



West Monmouth **School**



West Monmouth School
'Believe, Achieve, Succeed'

Key Stage 4 - Option Booklet **2020 - 2021**



“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela



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PREPARING FOR KEY STAGE 4

You have come to a very important point in your school career!

Choosing your subjects for Years 10 and 11 may be one of the first big decisions you will have to make in life. Where do you start? After all, even if you don't know what career you want in the future, these decisions will affect what happens when you leave compulsory education.

Up until now you have studied a wide range of subjects but the time spent on each has been limited. From now on, you will be preparing for external examinations and to allow you to achieve the necessary standard, you will have to spend more time on each subject. Consequently, you will be taking fewer courses.

You will continue to study a broad based programme in accordance with the requirements of the National Curriculum but you will now have a measure of choice. This is explained fully in this booklet. Making choices is part of a wider process in preparing to leave school and taking up further training or employment.

You must remember that you will ultimately be judged, not only on your academic achievements but also on your punctuality, your regularity of attendance, your appearance and attitude and your contribution to the life of the school and community.

Society is becoming increasingly selective in its choice of candidates for higher and further education and for worthwhile employment. It is therefore important that you maintain excellent standards in everything you do in school. It is up to **you** to ensure that, when **you** leave school, **your** record is a good one.

Make the right choices and remember that success is directly linked to effort.





INTRODUCTION

The aim of this booklet is to provide relevant information about the subject choices available to all pupils.

Here you will find information about all the different subjects available at West Monmouth School and receive advice from your subject teachers on how to make the best choices for your future in that subject area.

The Welsh National Curriculum requirements, combined with the way we structure the timetable means that all pupils will take a range of subjects, so ensuring a broad-balanced curriculum.

When making your subject choices it is important to ensure that any choices made will not preclude options in terms of later decisions related to Careers and Educational Opportunities. With this in mind it is vital that your son/daughter has time to think through and discuss the implications of their choices.

Parents need to be actively involved during this process to ensure that appropriate choices are made.

It is important that all pupils are matched to the examination courses that meet their individual needs.

Education is constantly changing and as a result there is a need to continually update the curriculum.





COMPULSORY SUBJECTS

You have to take these subjects because they help you develop the skills you'll need in the future, like reading and writing clearly, being able to use numbers and problem solving. Many employers will expect you to have a GCSE in these subjects.

As part of the National Curriculum every pupil will be required to study the following subjects: -

English Language and English Literature

Everyone will follow the English Language and English Literature course.

Welsh 2nd Language

Everyone will follow a full course in Welsh. This will form part of the compulsory programme of studies.

Mathematics and Numeracy

Everyone will follow a double course in Mathematics and Numeracy.

Science

Most pupils will follow the GCSE Double Award programme, with some following the BTEC or Applied Science routes, dependent on which option will best suit their skills in Science.

Triple Science, which provides further depth of study in the separate sciences of Chemistry, Physics and Biology, is available for pupils who show a real aptitude and interest in this area. It is advisable to speak to your Science teachers to see which course will be suitable for you.

Skills Challenge - (Welsh Bacallaureate)

Everyone will follow Skills Challenge which will contribute towards the Welsh Bacallaureate. This compulsory qualification from the Welsh Government is being delivered in every secondary school in Wales and forms a significant part of the way schools are measured.

Physical Education

Everyone will have access to compulsory physical education to ensure health and wellbeing.

Personal and Social Education

Everyone will follow a course on Personal and Social Education delivered through the school year, which includes Careers Education.

RE- Equality & Diversity

Everyone will follow the Equality and Diversity qualification. This will form part of the compulsory programme of studies.



OPTION CHOICE HAND IN DATE

There are a wide range of subjects on offer, allowing you to learn in a variety of styles which suit you best and to help you begin to think about the type of career pathway you might want to follow.

All pupils are required to take 3 options in addition to the compulsory subjects. One subject from each of the three columns, A to C, as shown below. At West Monmouth School we endeavour to ensure that every child can take their first option choices, however there is a chance this may not be possible. So we do require you to make a second choice in that column. You will need to indicate your choices on the options form by **Monday 4th January 2021.**

THE SCHOOL RESERVES THE RIGHT TO CHANGE OPTIONS THAT ARE UNSUITABLE FOR SOME STUDENTS IN CONSULTATION WITH PARENTS / CARERS AND PUPILS.

Getting Help and Advice

We all need help to reach decisions throughout our lives. There are lots of people ready to help you. Your parents / carers, and family are probably the people who know you best and understand your good and bad points.

WHAT KIND OF CAREERS ADVICE WILL I RECEIVE?

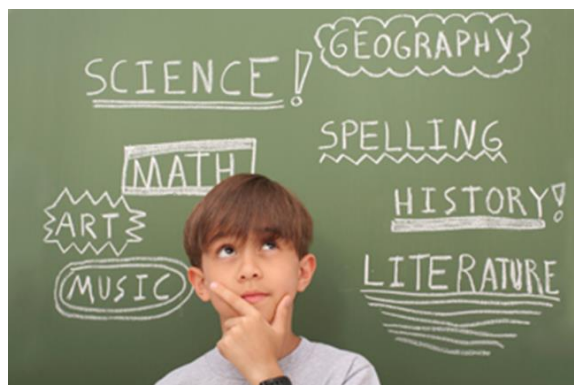
You will have regular lessons of Careers Education Guidance (CEG) where a variety of careers information and visits from local and national employers will be provided. West Monmouth School has a dedicated Careers Wales Advisor who is available to give advice. You can contact the careers advisor via reception or your Head Of Learning.

Career Wales' careers advisers offer confidential help and support on a wide range of issues and can link you with other organisations for more specialist help.

Use this site to find out more and start to plan your individual learning pathway.

www.careerswales.com

Your form tutor knows you well, they may be able to give you help and advice, along with Mrs. Jones your Head of Learning or Mrs. McNeil Assistant Head (Curriculum)





WHEN DO I MAKE MY CHOICES?

IMPORTANT DATES

- **Wednesday 18th November 2020- Year 9 Options Evening**
- **Wednesday 9th December 2020 - Parents' Evening Year 9**
- **Monday 4th January 2021 - Final options deadline hand in**

Before you make your choices, please remember the following:-

- Never select a subject simply because you like your teacher and likewise never reject a course because you dislike a teacher. There is always the possibility that you will be taught by a different teacher in Key Stage 4.
- Don't choose a course simply to be with your friends. This can create problems later on.
- Think of what you may want to do after you leave school and get the right advice to make sure that your choices fit your needs. Most people have yet to decide fully at your age, so don't worry if you haven't a clue about what you want to do. Remember to choose subjects you are good at or need for your future career.

CAN I WITHDRAW FROM ANY COURSE?

No. All the courses are designed to last until the end of Year 11 and pupils cannot be allowed to withdraw prematurely. However, if there are difficulties, you should talk to your Head Of Learning.

IS IT TOO EARLY TO THINK OF SIXTH FORM / COLLEGE?

No, because your choices now will determine to a large extent the courses available to you after your first major examinations at the end of Year 11. Pontypool College, Hereford College and Cross Keys College offers a wide range of courses suitable for all levels of ability. More details of the options available to you when you leave West Monmouth School will be given to you during Key Stage 4.





Option Subjects Choice

In your Option choices you will get to choose 3 different options. Please make your 1st choice and 2nd choice in each column. You must choose a second choice subject in case you are unable to obtain a place in your first choice.

NB: It is **not** possible to opt for both DT - Product Design and DT - Textiles.

Option A	Option B	Option C
<ul style="list-style-type: none"> Built Environment (Construction) Digital Technology (ICT) DT – Product Design Drama Engineering Geography Health, Social Care & Child Dev History Music PE Sep Science 	<ul style="list-style-type: none"> Art Built Environment (Construction) Digital Technology (ICT) Drama Engineering Hospitality and Catering (Food) French Geography Health, Social Care & Child Dev History PE 	<ul style="list-style-type: none"> Art Built Environment (Construction) Digital Technology (ICT) DT – Product Design DT – Textiles Engineering Hospitality and Catering (Food) History PE Sep Science

	Option A	Option B	Option C
1 st Choice			
2 nd Choice			

Parental signature _____ Date _____

Keep a paper record of your choices.

	From column A	From column B	From column C
1 st Choice			
2 nd Choice			



A Guide to Compulsory Subjects Studied by Pupils in Key Stage 4 (Years 10 & 11)

Individual Course Information

English Language and English Literature

Welsh Language

Mathematics

Mathematics - Numeracy

Science

Skills Challenge - Welsh Baccalaureate

Physical Education

RE - Equality and Diversity

Personal and Social Education



GCSE English Language - WJEC

At Key Stage 4, GCSE English is a compulsory subject for all pupils. West Monmouth's English Language GCSE syllabus is devised and assessed by the WJEC, which is the main examination board for Welsh schools. For GCSE English Language assessment is divided into two components; controlled assessments and two written examinations, completed at the end of Year 11. A more detailed breakdown is as follows:

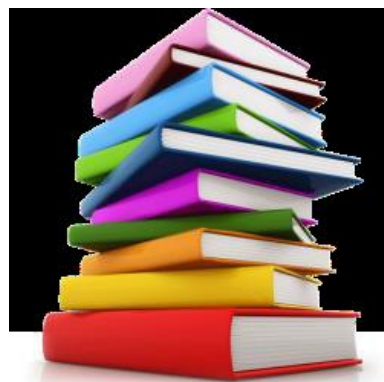
Unit 1: Oracy

TASK 1 (10%) (40 marks)

Individual Researched Presentation

Choice of themes:

- Wales
- Leisure
- The World of Work
- The World of Science/Technology
- Citizenship



Task 2 (10%) (40 marks)

Responding and Interacting

One group discussion. WJEC will provide written or visual stimuli for discussion. Must be completed in year of entry.

Unit 2 Exam

Section A (20%) READING (40 marks)

A series of questions based on a range of texts. You will read AT LEAST one description, one narration and one exposition text.

An editing task (2.5% of qualification).

Section B WRITING (20%) (40 marks)

You choose ONE task from a choice of two. Tasks will be in the same style of writing as those you read for the reading section.

One proofreading task (2.5% of qualification).

Half of your marks are awarded for communication and organisation and half for accuracy.

Unit 3 Exam

Section A (20%) READING (40 marks)

A series of questions based on a range of texts. You will read AT LEAST one argumentation, one persuasion and one instructional text.



Section B WRITING (20%) (40 marks)

One compulsory **argumentation** task and one compulsory **persuasion** task.

Half of your marks are awarded for communication and organisation and half for accuracy.

English Literature

West Monmouth's English Literature GCSE syllabus is devised and assessed by the WJEC, which is the main examination board for Welsh Schools. For GCSE English Literature the assessment is divided into two components; controlled assessment, which is completed throughout the two year course, with two written papers which will be sat at appropriate points in the course. The course breakdown is as follows:

Unit 1 (35%) 2 hours

Section A

Of Mice and Men

- Comprehension (10 marks)
- Essay (20 marks)

Section B

Unseen poetry comparison (20 marks)



Unit 2 (40%) 2 hours

Novel

Comprehension (10)

Essay (20)

Play

Comprehension (10)

Essay (20)

Unit 3: Controlled Assessment (25%) 48 marks

Essay on Shakespeare (12.5 %)

Comparison of at least TWO Welsh poems (12.5%)



Welsh Second Language - WJEC

CGAU CYMRAEG AIL IAITH

•Cwrs dwy flynedd
(2 year course)
•Gradd A* > G
(A* > G grades)

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

Cymraeg ydy iaith Cymru. Bydd siarad Cymraeg yn helpu yn y dyfodol, yn enwedig gyda swyddi.

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

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

UNED 1	UNED 2	UNED 3	UNED 4
25%	25%	25%	25%
Gwranddo 15% (Listening 15%) Llafar 10% (Oral 10%)	Llafar 20% (Oral 20%) Gwranddo 5% (Listening 5%)	Darllen 15% (Reading 15%) Ysgrifennu 10% (Writing 10%)	Ysgrifennu 15% (Writing 15%) Darllen 10% (Reading 10%)
Bl.10 (Y10)	Bl.11 (Y11)	Arholiad Bl.11 (Y11 Exam)	Arholiad Bl.11 (Y11 Exam)

LLAFAR	30%
GWRANDO	20%
DARLLEN	25%
YSGRIFENNU	25%

THEMA 1

Cyflogaeth
(Employment)

THEMA 2

Ieuenctid
(Youth)

THEMA 3

Cymru a'r Byd
(Wales & the World)

• CGAU CYMRAEG AIL IAITH

• CYFLOGAETH

• Employment

Careers, part time and full time jobs, voluntary work, the future, sixth form college, job opportunities in the area, speaking Welsh in jobs, CV writing etc.

• CYMRU A'R BYD

• Wales and the World

Famous Welsh celebs, Welsh celebrations, tourism, Patagonia, speaking Welsh and bilingualism, the area, living in Wales and its attractions.

• IEUENCTID

• Youth

Leisure time, healthy living, teenage problems, future aspirations, school life, myself and my home, family and friends.





Mathematics - WJEC

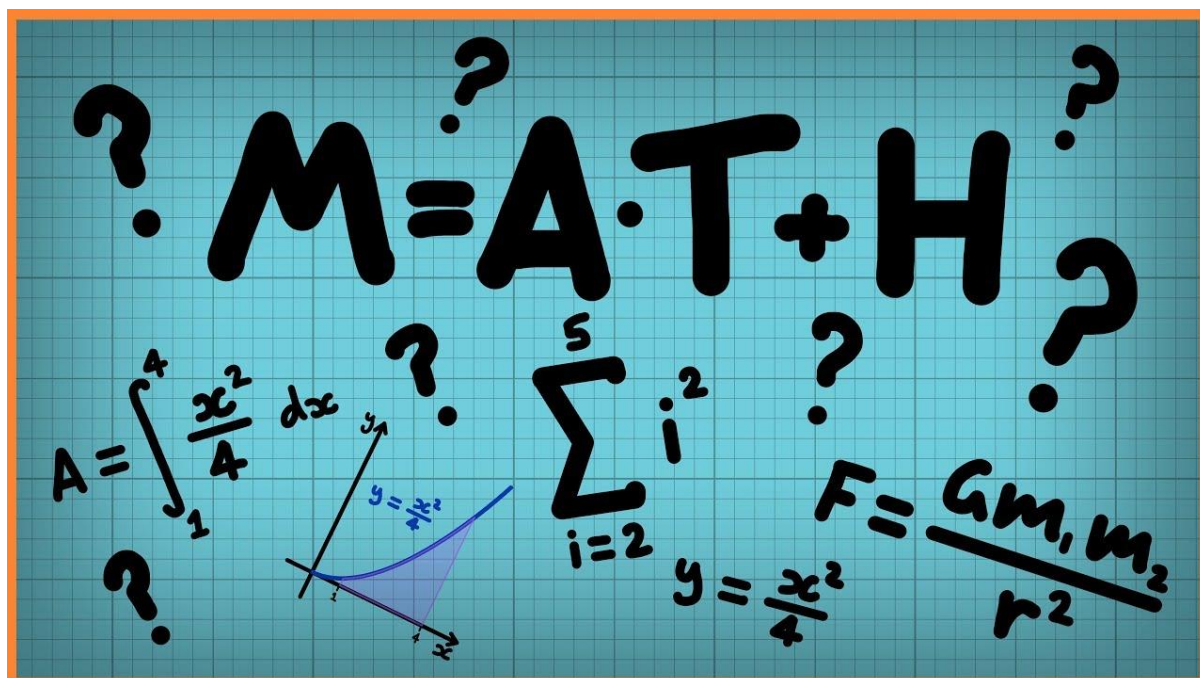
General Information

All learners will be entered for both GCSE Mathematics and GCSE Numeracy. The course will build on and progress from the levels of Numeracy expected at the end of Key Stage 3 through the Numeracy Framework. The Numeracy GCSE will assess the mathematics that learners will need in their everyday lives, the world of work and in other general curriculum areas. GCSE Mathematics will extend to aspects of Mathematics needed for progression to scientific, technical or further mathematical study.

There will be three overlapping tiers of entry.

Tier of Entry	Grades Available
Higher	A*, A, B, C,
Intermediate	B, C, D, E
Foundation	D, E, F, G

Some pupils may also be entered for the Entry Level course, if they are experiencing difficulty with the GCSE course.





Science - WJEC

In Science, there is now a greater emphasis than before on the knowledge, skills and understanding of how Science works in the world at large, as well as in the laboratory. All our pupils will start their Science GCSEs in Year 9. Depending on their progress, their interest and aspirations for the future and the advice of their teachers, pupils will continue with their study of Science in one of the following ways.

Science (Double Award)

Science (Double Award)

- 8 lessons per fortnight
- worth 2 GCSEs - pupils will be awarded a double grade (eg AA or BC etc)
- This course combines modules of Biology, Chemistry and Physics
- Consists of 6 exams (2 Biology, 2 Chemistry and 2 Physics) all worth 15% each along with a practical exam worth 10%
- Pupils will sit the practical element in January of either year 10 or 11.

Triple Science

Pupils opting for this choice within the option columns will gain the 3 separate GCSE qualifications - Biology, Chemistry and Physics.

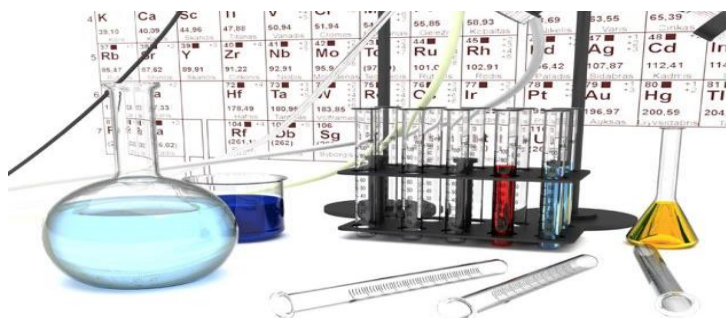
A course based on this specification should encourage candidates to:

- develop their interest in, and enthusiasm for, science
- develop a critical approach to scientific evidence and methods
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- acquire scientific skills, knowledge and understanding necessary for progression to further learning.

This option is essential for those looking for a career in Science.

Pupils will have to choose Science in one of their option columns.

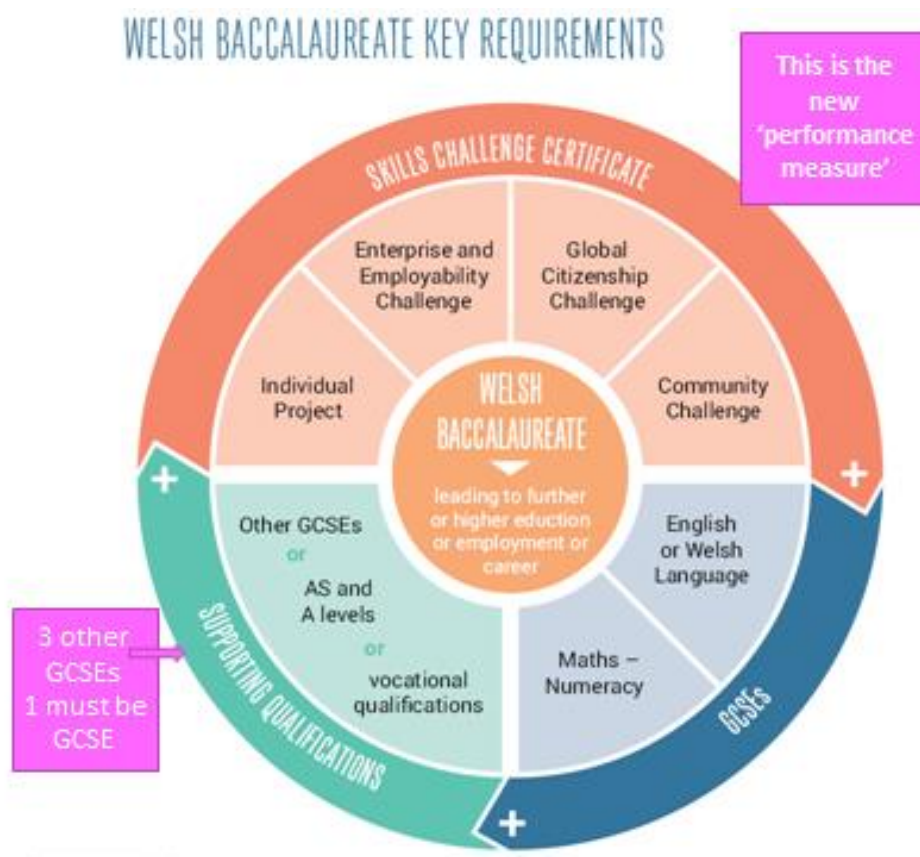
Pupils will sit two exams in each of the Sciences (1hr 30 min each), one at the end of year 10 and the other at the end of Year 11, as well as a practical exam in the January of Year 11.





Skills Challenge Certificate (WJEC) - Welsh Baccalaureate

The Skills Challenge Certificate (SCC) is part of the new Welsh Baccalaureate which is taught within West Mon School. The SCC consists of 4 challenges that aim to teach the pupils employability skills for when they leave us. Outlined below is the **whole** Welsh Baccalaureate qualification. The SCC is at the top of the wheel and the challenges are discussed in more detail below. The SCC is equivalent to 1 GCSE.



The order that the challenges are taught are outlined below along with the percentage of what they are worth:

Enterprise & Employability	Community Challenge	Individual Project	Global Citizenship
20%	15%	50%	15%



ENTERPRISE & EMPLOYABILITY

YEAR 10	ENTERPRISE AND EMPLOYABILITY CHALLENGE
Overview	<p>Overview of challenge:</p> <p>Working in teams of 3-6 people.</p> <p>Decide on a product or service which you would like to sell e.g. film or phone case.</p> <p>Make an advert or trailer for that product (on iPad)</p> <p>Produce a power point so that you can pitch your ideas, covering the 5Ps (Product / Price / Place / People / Promotion).</p> <p>Discuss/reflect on how the project went.</p>
Evidence Submitted	<p><u>Task 1</u></p> <ul style="list-style-type: none"> • Skills audit (personal & team) <p><u>Task 2</u></p> <ul style="list-style-type: none"> • Team discussions to run business (Minutes of team meetings) • Working as a team • Preparing the trailer/advert • Preparing the pitch <p><u>Task 3</u></p> <ul style="list-style-type: none"> • Deliver the pitch • Deliver the power point <p>(This will be to a panel of judges – think Dragons Den!)</p> <p><u>Task 4</u></p> <ul style="list-style-type: none"> • Reflect on how well you developed a new concept (your idea). • Reflect on how well you worked in lessons and as a team.

COMMUNITY CHALLENGE

YEAR 10	COMMUNITY CHALLENGE
Overview	<p>The pupils have to choose to carry out 10 hours working in the community on one of the following activities (Can be in a team (3-6 people) or individually)</p> <p><u>Coaching opportunities:</u></p> <ul style="list-style-type: none"> • Coaching sport • Performing arts • Language (Taking a French club for Year 7) • IT for senior citizens (Teaching OAPs how to use IT) <p><u>Social Welfare:</u></p> <ul style="list-style-type: none"> • Support for younger pupils, volunteer for children/youth organisation. <p><u>Neighbourhood enhancement:</u></p> <ul style="list-style-type: none"> • Make an area safer or more pleasant for users. • Helping to restore an area of natural beauty
Evidence Submitted	<p><u>Task 1</u></p> <ul style="list-style-type: none"> • Skills audit <p><u>Task 2</u></p> <ul style="list-style-type: none"> • Planning overview of 10 hours • Planning for each individual session



	<ul style="list-style-type: none"> •Monitoring and development of planning <p>Task 3</p> <ul style="list-style-type: none"> •Photographic evidence of every session •Video evidence of every session •Overview of purpose & benefits of the activity •Confirmation statement (confirming the 10 hours were carried out) •Personal Digital Record (all work on computer in correct folders) <p>Task 4</p> <ul style="list-style-type: none"> •Reflect on how the planning process went. •Reflect on and how well you developed and applied your skills.
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INDIVIDUAL PROJECT

YEAR 11	INDIVIDUAL PROJECT
Overview	<p>The pupils have to choose a topic to research and investigate. The topic can be anything that they wish, but the title has to be a question. The aim of the project is to carry out research that will help them answer the question.</p> <p style="text-align: center;">The project is 1500-2000 words</p>
Evidence Submitted	<p><u>Learning Objectives 1 + 2</u> Title, introduction and aims & objectives of the project.</p> <p><u>Learning Objective 2</u> Research Methods: Where and how you are going to carry out your research.</p> <p><u>Learning Objective 3</u> Carrying out secondary and primary information and numerical data that is selected, collated and referenced. Considering the credibility of the sources used.</p> <p><u>Learning Objective 4</u> Transferring the numerical data gathered from your surveys into graphs. Analysis of the graphs.</p> <p><u>Learning Objective 5</u> Showing your knowledge and understanding of the topic. Effective synthesis, analysis and use of information and viewpoints.</p> <p><u>Learning Objectives 6</u> Producing a final outcome that meets the projects aims.</p> <p><u>Learning Objective 7</u> Well-reasoned judgement made on the topic. Detailed and well-reasoned conclusions on the outcome in addressing the focus and scope of the individual project.</p> <p><u>Learning Objective 8</u> Reflection of your own performance, including planning, problem solving and completion processes.</p>



GLOBAL CITIZENSHIP CHALLENGE

YEAR 11	GLOBAL CITIZENSHIP CHALLENGE
Overview	<p>Researching a global issue: E.g.:</p> <ul style="list-style-type: none"> • Poverty • Homelessness • Child marriage <p>Looking at what different sources say about the issue and if they are reliable.</p> <p>Coming up with ways to raise awareness of the issue being researched, e.g., video, song, board game, event, etc.</p> <p>Carrying out the raising awareness activity with Year 7.</p>
Evidence Submitted	<p><u>Task 1</u></p> <ul style="list-style-type: none"> • Source Evaluation (2 hour exam) • Personal Standpoint (2 hour exam) <p><u>Task 2</u></p> <p>Raising Awareness Pack:</p> <ul style="list-style-type: none"> • Ideas on how to raise awareness of the issue. • SWOT analysis on ideas chosen. • Choose an idea to raise awareness. • Plan the activity • Make the raising awareness idea. <p><u>Task 3</u></p> <ul style="list-style-type: none"> • Reflect on the critical thinking and problem solving process of your idea. • Reflect on how well you developed your idea.



PE at KS4

Core PE

All pupils will study compulsory physical education for 2 hours a fortnight to ensure health and wellbeing.



RE - Equality and Diversity qualification

All pupils study NCFE Level 2 Certificate in Equality and Diversity at KS4. This qualification will introduce pupils to the concepts of equality and diversity in a variety of environments including society, the community and the workplace. The course highlights the stereotyping and labelling affecting individuals. It outlines the effects of prejudice and discrimination and examines rights and responsibilities. Pupils will learn how to take individual responsibility and the action needed to help and support others. Pupils will develop the skills needed to apply this awareness through their own actions in society, community and the workplace.

The course is made up of 3 units:

- Unit 1 - Equality and diversity in society.
- Unit 2 - Equality and diversity in the community
- Unit 3 - Equality and diversity in the workplace.

There is no exam for this qualification, all required work will be completed in class. To pass this qualification, pupils will need to compose an assessment portfolio for each unit.



Personal Social Education

At Key Stage Four, all pupils will take part in Personal and Social Education. This is compulsory and reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. The learning is designed to equip our students with the skills and knowledge needed to navigate life's opportunities and challenges. The topics covered include:

- Healthy Relationships and Sex Education
- Careers and the World of Work
- Emotional Wellbeing and Mental Health Awareness
- Healthy Lifestyles
- Economic and Financial Well-being
- Risky Behaviours (including drugs, alcohol and tobacco education)



A Guide to Option Subjects Studied by Pupils in Key Stage 4 (Years 10 & 11)

Individual Course

Art

Construction

Drama

Design and Technology – Product Design

Design and Technology – Fashion & Textiles

Digital Technology

Engineering

French

Geography

Health and Social Care and Child Care.

History

Hospitality and Catering

Music

PE



Art & Design – GCSE (WJEC)

Course content

Pupils follow a learning plan in Year 10 which prepares them to work independently during Year 11. They work independently to conclude their coursework and to undertake the final exam. They explore their ideas through Painting, Drawing, 3D, Print and Textile media. They undertake research into a wide range of other artists' work. They record their ideas visually and annotate developments using sketchbooks. Pupils work on one project in Year 10. The department places strong emphasis on pupils investigating each given starting point by reference to first-hand sources, through observational drawing and photography. During each project pupils build on their technical skills and knowledge of media and processes. They combine this with their knowledge of the work of other artists and cultures to create an informed personal response.

The external exam takes place in Year 11 (January) and this requires pupils to work independently at demonstrating their skills and knowledge creatively in response to a set topic. All work is marked internally and externally moderated.

Assessment methods and percentages

Unit 1 – 60% _ Year 10 project (120 marks)

Unit – 40% externally set exam – Year 11 (80 marks)





Construction –GCSE Built Environment (WJEC)

The WJEC GCSE qualification in Built Environment introduces learners to, and develops their understanding of, the built environment, including the trades and roles within it, the tools, technologies and materials used in its construction and maintenance, and the processes involved in its design.

The qualification allows learners to develop the practical skills involved in different stages of the building life cycle and encourages them to investigate their own built environment and understand the impact it has on the economy, society, culture and the natural environment. The qualification may be taken by learners who wish to begin their journey towards a career in the construction and built environment sector, whether in trade-based, professional or managerial roles, or by learners who want to increase their understanding of the built environment more generally.

Unit 1: Introduction to the built environment

- On-screen examination: 1 hour 30 minutes - 35% of qualification.
- An assessment (taken on-screen), comprising of a range of question types to assess specification content related to ideas and concepts in the built environment and evidence related to the built environment.
- All questions are compulsory.

Unit 2: Creating the built environment

- Non-exam assessment (NEA): approximately 25 hours - 40% of qualification
- We will be covering constructing the built environment pathway
- The task in each pathway assesses the learner's knowledge, understanding and skills in relation to identifying, interpreting and calculating information; writing success criteria; carrying out a range of techniques appropriate to the pathway; evaluating tasks.

Unit 3: Exploring the built environment

- Non-exam assessment (NEA): approximately 15 hours - 25% of qualification
- This case study assesses the learner's knowledge, skills and understanding in relation to the stages of the building life cycle; the stages and processes involved in the design, construction, value and use of their built environment.

It is important to note that whilst there are practical units (Unit 2) there is also lots of theory/ folder work. You have to be committed to both the theory and the practical to take this option subject!





Drama – GCSE (WJEC)

With West Monmouth School's custom built studio theatre now fully established Drama & Performing Arts is continuing to thrive and expand both for actors and technicians alike.

The study of Drama at WMS is empowering and confidence building – across units involving acting, music and production. It offers life skills to pupils from developing self-discipline and teamwork to those of reflection and evaluation. It is a valued subject in many academic and employment fields. Apart from the obvious study within the subject, Drama also serves to indicate a student's ability to communicate and work with others, react positively in a range of different situations and to also be able to work with independence and responsibility. The wide-ranging skills acquired transfer naturally into further study and the work place.

WJEC Drama can cater for a wide range of interests over the 2 years of study and they will gain a GCSE at the end of year 11. Students study three units:

Unit 1 – Devising Theatre

Unit 2 – Performing Theatre

Unit 3 – Interpreting Theatre (This includes study of a set theatre text)

As already mentioned, studying in this field has many benefits on both a personal and interpersonal level; including being able to:

- Develop confidence along with speaking and listening skills
- Prepare appropriately for further study at KS5
- Acquire skills in learning how to behave and react in different situations
- Work with a range of individuals
- Strengthen your position for future applications at college, university and in the workplace
- Develop both team working skills and working independently
- Be able to create, perform and respond to a range of dramatic experiences, both on-stage and behind the scenes
- Come into contact with professional experts in the performing arts arena and attend theatre visits
- Study in our custom built drama studio theatre with the range of equipment and facilities expected of such a project

Should any pupil or parent have any questions about any of the courses, please do not hesitate to ask. We are always more than happy to give further information on request.





Design and Technology – GCSE Product Design (WJEC)

The GCSE in Design & Technology: Product Design focusses on developing a broad range creative skills and modelling techniques so that pupils can work with confidence and competence in a range of papers, boards, woods, metals and plastics. Throughout year 10 pupils will work on a series of mini projects to develop a range of hands on skills, CAD/CAM skills (using both the laser cutter and the 3D printer) and be exposed to a range of modelling techniques that they can then use for the design task in year 11. Product Design is an exciting and current subject to study where pupils will study the work of current designers as well as looking at how items are commercially produced.

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

Year 10 is completely devoted to developing pupil skills and theory knowledge. All assessment towards the final grade takes place in Year 11 and consists of:

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 fashion and textiles

Unit 2: Design and make task

- Non-exam assessment: approximately 35 hours
- 50% of qualification
- A sustained (roughly 35 hours) 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

It is important to note, this qualification cannot be taken as well as GCSE Design & Technology: Fashion and Textiles





Design Technology –GCSE Fashion and Textiles (WJEC)

The GCSE in Design & Technology: Fashion and textiles focusses on developing creative skills so that pupils can work with flair and competence in a range of textile materials. Throughout year 10 pupils will work on a series of mini projects to develop a range of hands on skills and be exposed to a range of techniques that they can then use for the design task in year 11. Fashion and textiles is an exciting and current subject to study where pupils will study the work of current fashion designers as well as looking at how textile items are commercially produced.

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

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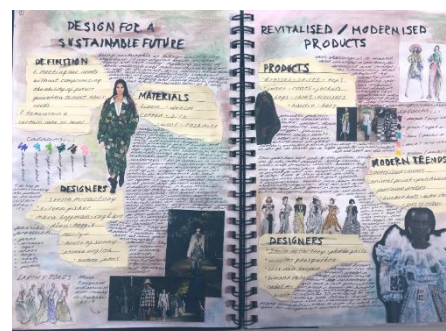
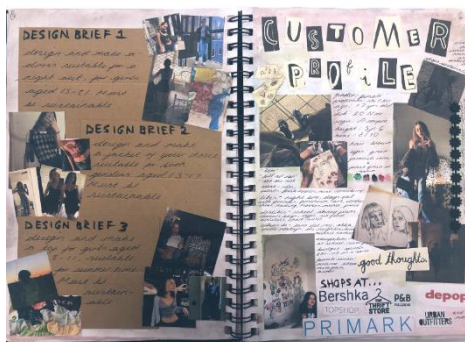
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It is important to note, this qualification cannot be taken as well as GCSE Design & Technology: Product Design





Digital Technology - GCSE (WJEC)

With qualifications in Digital Technology who knows what you could become? A number of careers are opened up, for example:- Software developer, business systems analyst, technical account manager, social media manager, plus numerous other jobs that may not even have been created yet.



This course is available for study over 5 hours per fortnight. The course is split into 3 main areas:

Unit 1 – The Digital World, 40% of course. This is an on-screen examination that lasts for 1 ½ hours. *Learners should be given the opportunity to develop their knowledge and understanding of the six areas below:*

2.1.1	Data
2.1.2	Digital technology systems
2.1.3	Digital communications
2.1.4	Impact of digital systems on organisations and individuals
2.1.5	Securing data and systems
2.1.6	Changing digital technologies

Unit 2 – Digital Practices, non-exam assessment, 40% of course. You will have 30 hours to complete the NEA and this will be spread out during the course. *Learners should be given the opportunity to develop their knowledge and understanding of the five areas below:*

2.2.1	Data organisations
2.2.2	Digital analytics
2.2.3	Planning digital products
2.2.4	Developing digital products
2.2.5	Evaluating completed digital products

Unit 3 – Communicating in the Digital World, non-exam assessment, 20% of course. You will have 15 hours to complete the NEA and this will be spread out during the course. *Learners should be given the opportunity to develop their knowledge and understanding of the four areas below:*

2.3.1	Forms of online marketing communications
2.3.2	Impact of online marketing communications
2.3.3	Creating digital assets
2.3.4	Planning digital communications



Engineering BTEC

BTEC First in Engineering

This course is about helping you to understand the way engineers work and is an engaging, robust, broad-based introduction to the engineering world. It provides underpinning knowledge, understanding and practical skills that reflect the needs of employers and higher and further education professionals. It presents knowledge, skills and understanding in a meaningful work-related context, to allow learners to understand theory and application. The course comprises core units that underpin the knowledge and skills that are valued in the engineering sector.

Career paths could include:

- Progressing to study engineering at post 16 and at degree level
- Taking up an engineering apprenticeship

The course is practically based as far as possible but does consist of a mix of practical and portfolio work. The modules that could be delivered as part of the course include:

- The engineered world
- Investigating engineered products
- Computer aided engineering
- Machining techniques
- Engineering maintenance

There will be numerous opportunities for pupils to visit local companies to see the engineering world of work.

Due to the coursework content it is vital that pupils are committed to the course and enjoy the practical element of the course. Over the next 10 years the engineering industry needs to double the number of both apprentice and graduate engineers.

For any additional queries please do not hesitate to contact Miss Deasy or any other members of the D&T department.





French – GCSE (WJEC)

Languages are important –without them, we can't communicate in our daily lives or in business! They are also very well thought of by the top universities. In fact, some universities state that pupils must have a GCSE in a modern foreign language, as part of their entry requirements – Welsh is NOT a foreign language, so if you know what course you'd like to do or which university you'd like to attend, it's a good idea to check! Remember, you don't need to be perfect by the end of Year 9, just prepared to improve the knowledge that you already have.

The course will enable learners to study a modern foreign language allowing them to broaden horizons, develop cultural knowledge and understanding whilst fostering transferable skills such as confidence, communication, problem solving and creativity.

Pupils who have studied languages in West Mon at GCSE have had excellent examinations results in the past. The percentage of A* - C grades in French GCSE has been consistently high for the past 8 years.

All courses follow the WJEC syllabus.

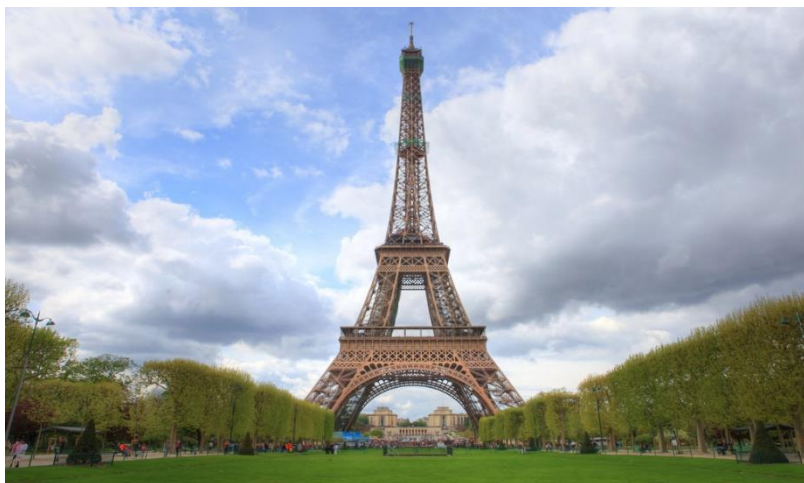
There are three broad themes:-

- Identity and culture
- Wales and the World – areas of interest
- Current and future study and employment

There are 4 skills areas

- Listening
- Speaking
- Reading
- Writing

Pupils sit examinations for all skill areas at the end of Year 11; the speaking exam takes place in May with the subject teacher. Each skill area is worth 25%





Geography – GCSE (WJEC)

Without Geography you are ... NOWHERE!

You have come to an important point in your education. You must decide which subjects you are going to study further.

Are you interested in studying Geography further? You should be, because Geography tackles the big issues:

- environmental responsibility
- our global interdependence
- cultural understanding and tolerance
- commerce, trade and industry

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why this is and helps to prepare you for those changes. If you are enjoying studying Geography and are good at it – carry on studying it! You are more likely to obtain your best results in a subject you enjoy and are good at!

The transferable skills which Geography fosters are an asset in the complex world of employment today. You must remember that the nature of peoples' working lives is changing. It is less likely that you will spend all your life with one company or organisation (the 'job for life').

Geographical study fosters these qualities and provides a firm basis for life-long learning.

Statistics show that compared to other subjects Geography graduates are among the most employable. This is presumably because they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts.

Geography graduates were surveyed after their degree courses about their career destinations. The results show (source AGCAS):

- 40.6% management and administration
- 24.8% further training including PGCE for teaching
- 11.4% financial sector
- 10.4% retail
- 10% other professional including media.

GEOGRAPHERS CAN: make a concise report, handle data, ask questions and find the answers, make decisions about an issue, analyse material, manage themselves, solve problems. **GEOGRAPHERS ARE:** good communicators, spatially aware, socially and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible independent thinkers.

Our current GCSE course looks in depth at the issues that currently effect the Earth and how humans are attempting to resolve them through ingenuity and co-operation. Issues such as climate change, global poverty, migration, over-crowding and housing shortages regularly appear across the media – studying geography allows us to understand and tackle those major challenges in the 21st century and beyond. Geography blends communication and numeracy skills with investigation and critical thinking in a way that no other subject does. A GCSE Geography qualification is a sign to employers and further education institutions that a person has a broad range of important skills.

Our studies take place inside and outside of the class room. 20% of the final grade is derived from work completed in conjunction with two fieldwork visits. The final 80% of the qualification is obtained through two terminal examinations each worth 40%.

Major figure heads of the world have studied geography at university and constantly need to understand the *geopolitics* of their country, the area of the world their country is in and how their country interacts with the rest of the planet.





Health and Social Care, and Childcare – GCSE (WJEC)

The WJEC GCSE in Health and Social Care, and Childcare equips learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

Learners will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

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

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

The assessment is Split into 2 units. Unit 1 is exam based.

Unit 1: Human growth, development and well-being

Written examination: 1 hour 30 minutes worth 40% of Single Award qualification.

An assessment (either taken on-screen or as a written paper), comprising of a range of question types to assess specification content related to human growth, development and well-being. All questions are compulsory.

Unit 2 is coursework based and completed in class time.

Unit 2: Promoting and maintaining health and well-being

Non-exam assessment: approximately 25 hours

60% of Single Award qualification

Task 1: Service Provision (approximately 10 hours)

40% of the marks within this unit are allocated to a service provision investigation which will assess the learner's knowledge, understanding and skills in relation to health and social care, and childcare service provision locally and nationally.

Task 2: Health Promotion (approximately 15 hours)

60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.





HISTORY – GCSE (WJEC)

Studying History can lead to a range of further study opportunities and careers. While many of these are not directly related to the content you learn in GCSE History, it is the skills you develop when you are '*thinking like a historian*' that make History a well-respected and attractive subject to universities and employers.

Possible careers include law and the police, politics, the civil service, local government, business and finance, advertising, journalism, economics, teaching, television and the media, social work, archaeology and heritage. These offer a snapshot of the many career paths that studying GCSE History can lead you down.

Our studies will include in-depth studies of the USA 1910 to 1929, Great Britain between 1930 and 1951 and Crime and Punishment from 1500 to the present day. We also **study Nelson Mandela and the apartheid system in South Africa** as part of a controlled assessment. Both the USA and Great Britain modules are worth 25% each towards the final grade. Crime and Punishment is worth 30% while the controlled assessment is worth 20%.

Important people who have studied History include Prince Charles and the former Labour Prime Minister Gordon Brown. GCSE History could be a subject for you and a stepping stone to a rewarding career.

Course content (WJEC)

Year 10 and future GCSE pupils will study:-

- USA 1910-1929 (25%)
- Depression, War and Recovery 1930-1951 (25%)
- Changes in Crime and Punishment, c.1500 to the present day (30%)

Exams will be 1 hour long except the Crime and Punishment which is 1 hour 15 minutes. The controlled assessment will be undertaken during Year 11. (20%)





WJEC Level 1 /2 Award in Hospitality and Catering A

What will I learn?

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

How will I learn?

You will learn about the hospitality and catering industry by:

- Doing lots of practical work to learn new skills with weekly practical lessons. Therefore, it is essential that you are prepared to bring ingredients at least once a week.
- Practical competitions
- Visiting speakers/ case studies.



The great bonus of this course is that there is a strong emphasis on gaining the required skills and knowledge via practical work so it is great for anyone who wants to learn 'by doing'.

How will I be assessed?

Unit 1: The Hospitality and Catering Industry will be externally assessed with an on line examination that lasts 90 minutes. You will be graded as follows:

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2: Hospitality and Catering in Action is internally assessed:

This involves you completing a piece of controlled assessment in school under examination conditions. You will be set a task by WJEC and will have to safely plan, prepare, **cook** and present nutritional dishes.

What can I do with this qualification?

This qualification will help you develop the essential skills to move into employment, training and further education. You could move onto NVQ's, BTEC Hospitality and Catering courses, as well as the vast range of employment opportunities available.





Music – GCSE (WJEC)

Unit 1: Performing

Total duration of performances: 4-6 minutes - 35% of qualification 84 marks

Section A: Performing (30%) A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Section B: Programme Note (5%) A programme note for one of the pieces chosen for performance, linked to an area of study.

Unit 2:

Composing Total duration of compositions: 3-6 minutes - 35% of qualification 84 marks

Section A: Composing (30%) Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%) An evaluation of the piece composed in response to a brief set by WJEC.

Unit 3: Appraising

Written examination: 1 hour - 30% of qualification 72 marks

This unit is assessed via a listening examination.

Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music



Two of the eight questions are based on prepared extracts from works set by WJEC.

Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

AO1 Perform with technical control, expression and interpretation

AO2 Compose and develop musical ideas with technical control and coherence

AO3 Demonstrate and apply musical knowledge

AO4 Use appraising skills to make evaluative and critical judgements about their own and others' music

In each series, writing accurately will be assessed in:

- the programme note (Unit 1)
- a specified question in the written examination (Unit 3) that requires extended writing



PE at KS4

GCSE PE



Unit 1: Introduction to physical education

Written examination: 2 hours

50% of qualification

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

Five areas of study:

- Health, training and exercise
- Exercise physiology
- Movement analysis
- Psychology of sport
- Socio-cultural issues in sport

Unit 2: The active participant in physical education

50% of qualification

Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other.

One activity will be a major activity which will have a personal fitness programme linked to the activity.

Team activities	Activities which can be undertaken as a team or individual activity.	Individual activities
Association football	Badminton	Amateur boxing
Baseball	Dance	Athletics
Basketball	Mountain walking	Canoeing
Cricket	Orienteering	Cycling
Hockey	Rock climbing	Diving
Ice hockey	Sailing	Equestrian
Lacrosse	Table tennis	Golf
Netball	Lifesaving	Gymnastics
Rowing	gymnastics	Judo
Rounders		Karate
Rugby league		Kayaking
Rugby union		Mountain biking
Rugby sevens		Personal survival
Volleyball		Skiing
Water polo		Snowboarding
		Squash



		Surfing
		Swimming
		Taekwondo
		Trampolining
		Weightlifting



CHANGING YOUR OPTION CHOICES – THE LAST RESORT



Very few students actually change subject option during Year 10. The longer you study a subject then the more difficult it is to change.

If you are unhappy with your subject choice then you need to consider the following carefully: -

- Have you given yourself enough time to adjust to the new course?
- What are your reasons for wanting to change subjects?
- Are you being honest with yourself?
- It will mean extra hard work to catch up on the work you have missed.

WHAT DO YOU DO NEXT?

- Discuss any issues with your subject tutor.
- Your parents/guardians will need to make a request in writing to your Head Of Learning.
- Finally the issue will be discussed by the Senior Leadership Team.
- Every effort will be made to accommodate your request. However it is not always possible to change courses. Therefore it is important that you consider your Option Choices carefully at this stage.

Make the right choices and remember that success is directly linked to effort.

These important two years will have a strong impact on how well the rest of your life will go.

Good luck to you all!

