marketing Exec
Researcher
Barrister
Solicitor
Press Officer
Author
Librarian
Teacher
Screen Writer

Teachers

Mrs S. Kelso
Mr C. Morgan
Miss D. Lightfoot
Mrs R. Fender
Miss L. Coughlin

GCSE English Language and Literature (Double and Single Award)

- This is a unitised and untiered qualification – A*A* - GG or A*-G.
- Pupils will either be entered for Double or Single Award.
- To achieve the Single Award, candidates must sit Unit 1, Unit 2, Unit 3 and 4a.
- To achieve the Double Award, candidates must sit Unit 1, Unit 2, Unit 3, Unit 4b, Unit 5 and Unit 6.

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 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.

Double Award consists of 6 units and Single Award consists of 4 units.

Name of Unit	Double or Single Award	NEA or Exam	Weighting
Unit One: Context and Meaning	Both	Exam	30% SA 15% DA
Unit Two: Belonging	Both	2 x NEA – an individual presentation and a literary essay.	20%SA 10% DA
Unit Three: Influence and Power	Both	2 x NEA – group discussion and non-fiction writing response.	20% SA 10% DA
Unit 4a: Motivations	SA	Exam	30% SA
Unit 4b: Motivations	DA	Exam	20% DA
Unit 5: Continuity and Change	DA	2 x NEA –Shakespeare essay and a paired discussion.	20% DA
Unit 6: Connections	DA	Exam	25% DA

Pupil Views

“The English Department want all of their students to succeed.”

“Studying English has helped me find my voice.”

“English lessons give me skills I plan to use for the rest of my life.”

“English is challenging – but it’s fun to be challenged.”

“I am learning to communicate confidently with others”

“There’s a lot more to it than just sitting around talking about old books”

Entry – History

Pathways – History (Humanities)

Entry Pathways Humanities (History) provides pupils with an inclusive and flexible qualification. Pupils work towards achieving credits, which are achieved through continual assessment in class-based tasks (no exams).

Units Studied

Britain and the Second World War 1939-1945

Evacuation and rationing, Coping with the Blitz, The role of women during the war, Keeping up morale – radio, cinema, posters, role of Churchill. 4 credits

Germany 1929-1939

Reasons for the Nazi rise to power, the key features of Nazi dictatorship including; propaganda and censorship, Changing life in Nazi Germany: work, women, young people, Jews, Why Germany took over other areas up to 1939. 4 credits

People and Protest

Why people decide to protest, protest methods used by protestors, Know about the results of protests. We focus on examples from recent times such as Black Lives Matter and from the past such as the Civil Rights Movement. 3 credits

Looking at local History

Using historical sources to find out about a local development (Aberfan). 3 credits

There is no exam with this qualification.

Pupils work towards achieving credits, which are achieved through **continual assessment in class-based tasks.**

Pupils work towards gaining 14 credits = Certificate in Humanities Entry Pathways.

Careers

Police

Education

Tourism

Teachers

Mrs Williams

Food and Nutrition

Careers

Professional Chef

Teacher

Food Buyer

Food Nutritionist

Baker

Catering

Armed Forces

Blogger

Food Stylist

Teachers

Mrs Forshaw

Mrs Martin

GCSE Food and Nutrition

This, fresh and exciting course is available at Cefn Saeson. It is jammed packed with plenty of stimulating and engaging practical and theoretical tasks. It provides endless opportunities to explore the art and science of preparing, cooking, baking, manufacturing, preserving and much more.

Course focus: Combines science, nutrition, and practical cooking. Students learn how food impacts health, wellbeing, and lifestyle.

Skills developed:

- Practical cooking and presentation
- Food science and nutrition knowledge
- Food safety and hygiene
- Critical thinking and decision-making about diet and health

You will receive 5 lessons a fortnight with at least 3 of them sessions being 'practical' and 2 theory.

It is important to take the financial aspect of this course into consideration as the 'practical' sessions are frequent and independence is needed in sourcing your ingredients.

NEA (60%)

Learners will complete two assessments:

- Food and Nutrition in Action
- Food Investigation

These assessments will be set by the governing body, marked by teachers and moderated by the awarding body.

Digital Exam (40%)

This will be taken in the final year of study

Pupil Views

"I really enjoy the practical lessons in year 10, we learn to make something new every week!"

"I get to explore all different topics, which I didn't realise were so interesting"

"I am so glad I took Food and Nutrition for my GCSE options, we have so much fun in the lessons and I have made lots of new friends too."

GCSE French

The course is divided into three broad themes:

- Language for leisure and wellbeing
- Language for travel
- Language for study and work

Within the themes there are various topics to explore such as:

- Language for Leisure and Wellbeing: Healthy Mind and Body, Self and Relationships and Technology and Media
- Language for Travel: Culture of where the language is spoken, Sustainability and Travelling around the world
- Language for Study and Work: Study Opportunities and Working with language at home and abroad

You will develop your ability to use the following skills in French:

- **Listening**: understand and respond to different types of spoken language
- **Speaking**: communicate and interact effectively in speech
- **Reading**: understand and respond to different types of written language
- **Writing**: communicate in writing

These are all skills that are transferrable and desirable for any further study or job!

Assessment Criteria

30% Speaking Non-examination assessment (Spring Term of Y11)

15% Reading and Writing- Literature based. Non-examination assessment (Spring Term of Y11)

20% Listening Summer exam (Year 11)

35% Reading and Writing Summer exam (Year 11)

There is no assessment in Year 10

You will have mock exams in both Year 10 and Year 11

This means that you have all of Year 10 and 11 to practise and become really confident in these skills before being assessed on them for the GCSE exam.

Pupil Views

“French has helped me to develop my communication skills, not just my knowledge of French.”

“Learning languages can help you with future jobs and opportunities.”

Having another language is something that will open many doors for you in the future. In addition to this, the skills required to learn a language are the wider skills sought after in a wide range of careers and further study:

Communication skills

Resilience

Memory

Cultural awareness

Public speaking

Teachers

Mrs Phillips

Miss Steele

Geography

GCSE Geography

Interested in finding out about the world we live in? Want to know how it works?

Then Geography is for you!

The planet constantly changes - new countries are made, political situations change, hurricanes affect coastlines and flooding happens & we have the opportunity to study the most up to date information.

The GCSE course will consist of 4 units:

Unit 1: Core Concepts in Geography - covering; Rivers, Coasts, Migration and Urbanisation

Unit 2: Developing Fieldwork Skills Non-examination assessment

Unit 3: Contemporary Issues in Geography – covering; Wild weather, Global challenges and Inequality

Unit 4: Potential Sustainable Solutions Non-examination assessment – decision making exercise

2 NEA's (40%)

These will be assessed through tasks set by the awarding body and cover:

- A geographical enquiry
- An assignment

One assessment will be marked by teachers and moderated by the awarding body. The other assessment will be set and marked by the awarding body.

Exams (60%)

There will be an opportunity to take an exam unit in Year 10 as well as Year 11.

Pupil Views

“Geography has helped me with my other subjects like Maths and Science”

“I have learnt many skills and ways to revise my work”

“Geography is a brilliant facilitating subject to help you get into university”

“Geography has helped me form valid opinions and present my work confidently to the class”

“Geography has helped me understand the real world around me and how I fit into it”

Careers

Town Planning

Surveying

Conservation

Sustainability

Environmental

Planning

Tourism

Architecture

Weather

Forecasting

Journalism

Teaching

Teachers

Mrs Penquet

Miss Matthews

C₃A₁R₁E₁

Health and Social Care

Careers

There are many careers available for those who study Health and Social Care. The industries include:

Healthcare

Science,
Mathematics &
Statistics

Social Work &
Counselling
Services

Leisure, Sport &
Tourism

Administration,
Business & Office
Work

Teachers

Mrs Waters

GCSE Health & Social Care & Childcare – Single Award

Y10 Topics (Exam)

- Human Development Across the Life Cycle
- Key legislation, core principles and impact of service provision
- Promotion and maintenance of health and wellbeing, Welsh language and culture, and cultural perspectives

Y11 Topics (Coursework)

- 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 public health, health promotion and promoting equality, diversity and inclusion in adult Health and Social Care in Wales
- Life stages, expected milestones, and physical, intellectual, language, emotional and social (PILES) development
- Common conditions and illnesses of children
- How professionals work, including play and play work, to meet the needs of children in Wales to achieve positive outcomes

Exam

Your exam will be based on all Unit 1 work: Health and Social Care, and Childcare in Wales in the 21st Century This exam is 40% (80 marks) of your overall grade and a written paper. This will be sat in Yr10.

An assessment comprising of a range of question types to assess specification content related to human growth and development and well-being.

Coursework

Your coursework will take place in Yr11 and based on promoting and maintaining health and well-being. Your coursework is 60% of your overall grade. You will have 2 pieces of coursework to complete.

Task 1: Service provision 40% (10 hours).

Task 2: Health promotion 60% (15 hours)

Pupil Views

“Taking health and social care and childcare has given me the opportunity to learn about the industry and open my eyes to how people develop over 5 of the life stages studied.”

History

Careers

It is an excellent discipline if you are thinking of a career in:

Law

Criminology

Police

Journalism

Television or film

Research

Government – local government or Prime Minister!

Education

Tourism

Teachers

Mrs Williams

Mr Evans

GCSE History

Do you enjoy reading about the century's major events that have shaped the way we live? Do you enjoy debates and discussions about important issues? If so, then History is the subject for you! For the first three years at Cefn Saeson you have been studying a wide range of topics from the Middle Ages to the Twentieth Century. Now at Key stage 4, you will have the opportunity to put all the skills you have learned to a more detailed study of History.

The History Department has consistently achieved excellent results in recent years (**39% A*-A grades -highest in the Authority! 80% A* - C Grades History Results NPT 2025**) and we expect a total commitment to the subject and for all students to demonstrate the ability to work hard. We place a great emphasis on developing study skills, on examination technique and in developing the ability to communicate fluently in both speaking and writing.

Unit 1 – An in-depth study in Welsh History – Exam 30% of course – Early Modern: The Civil War

- The reign of James I, 1603-1625
- The importance of Wales in the Civil War, 1642-1651
- From Republic to Restoration, 1651-1660
- The drift to Civil War, 1625-1642
- The impact of the Civil War on Wales

Unit 2 – A study in-depth in World / European History – NEA, 20% of course – Medieval: The Black Death

- How disease was able to spread in the fourteenth century
- Attempts to limit the spread of the disease
- The legacy of the Black Death
- The spread of the Black Death
- Reactions to the spread of the disease

Unit 3 – A study of a period in World History – Exam 30% of course – Modern: Changes in the US

- Race and immigration
- The end of prosperity
- Second-wave Feminism c.1960-c.1980
- The roaring 20s
- Civil Rights c.1945-c.1968

Unit 4 – A Changing Society – NEA, 20% of course – Modern: |Topic has not yet been confirmed

Pupil Views

"I've enjoyed GCSE History because it develops useful skills like evaluating evidence and structuring arguments. The content is interesting and relevant, and our teacher explains

King's Trust Certificate – (Personal Development & Employability Skills)

The programme provides an opportunity to try out new activities, boost your confidence and gain a recognised King's Trust qualification.

Over the two-year course learners will complete a variety of units in order to gain the PDE Qualification, each unit will be worth credits.

The learners can complete the course at three different levels:

Entry 3, Level 1 or Level 2

Modules include:

- Teamwork Skills
- Wellbeing- Physical Activities
- Wellbeing-Healthy
- Wellbeing
- Managing Money
- Digital skills
- Community Impact
- Enterprise Project
- Presentation Skills
- Experiencing the World of Work
- Customer Experience
- Career Planning
- Personal Development

There is no exam in this subject.

Pupils are set a number of challenges and gain credit when they have successfully completed the portfolios of evidence.

Throughout this course there are opportunities to gain extra credits (e.g. Food Hygiene, First Aid, Fire Safety Awareness,)

Good attendance is essential, due to the nature of the course

Pupil Views

"It is a fun and less stressful lesson, as it is practical and different every lesson. There is no final exam at the end of the year" -Mikkaylah

"The class is a smaller group of people which I am comfortable with and there is a calm atmosphere"- Leon

Careers

The intention of this course is to provide employability skills which can then be applied to any chosen career.

Transferrable skills developed will include Digital skills, Teamwork, Communication, Numeracy and Literacy skills.

Teachers

Mrs Chilcott

Miss Butterworth

Mr Jones

Maths

Careers

Actuary

Accountant

Data Analyst

Investment
Analyst

Risk Assessor

Software
Engineer

Teacher

Police

Statistician

Investment
Analyst

Quantity
Surveyor

Teachers

Mrs Rawlinson

Mr Battell

Mr Pritlove

Mrs John

Mr Harris

Mrs Roberts

GCSE Mathematics and Numeracy

The content of GCSE Mathematics and Numeracy qualification is 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.

There are two tiers of entry for this qualification:

Higher Tier: grades available A* – D

Foundation Tier: grades available C – G

Learners may be entered at different tiers across units.

The GCSE is made up of 3 written exams

Unit 1: Financial Mathematics and Other Applications of Numeracy	Unit 2: Non-calculator	Unit 3: Calculator-allowed
30% of qualification	30% of qualification	40% of qualification
<p>The purpose of this unit is to:</p> <ul style="list-style-type: none">• introduce and develop learners' understanding of topics and concepts relating to finance and to develop their financial literacy• 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. <p>A calculator will be allowed in this paper.</p> <p>Higher Tier: 1 hour 45 minutes (80 marks) Foundation Tier: 1 hour 30 minutes (65 marks)</p>	<p>The purpose of this unit is to explore mathematical topics and concepts that don't require the use of a calculator.</p> <p>This unit contains all aspects of probability and has a significant focus on geometry.</p> <p>A calculator will not be allowed in this paper.</p> <p>Higher Tier: 1 hour 45 minutes (80 marks) Foundation Tier: 1 hour 30 minutes (65 marks)</p>	<p>The purpose of this unit is to explore topics and concepts that:</p> <ul style="list-style-type: none">• are more appropriately assessed with a calculator, or• form the foundations for, or link to, topics that are more appropriately assessed with a calculator. <p>This unit contains the majority of topics covering the data handling aspects of statistics and has a significant focus on measures.</p> <p>A calculator will be allowed in this paper.</p> <p>Higher Tier: 2 hours (90 marks) Foundation Tier: 1 hour 45 minutes (75 marks)</p>

Pupil Views

"I feel challenged in Maths lessons"

"I like it when my teacher links the lesson to real life problems"

"I like using MathsWatch for homework as the videos go over what we have learnt in class."

"The topic sheets help me prioritise my revision"

"If I am stuck, I am able to ask my teacher for support."

"I am proud of the progress I have made in Maths"



Music

Careers

Performing

Musical Theatre

Backstage Work

Radio and TV

Teaching

Composing

Military Wind
Bands

Recording

Publishing

Distribution and
Retail

Agency and PR
Work

Music Journalism

Management and
Marketing

Instrument
Making and
Repair

Teachers

Mrs Evans

Mr Baldrey

GCSE Music

In order to take Music at KS4, pupils must be able to play a musical instrument or sing to a good standard. You will also be expected to take part in at least one musical extra-curricular activity.

The GCSE course is based on skills learned at Key Stage 3. It contains a range of musical activities in which pupils show a keen interest, some of which are from the area of film scores and rock and pop music. Pupils are encouraged to perform both in and out of school in whatever musical style interests them.

The GCSE Music qualification is based on the study and application of the elements of music:

- Dynamics
- Form and Structure
- Harmony
- Melody and Pitch
- Performance Techniques/Articulation
- Sonority/Timbre
- Tempo, Rhythm and Metre
- Texture
- Tonality

Unit 1: Performing (32.5%)

- Two Performances; either solo or as part of a group, or a combination of both.
- Marked in school and externally moderated by the WJEC

Unit 2: Composing (32.5%)

- Compose two pieces; one in a style of your choice and the other to a brief set by the WJEC.
- A written task in the form of a reflective log for just one of the compositions

Unit 3: Appraising (35%)

- A digital exam (online) testing pupils' skill in interpreting what they hear.
- This is based on the elements of music. (Dynamics, Form and Structure, Harmony, Melody and Pitch, Performance Techniques/Articulation, Sonority/Timbre, Tempo, Rhythm and Metre, Texture and Tonality.)

Pupil Views

GCSE music has been like therapy for me. It has helped me develop many skills, especially when working as part of an ensemble, including the orchestra and rock bands. It has also developed my teamwork, collaboration, and team leadership skills. In times of stress, GCSE music has allowed me to relax, whether learning theory, or practical skills

Physical Education

GCSE Physical Education and Health

Unit 1: Principles of Physical Education and Health (40% of qualification)

This unit will focus on:

- Health, wellbeing, sport & physical activity
- The factors that impact on levels of activity & the relationship with physical, social, & emotional health & wellbeing such as:
 - Diet & nutrition
 - Exercise physiology
 - Psychological aspects
- The socio-cultural influence on participation & performance

Unit 2: Performance and Personal Training (60% of qualification)

Apply tactics, strategies, and compositional ideas. Plan, deliver, and evaluate a personal training programme. Perform effectively in two different sports or activities (or coach in one of them).

Exam

Unit 1: Principles of Physical Education and Health
Digital examination: 1 hour 30 minutes
40% of qualification
Marked by WJEC **80 marks**

Summary of assessment

Questions requiring objective responses, quick-response, short and extended answers.

Unit 2: Performance and Personal Training
Non-examination assessment
60% of qualification
Internally assessed by the centre, externally moderated by a visiting moderator **120 marks**

Summary of assessment

Practical non-examination assessment. Learners must:

- 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.

Pupil Views

“Physical Education gives you an understanding about how to live a healthy lifestyle”

“Physical Education Gives you the opportunity to work both theoretical and practically”

“Physical Education is brilliant at GCSE because you learn how the body works within a sporting context as well as being able to perform in a range of activities”

Careers

PE Teacher

Sport
Development
Officer

Sports Coach

Leisure Centre
Manager

Professional
Sportsperson

Personal Trainer

Firefighter

Army

Police

Paramedic

Teachers

Mr Banfield

Miss Edwards

Mr Williams

Mrs Waters

A photograph of three students in maroon school uniforms working together on a project. One student is using a soldering iron on a circuit board, while the others are assisting. They are in a workshop or classroom setting.

Product Design

GCSE Design and Technology

A designer dreams of things that never were, and says, “why not?”

Product design is a field that brings together art, business and engineering. At the same time, you’re developing new concepts, you’re coming up with ways to market those concepts within the design. You’re mixing aesthetic tastes, functionality and financial considerations in a way that few other jobs allow people to do.

The course helps you understand modern technologies, materials, and design practices and how products are created to meet user needs. It encourages creativity, problem-solving, and innovation.

Skills You Will Develop

- Design thinking – coming up with ideas and solving real-world problems.
- Practical making skills – using tools, equipment, and processes safely.
- Research and analysis – investigating user needs and existing products.
- Iterative design – testing, refining, and improving ideas.
- Evaluation – judging how well your product meets the brief.
- Digital skills – using CAD/CAM, 3D printing, and other technologies.
- Teamwork and communication – presenting ideas clearly.

Unit 1: Design and Technology in the 21st Century

Digital exam (1 hour 30 mins) – worth 30%.

Tests your knowledge of design principles, materials, sustainability, and your chosen pathway.

Unit 2: Design Project

Non-exam assessment (about 40 hours) – worth 70%.

You complete a design and make project based on a challenge set by WJEC.

Includes research, design ideas, making a prototype, and evaluation.

Pupil Views

"I like Product Design as it gives you loads of chances to be creative and design your own things. You also get a chance to analyze other products and model your own."

"In my opinion product design is a unique and fun way to express yourself by allowing your mind to run with ideas of what to make"

"I enjoy Product Design because, my teacher is a cool guy, and we get to make things using the 3D printers and Laser cutters. I also get to use tools and equipment in the workshop."

Careers

Product Designer

Fashion Designer

Textile
Technologist

Engineer

Architect

Interior Designer

CAD Technician

Manufacturing
and Production
Roles

Teachers

Mr David

Mr Evans

Religious Studies



GCSE Religious Studies

The course is made up of 4 units. Two will be written exams. Two will be controlled assessments. Units 1 and 2 will be completed in year 10. Units 3 and 4 will be completed in year 11. In all units we will be considering Christian, Jewish and non-religious perspectives.

Unit 1: Religious and Non-Religious Beliefs, Teachings and Practices (30%)

Nature of Belief: Developing a conceptual understanding of what belief is.

Authority & Ethics: Exploring the sources of authority and ethical systems that influence moral behaviour.

Life & Purpose: Understanding how beliefs shape views on identity, belonging, meaning, and life after death.

Unit 2: Religion and Relationships (20%)

Knowledge & Application: Understanding religious beliefs, teachings, and practices specifically regarding relationships.

Sources of Authority: Exploring where religious and non-religious groups get their information and views on relationships.

Analysis & Evaluation: Comparing and critiquing different perspectives (both religious and non-religious).

Personal Reflection: Considering your own values and beliefs on the subject.

Unit 3: Roles, Rights and Responsibilities (30%)

Diverse Perspectives: Exploring religious and non-religious worldviews on global and personal issues.

Sources of Authority: Understanding the ethical systems and authorities that guide people's views on rights and responsibilities.

Interpretation: Analysing how different groups interpret what it means to be human.

Unit 4: Religion and Human Rights (20%)

Diverse Perspectives: Considering human rights issues through both religious and non-religious lenses.

Contemporary Relevance: Understanding why human rights are critical in today's society.

Personal Reflection: Evaluating your own values and beliefs regarding human rights.

Pupil Views

"Religious Studies gives you an understanding of other religions and people's opinions"

"Religious Studies helps you understand what other people believe and how they live"

"Religious Studies is brilliant at GCSE because you learn how to discuss and learn about other cultures. Many universities and colleges look for this GCSE"

Careers

Air Cabin Crew

Chef

Human
Resources

Journalist

Law

Medicine (Dr,
Nurse, Health
Visitor,
Physiotherapist,
Carer etc)

Police

Social Worker

Teacher

Teaching
Assistant

Teachers

Miss Williams

Miss Morris



Retail Business

Careers

The Vocational Award in Retail Business has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Teachers

Miss Bowen

Level 1/2 Retail Business WJEC

Unit 1 Exam (40%)

Introduces learners to the business of retail and provides them with the opportunity to explore the dynamic and competitive nature of the retail industry. They will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry.

Unit 2 Assessment (30%)

Allows learners to develop knowledge and understanding of the principles of customer service for retail business and offers the opportunity for learners to develop skills in investigating the customer service experience across retail organisations.

Unit 3 Assessment (30%)

Provides learners with the opportunity to develop their understanding of the importance of merchandising and marketing retail products, and how retail businesses use merchandising and marketing to achieve their aims. Learners will also apply their knowledge and understanding to develop skills in designing visual merchandising installations and promotional materials that achieve specific aims.

Topics

- Introduction to retail business
- The retail business environment
- Using data and recommending solutions to retail business issues
- Introduction to customer service
- Meeting customer expectations
- Investigate customer experiences in retail businesses
- Visual merchandising for retail business
- Marketing retail businesses and products

Pupil Views

"I decided to do retail business because I was, and still am, interested in opening my own business in the near to distant future. I have learnt many things regarding retail business, all of which are useful to note for future use if I were to open a business"

"Retail business is a good option to take for your GCSEs as it is a good opportunity to learn about the business world. Retail business will help you in the future if you would like to open your own business as you learn about how to start up a business and what you would have to deal with if you had your own business"

"Retail business allows me to learn about the customer's needs and experience when working in business. I chose retail business because I am looking to further my business education by going into marketing".



Science (Double Award)

GCSE The Sciences Double Award

Year 10 Course

Biology	Chemistry	Physics
Cell structure and function: How are cells structured, organised and sustained?	Matter: What are materials made from?	Motion: How do objects move?
Metabolism: What keeps cells alive?	Electronic Structure and Periodicity: Can we predict how elements behave?	Energy Resources and Efficiency: Electricity for the future
Systems: How do organs work together?	Rates of Reaction: Can we control the speed of a reaction?	Forces: How do forces interact with objects?
Interdependence of organisms: How do organisms live together?	The Earth's essential resources: How can we preserve the planet for future generations?	Waves: What are waves?
		Our Universe – The wonders of the universe

Year 11 Course

Biology	Chemistry	Physics
Biodiversity: What are the impacts of human activity on ecosystems?	Chemical bonding and structure: Why do materials behave so differently?	Radioactivity: What is radioactivity and how do we use it?
Inheritance: How do organisms grow and reproduce?	Acid reactions: How can we make and identify salts?	Waves: How do we use the waves around us?
Evolution: Why are organisms so different?	Metals and their extraction: How do we get the chemical resources needed to drive new technologies?	Electricity: Exploring electrical circuits and their uses
Control systems: How do organisms react to their environment?	Crude oil: Why is it still an essential resource?	Energy: Transferring energy efficiently
Human health: The causes, prevention and treatment of disease		Electromagnetism – How is electromagnetism used?
		The Universe: What is out there?

Assessment Criteria

- The GCSE The Sciences (Double Award) - Assessment Arrangements
- Six examination assessments that account for 90% of the qualification: in each of the science disciplines of biology, chemistry and physics.
- Three exams will be taken at the end of year 10 (43%), three exams at the end of year 11 (47%).
- A practical assessment that accounts for 10% of the qualification.
- Grade system will result in A*A*, AA, BB, CC, DD, EE, FF, GG. No mixed grades will be awarded in the new Qualifications for Wales.

Careers

Medicine
 Physiotherapist
 Teacher
 Nutritionist
 Zoologist
 Nuclear Scientist
 Microbiologist
 Astrophysicist
 Cosmologist
 Veterinary Nurse
 Pharmacologist
 Forensic Scientist
 Marine Biologist
 Teacher

Biology Teachers

Miss Murphy
 Mrs Butler
 Miss Hitchings

Chemistry Staff

Miss Evans
 Mr Thomas

Physics Staff

Mrs Francis
 Mr Cullen

Science (Triple Award)

Triple Award Science

Pupils to opt for Triple science, will have additional science lessons to cover the curriculum by using an option.

Careers

Medicine
Physiotherapist
Teacher
Nutritionist
Zoologist
Nuclear Scientist
Microbiologist
Astrophysicist
Cosmologist
Veterinary Nurse
Pharmacologist
Forensic Scientist
Marine Biologist
Teacher

Biology Teachers

Miss Murphy
Mrs Butler
Miss Hitchings

Chemistry Staff

Miss Evans
Mr Thomas

Physics Staff

Mrs Francis
Mr Cullen

Biology Course

Year 10	Year 11
Cells and movement across membranes	Classification and biodiversity
Respiration and the respiratory system in humans	Cell division and stem cells
Digestion and the digestive system in humans	DNA and inheritance
Circulatory system in humans	Variation and evolution
Plants and photosynthesis	Response and regulation
Ecosystems, nutrient cycles and human impact on the environment	Kidneys and homeostasis
	Micro-organisms and their applications
	Disease, defence and treatment

Chemistry Course

Year 10	Year 11
The nature of substances and chemical reactions	Bonding, structure and properties
Atomic structure and the Periodic Table	Acids, bases and salts
Water	Metals and their extraction
The ever-changing Earth	Chemical reactions and energy
Rate of chemical change	Crude oil, fuels and organic chemistry
Limestone	Reversible reactions, industrial processes and important chemicals

Physics Course

Year 10	Year 11
Electric circuits	Distance, speed and acceleration
Generating electricity	Newton's laws
Making use of energy	Work and energy
Domestic electricity	Further motion concepts
Features of waves	Stars and planets
The total internal reflection of waves	The Universe
Seismic waves	Types of radiation
Kinetic theory	Half-life
Electromagnetism	Nuclear decay and nuclear energy

Assessment Criteria

For Biology, Chemistry & Physics there will be:

- Two examination assessments that account for 90% of the qualification. Physics exam taken at the end of year 10 (45%) and at the end of year 11 (45%)
- A practical assessment that accounts for 10% of the qualification.

Skills Challenge Certificate

Careers

Sustainability
Consultant

Charity
Fundraiser

Market
Researcher

Public Relations
(PR) Officer

Project Manager

Social Media
Manager

Policy Researcher

Entrepreneur

Human
Resources (HR)
Assistant

Journalist

Assessed Skills

Critical Thinking

Problem Solving

Creativity

Innovation

Personal
Effectiveness

Digital Literacy

Planning &
Organisation

Skills Challenge Certificate

The Skills Challenge Certificate is a standalone qualification equivalent to one full GCSE. It focuses on developing seven integral skills—such as Critical Thinking, Digital Literacy, and Creativity—that are essential for your future career. There are **no external exams**. Your final grade is calculated based on the total marks earned across all three components.

Year 10: Global Citizenship Challenge: Single-Use Plastics (25%)

- **The Goal:** To understand a global issue and influence how others think about it
- **The Task:**
 - **Personal Standpoint:** Research the impact of single-use plastic and write a report (max 800 words) explaining your personal views and the facts behind them.
 - **Awareness Raising:** Create a creative campaign (video/poster/blog) to educate a specific audience about plastic pollution.

Year 10: Enterprise & Employability: Supporting Velindre (25%)

- **The Goal:** To work as a team to develop a business idea that supports the Velindre Cancer Centre
- **The Task:**
 - **The Pitch:** Present your team's product or event idea to a panel of "investors".
 - **Visual Display:** Create a professional board showcasing your business plan, marketing, and financial costs.
 - **Skills Audit:** Complete a personal skills audit and a CV to help plan your own career path.

Year 11: The Individual Project (50%)

- **The Goal:** To carry out an independent, in-depth research activity on a topic of your choice that reflects your interests or future careers aims.
- **The Format:** The project must be produced as a **written research report** (1,000-2,000 words)
- **The Process:** You will find, evaluate, and use information to solve a complex problem or answer a research question.

Pupil Views

"The best part of the course is getting to choose a topic for the Individual Project that I'm actually interested in—it doesn't feel like normal schoolwork."

Students value that there are **no end-of-year exams**, allowing them to focus on building a high-quality portfolio of work throughout the year.

Spanish



GCSE Spanish

The course is divided into three broad themes:

- Language for leisure and wellbeing
- Language for travel
- Language for study and work

Within the themes there are various topics to explore such as:

- Language for Leisure and Wellbeing: Healthy Mind and Body, Self and Relationships and Technology and Media
- Language for Travel: Culture of where the language is spoken, Sustainability and Travelling around the world
- Language for Study and Work: Study Opportunities and Working with language at home and abroad

You will develop your ability to use the following skills in Spanish:

- Listening: understand and respond to different types of spoken language
- Speaking: communicate and interact effectively in speech
- Reading: understand and respond to different types of written language
- Writing: communicate in writing

These are all skills that are transferrable and desirable for any further study or job!

Assessment Criteria

- 30% Speaking Non-examination assessment (Spring Term of Y11)
- 15% Reading and Writing- Literature based. Non-examination assessment (Spring Term of Y11)
- 20% Listening Summer exam (Year 11)
- 35% Reading and Writing Summer exam (Year 11)
- There is no assessment in Year 10
- You will have mock exams in both Year 10 and Year 11
- This means that you have all of Year 10 and 11 to practise and become really confident in these skills before being assessed on them for the GCSE exam.

Pupil Views

“My communication skills have improved since studying Spanish”

“Learning languages can help you with future jobs and opportunities.”

“Learning languages is good for travelling and studying abroad. It's easier to communicate with people whilst on holiday. It's a good thing to have on your CV when applying for jobs.”

Careers

Teaching

Translating

Interpreting

Law

Banking

Business

Tourism

Journalism

Medicine

Engineering

Hospitality

Retail

Teachers

Mrs Phillips

Miss Steele



Sport & Coaching Principles

GCSE Level 1/2 Vocational Award Sport and Coaching Principles

The Vocational Award in Sport and Coaching Principles has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

There are 3 Units of work:

- Unit 1: Fitness for Sport – External exam
- Unit 2: Improving Sport Performance – Internal exam
- Unit 3: Coaching Principles – Internal exam

Unit 1 Written Examination (40%)

Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Unit 2 Controlled Assessment (25%)

Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.

Unit 3 Controlled Assessment (35%)

Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

Pupil Views

“Sport Coaching gives you an understanding on how to lead groups of people”

“The Sport Coaching topics give you an understanding of the importance of living a healthy active lifestyle”

“Sport Coaching gives you the opportunity to work collaboratively or as an individual to try to improve a group of athletes”

“Being given the responsibility to lead a group of pupils was something I had never done before. It gave me a lot of confidence the more I did it”.

Careers

PE Teacher

Sport
Development
Officer

Sport Coach

Leisure Centre
Manager

Professional
sports person

Personal Trainer

Firefighter

Army

Police

Paramedic

Teachers

Mr Banfield

Miss Edwards

Mr Williams

Mrs Waters

Careers

The life skills and knowledge gained can be applied in adulthood and for all career prospects.

Teachers

Mrs Chilcott

Miss Butterworth

Mr Jones

BTEC in Personal Growth and Wellbeing Level 1

Sweet teaches valuable skills to help students lead happier, healthier and more successful lives. The intention of this course is to provide life skills which can then be applied in adulthood. Learners gain valuable skills in wellbeing, confidence and resilience.

As part of the course you will explore the following units:

- Physical Health & Wellbeing
- Emotional Wellbeing
- Social Health & Wellbeing
- Sexual Health & Wellbeing
- Personal Identity
- Environmental Awareness
- Financial Awareness
- Personal Progress

There is no exam in this subject.

Pupils progress through challenges, collecting evidence of achievements in a portfolio. This portfolio provides the basis for the internal assessment & certification.

Learners will aim to achieve a Level 1 Award in Year 10 and progress on to the Certificate in Year 11.

- Level 1 Award is equivalent to half a D Grade GCSE.
*To achieve a Level 1 Award learners need to complete two of the units.
- Level 1 Certificate is equivalent to a full D Grade GCSE.
*To achieve a Level 1 Certificate learners need to complete four of the units.

Pupil Views

“Very enjoyable and can help you with life skills for the future” – Andrew

“You get to talk about your own personal life and difficulties, It makes you feel comfortable that everyone in the class understands” – Katelynne

“I like that you have class discussions about the work rather than just writing” – Shahad

BTEC WorkSkills Level 1

Sweet teaches valuable insights into the realm of work and essential skills for succeeding in any professional environment. The intention of this course is to provide learners with the skills and knowledge they will need in preparation for the world of work. Learners gain valuable skills that can apply their learning to secure employment, develop vital work-related behaviours, and embark on a journey towards their dream careers. As part of the course you will explore the following units:

- Developing Work – Related Skills & Behaviours
- Working as Part of a Team
- Being Entrepreneurial
- Developing Job Application Skills
- Planning for Career Entry & Progression
- Celebrating Equality and Diversity in the Workplace

There is no exam in this subject.

Pupils progress through challenges, collecting evidence of achievements in a portfolio. This portfolio provides the basis for the internal assessment & certification.

Learners will aim to achieve a Level 1 Award in Year 9, Extended Award in Year 10 and progress on to the Certificate in Year 11.

- Level 1 Award is equivalent to half a D Grade GCSE.
*To achieve a Level 1 Award learners need to complete two of the units.
- Level 1 Certificate is equivalent to a full D Grade GCSE.
*To achieve a Level 1 Certificate learners need to complete four of the units.

Careers

Work Skills provides students with essential skills to succeed in a professional environment, focusing on teamwork, job applications, being entrepreneurial and career progression.

The life skills and knowledge gained can be applied in adulthood and for all career prospects.

Teachers

Mrs Chilcott

Miss Butterworth



Textiles

GCSE Textiles

Why choose GCSE Textiles?

GCSE Textile Design is a vibrant and creative course that develops both practical skills and imaginative thinking. Students learn to design and make exciting textile products while building confidence, independence and problem-solving skills. Through hands-on projects, students explore techniques such as:

- Stitching and embroidery
- Appliqué and embellishment
- Weaving and felting
- Fabric construction
- Surface decoration and printing
- Digital and computer-aided design

Textiles is ideal for students who enjoy working creatively, making things, and expressing ideas visually.

How is the course taught?

- Teacher demonstrations
- Structured skill-building tasks
- Independent creative development
- Design research and experimentation

Students are encouraged to:

- Enter local and national competitions
- Take part in visits and workshops with textile and fashion industries
- Develop confidence through presenting and discussing their work

Unit 1 – Portfolio (60%)

Students create a portfolio of work based on a major theme. This includes:

- Research and investigation
- Design development
- Experimentation with materials and techniques
- A final textile outcome
- Evaluation and reflection

Unit 2 – Externally Set Assignment (40%)

Students respond to a theme set by WJEC. They complete:

- A preparatory period to develop ideas
- A supervised 10-hour practical examination
- A personal textile outcome showing creativity and technical skill

Careers

Fashion designer

Textile designer

Product designer

Interior and
spatial designer

Illustrator

Visual
merchandiser

Stylist

Printmaker

Conservator

Retail buyer

Teachers

Mrs Martin

Level 1/2 Award Tourism

The course consists of 3 units:

- Unit 1 - The Customer Experience
- Unit 2 - The Business of Tourism
- Unit 3 - Developing UK Tourist Industries

Careers

The Tourism course directly leads to further study in college in courses such as:

Travel and Tourism

Business Studies

Leisure and Tourism

The Tourism course is also linked to careers in the travel and tourism sector, business and management.

Teachers

Mrs Penquet

The Customer Experience

Here pupils will look at the principles of Customer Service, the different types of customers and how to identify their needs. Pupils will use tools such as review sites, like 'Trip advisor', Mystery shopper questionnaires and customer loyalty programs. This module is internally assessed through an investigation into a tourist organisation and their services.

The Business on Tourism

Pupils will investigate a number of issues faced by businesses. Pupils will understand how tourist organisations are run as business and how they operate to meet their goals. This module is assessed by an external exam. This is completed in year 10.

Developing UK tourist Industries

Here pupils will compile a portfolio recommending how UK tourist organisations can improve their appeal and popularity. This module is internally assessed based upon the pupil's completed portfolio.

Unit 1 – Internally assessed coursework task completed in Year 10

Unit 2 – External Exam, This is sat at the end of Year 10 and is a 75 minute exam.

Unit 3 – Internally assessed portfolio task completed in Year 11

Welsh

Careers

Teacher

Translator

Tourist

Information
Centre Assistant

Media in Wales

Tourism &
Hospitality

Health Care
Services

Police

Catering

Nursing

Teaching
Assistant

Politics

Local and
National
Government

Teachers

Ms Meredith

Miss Pickin

Miss Davies-
Jones

Miss Matthews

GCSE Core Cymraeg

A new course has been developed to remove the concept and terminology of 'Welsh second language'. We want all learners in Wales to see themselves as Welsh speakers who are continually growing their ability and confidence in Cymraeg as they progress along the language continuum.

This qualification will support the Curriculum for Wales' aim to enable learners to communicate effectively in Cymraeg, and to develop core understanding and response skills (listening and reading), and communication and expression skills (speaking and writing) in the language.

PAM? - WHY?

Studying Cymraeg gives learners the skills they need to gain experience and enjoyment of Welsh culture and become confident users of the language. The new GCSE Core Cymraeg will develop learners' confidence, ambition, cultural awareness and identity, creativity and empathy. They will learn about how language works and develop skills that will strengthen their communication in other languages. Double Award consists of 6 units and Single Award consists of 4 units.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
25%	25%	25%	25%
Oracy exam	Oracy exam	Reading and writing exam	Reading and writing exam
Autumn of Year11	Spring of Year 11	May of Year 11	June of Year 11

Jobs advertised in Wales often ask for Welsh as essential or desirable. If you have Welsh language skills and the other candidates trying for a job don't then you're already one step ahead. All public sector organisations in Wales have to provide Welsh language services so this makes Welsh-speaking employees an asset to companies.

Pupil Views

"As we live in Wales it makes sense to be able to speak the language of the country"

"More and more people are learning Welsh every month. The government target is for 1 million Welsh speakers by 2050."

"Welsh is the language of Wales. Speaking Welsh WILL help in the future, especially with job opportunities in Wales"

"More and more employers are asking for Welsh today. It's a useful GCSE to have"