



# Ysgol Coedcae School

Key Stage 4  
Curriculum &  
Assessment  
Handbook 2024-25

## The structure of the National Curriculum in Wales

The National Curriculum applies to pupils of compulsory school age in maintained schools. It is organised on the basis of three key stages, which are broadly as follows:

	<b>Pupils' ages</b>	<b>Year groups</b>
Key Stage 2	7-11	3-6
Key Stage 3	11-14	7-9
<b>Key Stage 4</b>	<b>14-16</b>	<b>10-11</b>

At Key Stage 4 (KS4), the National Curriculum comprises only five subjects:

**English, Mathematics, Science, Welsh and PE.**

This allows pupils to choose, in accordance with their interests, additional subjects and courses for GCSE or vocational qualifications such as BTEC.

In addition, all pupils in Key Stage 4 are required to study the Welsh Baccalaureate Qualification, which comprises provision for Religious Studies and Personal and Social Education.

### Distribution of lessons across Key Stage 4

As the curriculum is delivered within a two-week, 50-period timetable, the number of lessons per subject per fortnight is as follows:

	English	Maths	Science	Welsh	PE	Options
<b>Yr 10</b> (number of hours per fortnight)	7	7	9	5	2	20
<b>Yr 11</b> (number of hours per fortnight)	7	7	9	5	2	20

### Assessment at the end of Key Stage 4

The subjects that pupils opt to take in Key Stage 4 include courses leading to the **General Certificate of Secondary Education (GCSE)**. We are also very proud of the range of **vocational qualifications** we offer our pupils in Key Stage 4. These work-related qualifications include BTEC and OCR/Cambridge Nationals which are nationally recognised and accepted as equivalent to GCSE qualifications. They are suitable for a range of students and are designed both to accommodate the needs of employers and to allow progression to post-16 study and, ultimately, to higher education. Vocational qualifications provide a more practical, real-world approach to learning alongside a key theoretical background. They can be taken as well as, or in place of, GCSEs and adopt a modular, continual-assessment approach. Many BTEC courses contain an element of external assessment.

The **Welsh Baccalaureate Qualification (WB)** is studied by all pupils at Foundation and National levels. An over-arching qualification, the WB comprises two parts – the *Skills Challenge Certificate* and supporting qualifications. The Skills Challenge Certificate is equivalent to 1 GCSE.

The WB is delivered at the end of year 9, and via dedicated 'dropdown' weeks at key points during KS4.

### **Expected levels of performance at the end of Key Stage 4**

As the variety of different qualifications available to pupils increases, it is more complex for parents/carers to gauge what level of learning has been achieved.

Each qualification approved for use in Wales has been considered against the National Qualifications Framework (NQF). Generally, pupils in Key Stage 4 will study for qualifications at Level 1 or Level 2.

At each NQF level, there is a 'threshold' which represents a total volume of learning at or above a specific level; all approved qualifications at the appropriate level contribute to the thresholds.

The **Level 1 Threshold** represents a volume of learning equivalent to 5 GCSEs at Grades D to G

The **Level 2 Threshold** represents a volume of learning equivalent to 5 GCSEs at Grades A\* to C.

### **How your child's progress is assessed**

At Coedcae, we prioritise a formative approach to assessment. Regular feedback which identifies pupils' strengths and areas for development is critical to ensuring that individuals' needs are met effectively. Whilst you should expect to see ongoing feedback in your child's books/folders and on Microsoft Teams, regular oral feedback to pupils during lessons is also a vital tool for keeping pupils informed, motivated and challenged.

As pupils work their way through the Key Stage 4 curriculum, subject teachers assess and record their progress in relation to the assessment criteria set by the

examination boards. All assessment criteria are shared with pupils so that they have a clear understanding of what is required for effective progress.

### **Global grades**

We have developed a highly personalised approach to the assessment and tracking of pupils' progress. All the academic data available to us on pupils' entry to the school (pupils' performance at the previous key stage, the outcomes of objective, predictive tests such as MidYIS tests etc.) is reviewed and each pupil is allocated one target grade. Having one, clear and focused target, known as the **global grade**, enables us to ensure that expectations of all pupils remain high and that all pupils achieve to the best of their ability, both throughout and at the end of the key stage. We believe that it is critical that pupils are aware of their potential and are challenged and supported to aim for this target across all subject areas.

Whilst the global grade constitutes a target for which pupils should aim across the board, we do recognise that pupils may sometimes have a particular strength or weakness with the more creative subjects such as music, art or physical education; this we take into account when measuring and reporting on pupils' progress.

Summative assessments take place at key times during the school year, when all teachers issue a *performance grade* for the pupils they teach. Progress is then measured against the global grade and the outcomes communicated to parents/carers by letter and by means of the annual report.

### **Opportunities to discuss your child's progress**

As parents/carers, you will be kept informed of your child's progress throughout Key Stage 4. In addition to the reporting mechanisms mentioned above, there are Parents'/Carers' Evenings during the year. If, however, you have concerns at other times during the school year, please feel free to contact your child's Pupil Support Leader and arrange an appointment to come into school. It is only through regular and effective dialogue between home and school that your child can be fully supported to achieve to the best of his or her ability.

Assessment & reporting calendar 2024-25 – Year 10

Wk beg.	YEAR 10
2/9	
9/9	
16/9	
23/9	
30/9	
7/10	
14/10	
21/10	
28/10	HALF TERM
4/11	PG1
11/11	
18/11	
25/11	
2/12	
9/12	
16/12	
23/12	XMAS HOLIDAYS
30/12	XMAS HOLIDAYS
6/1	
13/1	
20/1	
27/1	
3/2	
10/2	
17/2	PARENTS' EVENING
24/2	HALF TERM
3/3	MOCK EXAMS/PG2
10/3	MOCK EXAMS
17/3	
24/3	
31/3	
7/4	
14/4	EASTER HOLIDAYS
21/4	EASTER HOLIDAYS
28/4	
5/5	
12/5	
19/5	
26/5	HALF TERM
2/6	PG3 & REPORT
9/6	
16/6	
23/6	
30/6	
7/7	
14/7	

PG – Performance Grade

## **Pupil groupings**

Pupil groupings in Key Stage 4 are banded or mixed ability groups, depending on the nature of the course. Setting occurs in English, Maths, Science and Welsh.

In the following sections of this booklet, you will find more information on the subjects your child will study during Key Stage 4. If you have any further questions, please contact Leanne Scrine, Assistant Headteacher.



**KEY STAGE FOUR COURSE: ENGLISH**

**BOARD: WJEC**

**QUALIFICATION: GCSE**

**GRADE/LEVEL: A\*-G**

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 2 Language

2 Literature

**EXAM DATES Year 10:** Literature Unit 1- January; Literature Unit 2 - June

**EXAM DATES Year 11:** Language Unit 2 (40%) and Unit 3 (40%) June

**NON-EXAMINATION ASSESSMENTS (NEAs):**

**Literature:** (One Shakespeare and one poetry NEA – to be completed by November)

**Language:** 20% (Speaking and Listening – One group and one individual presentation)

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<p>All of year 10 will sit Literature Unit 1 in January of Year 10 and Unit 2a in May/June of Year 10. There will be an opportunity to re-sit Unit1, where global grades have not been achieved, in May of Year 10.</p>			
<p><b>Year 10</b></p>	<p><b>Literature:</b>  <b>NEA (Non-examination Assessment)</b> <i>Welsh poetry</i>  <i>Literature Unit 1 preparation</i>  <i>Core text (Of Mice and Men by John Steinbeck) and 'unseen' Poetry.</i></p> <p><b>Language</b>  <i>Reading response skills developed through Literature</i></p>	<p><b>Literature Unit 1 Examination: January entry</b>  <b>Study of texts for Unit 2 exam:</b> <i>'An Inspector Calls' by J.B. Priestley and 'Heroes' by Robert Cormier</i></p>	<p><b>Literature Unit 2 Examination: Summer entry</b></p> <p><b>Language</b>  <b>NEA: Individual Presentation</b>  <i>Language Unit 1-20 %</i>  <i>Start on writing tasks and low tariff comprehension</i></p> <p><i>Results for Literature GCSE August of Year 10</i></p>

<b>Year 11</b>	<p><b>Language Unit 3 preparation:</b></p> <p><b>Reading</b> Argumentation, persuasion and instruction texts.</p> <p><b>Writing</b> Speeches, letters etc. as persuasive or argumentation texts.</p> <p><b>NEA – Speaking and Listening discussion</b> Language Unit 1-10%</p>	<p><b>Language Unit 2 preparation:</b></p> <p><b>Reading</b> A variety of texts including description, narration and expositional texts.</p> <p><b>Writing</b> Expositional writing. Revision of description and narration. Editing and proof reading tasks.</p>	<p><b>Revision for Unit 2 and 3 examinations:</b></p> <p><b>Work books based on exemplar papers.</b></p> <p><b>Unit 2 and 3 examinations:</b> <b>June of Year 11</b></p> <p>Results for Language GCSE – August of Year 11</p>
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**HOMEWORK**

<b>HOW OFTEN:</b>	1 homework per week (posted on Teams on a Monday and due in on following Sunday)
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Preparatory tasks for NEAs</li> <li>• Exam preparation and revision tasks</li> <li>• Reading and analysis of examination texts</li> </ul>

<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout the course (usually per half term)</li> <li>• NEA (One year 10, one year 11) for speaking and listening</li> <li>• Summative assessment based on examination criteria</li> <li>• GCSE grade estimates after each NEA</li> <li>• Tiers based on NEA for Literature and mock exam results in year 10 F(Foundations) tier = C-G; H (Higher) tier = A* - D</li> <li>• Language is un-tiered in year 11</li> </ul>
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**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<p><i>Poetry NEA by end of Autumn term / *Shakespeare NEA would have been completed at the end of Year 9</i></p> <p><i>Unit 1 Literature Mock responses to Novel and unseen poems: early December</i></p>	<p><i>Unit 1 Literature Exam: Wednesday January 8th</i></p> <p><i>March</i></p> <p><i>Unit 1 Lit results</i></p> <p><i>Unit 2a Literature: Unit 2 Literature - Tuesday 20<sup>th</sup> May</i></p>	<p><i>Unit 2a Literature Exam May/June</i></p> <p><i>Individual Speaking and Listening assessments – by July</i></p>

		<p><i>Mock play responses</i> <i>March</i></p> <p><i>Unit 2a</i> <i>Mock novel responses</i> <i>April</i></p>	<p><i>GCSE English Literature Results:</i></p> <p><i>August</i></p>
11	<p><i>Group Discussion CA</i> <i>January of Year 11</i></p> <p><i>Reading and writing practice papers Units 2 &amp; 3.</i></p> <p><i>Mock Exam Unit 2 and 3 Language</i> <i>Nov of Year 11</i></p>	<p><i>Reading and writing practice papers for Units 2 and 3</i></p> <p><i>End of each half term</i></p>	<p><i>May/June</i></p> <p><i>Language Units 2 and 3 Examination</i></p> <p><i>GCSE English Language results</i></p> <p><i>August</i></p>



**KEY STAGE FOUR COURSE: MATHS/NUMERACY**

<b><u>BOARD:</u></b> WJEC	<b><u>QUALIFICATIONS:</u></b> GCSE in Numeracy
<b><u>GRADE/LEVEL:</u></b> A* to G	GCSE in Maths
<b><u>EXAMINATION ASSESSMENT</u></b>	
<b><u>NUMBER OF PAPERS:</u></b> 2 in Maths	<b><u>EXAM DATES:</u></b> Summer, Yr 11.
2 in Numeracy	(Possible early entry session
<b><u>CONTROLLED TASKS:</u></b> 0	November Year 11)
<b><u>TIERS OF ENTRY:</u></b> Foundation (D to G), Intermediate (B to E), Higher (A* to C)	

With the onset of the new GCSE courses in Maths and Numeracy the GCSE syllabus for Maths has been split into two areas. Essentially, everything in the Numeracy GCSE is also required for the Maths GCSE. Pupils will be examined in both areas and the questions will be of a more practical nature than in previous years, particularly within the Numeracy exam. The content will be covered in the following ways.

**COURSE CONTENT: FOUNDATION GROUPS:**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>Year 10</b>	<p><u>Number</u> Rounding, place value, decimals. Equivalence</p> <p><u>Algebra</u> <i>Introduction to algebra. Substitution.</i></p> <p><u>Geometry and Measure</u> Geometrical terms, angles, nets, accurate measure.</p> <p><u>Statistics</u> Planning, collecting and processing data. Questionnaires and tabulating information.</p>	<p><u>Geometry and Measure</u> Angle facts</p> <p><u>Statistics</u> Constructing simple statistical diagrams</p> <p><u>Number</u> Four rules of number and mathematical properties of numbers.</p> <p><u>Algebra</u> <i>Collection of like terms</i></p> <p><u>Geometry and Measure</u> Maps and scales.</p> <p><u>Statistics</u> Averages from discrete and tabulated data.</p>	<p><u>Number</u> Negative numbers. Fraction and percentage of a value</p> <p><u>Algebra</u> Sequences. Nth term.</p> <p><u>Geometry and Measure</u> Units of length, mass and capacity. Co-ordinates in four quadrants</p> <p><u>Statistics</u> <i>Understanding probability. The probability scale, relative frequency and theoretical probability.</i></p> <p><u>Number</u> Using a calculator effectively, recurring decimals and reverse operations.</p>

<p><b>Year 11</b></p>	<p><u>Number</u></p> <p>Estimating. Reading tables and timetables effectively. Profit and loss.</p> <p><u>Algebra</u></p> <p>Drawing and interpreting straight line graphs</p> <p><u>Geometry and Measure</u></p> <p>Time (12hr and 24hr). Accurately reading scales. Transformations (drawing and describing).</p> <p><u>Statistics</u></p> <p>Drawing and interpreting line graphs and scatter graphs.</p> <p><u>Number</u></p> <p>Venn diagrams. Four rules of negative numbers</p> <p><u>Algebra</u></p> <p>Travel graphs. Conversion graphs.</p>	<p><u>Geometry and Measure</u></p> <p>Estimating areas. Identifying properties of solids. Constructing angles and shapes.</p> <p><u>Statistics</u></p> <p>Misleading graphs. Using data to inform conclusions.</p> <p><u>Number</u></p> <p>Percentage change. Using ratio. Estimation using accurate rounding</p> <p><u>Geometry and Measure</u></p> <p>Parallel lines. Tessellation. Area of all 2D shapes. Regular polygons</p> <p><u>Statistics</u></p> <p>Correlation. Probabilities and outcome spaces for multiple events.</p>	<p><u>Number</u></p> <p>Personal finance (Bills, VAT, wages, interest). Prime factors. Standard form.</p> <p><u>Algebra</u></p> <p>Expanding brackets. Solving linear equations.</p> <p><u>Geometry and Measure</u></p> <p>Bearings. Metric and imperial units (with conversions between units). Co-ordinates and midpoints.</p> <p><u>Number</u></p> <p>Currency exchange. Expressing values as fractions and percentages of each other.</p> <p><u>Geometry and Measure</u></p> <p>Properties of shapes. Bisecting angles. Constructions. Surface area and volume. Nets. Speed.</p>
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**COURSE CONTENT: INTERMEDIATE GROUPS:**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>Year 10</b>	<p><u>Number</u></p> <p>Rounding and place value including decimals. Equivalence. Using negative numbers effectively.</p> <p><u>Algebra</u></p> <p>Substitution into formula and collecting like terms.</p> <p><u>Geometry and Measure</u></p> <p>Angle properties. Accurate measure. Basic constructions</p> <p><u>Statistics</u></p> <p>Questionnaires. Statistical problem solving – Planning, collecting, processing, interpreting.</p> <p><u>Number</u></p> <p>Significant figures. Converting between fractions decimals and percentages. Four rules of number including inverse operations</p>	<p><u>Geometry and Measure</u></p> <p>Constructions and scale drawings. Metric measure. Estimation in context. Reading and interpreting scales.</p> <p><u>Statistics</u></p> <p>Construction of basic statistical diagrams.</p> <p><u>Number</u></p> <p>Long multiplication and division. Estimating. Powers and roots. Fractions and percentages of values. Reciprocals. Values as fractions and percentages of each other</p> <p><u>Algebra</u></p> <p>Conversion, travel and real-life graphs. Identifying misleading information.</p>	<p><u>Number</u></p> <p>Using a calculator effectively.</p> <p><u>Algebra</u></p> <p>Co-ordinates in four quadrants. Drawing straight line graphs. Trial and improvement.</p> <p><u>Geometry and Measure</u></p> <p>Properties of all 2D and 3D shapes. Drawing nets and isometric diagrams. Transformations.</p> <p><u>Statistics</u></p> <p><i>Understanding probability. The probability scale, relative frequency and theoretical probability. Experimental probability and relative frequency graphs.</i></p>

	<p><u>Algebra</u></p> <p>Sequences including linear and quadratic nth term.</p>	<p><u>Geometry and Measure</u></p> <p>Time (12hr &amp; 24hr). Metric units, imperial units and conversions.</p> <p><u>Statistics</u></p> <p>Drawing and interpreting scatter graphs.</p>	<p><u>Number</u></p> <p>Estimation by rounding. Interpreting timetables and tabulated information. Financial education (Loans, wages, VAT) including compound interest. Profit and loss</p> <p><u>Algebra</u></p> <p>Expanding brackets. Solving linear equations. Forming and solving equations from real-life scenarios.</p>
<p><b>Year 11</b></p>	<p><u>Number</u></p> <p>Prime factors, HCF and LCM. Indices (including zero and fractional indices) and laws of indices. Standard form.</p> <p><u>Algebra</u></p> <p>Recognising and interpreting graphs that illustrate direct and inverse proportion. Straight line graphs (including <math>y=mx+c</math>). Quadratic graphs.</p>	<p><u>Geometry and Measure</u></p> <p>Properties of quadrilaterals. Construction of 2D shapes from 3D solids. Angles in parallel lines. Using Pythagoras' Theorem. The identification of congruent shapes. Regular and irregular polygons.</p> <p><u>Statistics</u></p> <p>Constructing and interpreting grouped frequency diagrams / polygons. Constructing and interpreting cumulative frequency</p>	<p><u>Geometry and Measure</u></p> <p>Similar shapes. Distinguishing between formulae for length, area and volume. Speed. Density. Finding the coordinates of points identified by geometrical information.</p> <p><u>Number</u></p> <p>Foreign currencies and exchange rates. Saving, borrowing and compound interest. Upper and lower bounds of numbers</p>

	<p><u>Geometry and Measure</u></p> <p>Bisecting a line and angle, constructing the perpendicular, triangles and angles and other loci.</p> <p><u>Statistics</u></p> <p>Testing an hypothesis, sampling, considering reliability, types of data. Mean, median and mode for a discrete frequency distribution. Estimates for the median and mean of grouped frequency distributions.</p> <p><u>Number</u></p> <p>Calculating fractional and percentage changes. Compound interest. Calculating using ratios in a variety of situations. Recurring decimals. Reverse percentages</p> <p><u>Algebra</u></p> <p>Changing the subject of a formula. Solution of linear equations and linear inequalities. The formation and solution of two simultaneous linear equations. Formation and manipulation of simple linear inequalities</p>	<p>curves. Producing and using box-and-whisker plots to compare distributions.</p> <p><u>Geometry and Measure</u></p> <p>Calculating the area and perimeter of all 2D shapes. Surface area, cross-sectional area and volume of cubes, cuboids, prisms, cylinders and composite solids. Tessellation. Bearings.</p> <p><u>Algebra</u></p> <p>Factorising of linear equations. Expanding, factorising and solving quadratics.</p> <p><u>Geometry and Measure</u></p> <p>Trigonometry and angles of elevation / depression.</p> <p><u>Statistics</u></p> <p>Probability spaces, mutually exclusive and independent events and understanding AND and OR within probability.</p>	<p>expressed to a given degree of accuracy. Venn diagrams.</p> <p><u>Geometry and Measure</u></p> <p>Circle Theorems.</p>
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**COURSE CONTENT: HIGHER GROUPS:**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>Year 10</b>	<p><u>Number</u></p> <p>BIDMAS. Long division and multiplication. Four rules of decimals, fractions and negative numbers. Rounding. Expressing numbers as the product of their prime factors. HCF and LCM</p> <p><u>Algebra</u></p> <p>Sequences, linear and quadratic nth term. Construction and interpretation of conversion, travel and real-life graphs. Collection of like terms. Expansion of <math>a(bx + c)</math>. Formation and manipulation of linear equations. Substitution into formulae.</p> <p><u>Geometry and Measure</u></p> <p>Angle facts and parallel lines. Metric &amp; imperial units and conversions. Regular polygons, interior and exterior angles.</p>	<p><u>Geometry and Measure</u></p> <p>Classifying shapes, lines, solids and identifying properties of 2D and 3D shapes. Nets. Using and drawing 2-D representations of 3-D shapes. Bisecting lines and angles. Constructions, loci and transformations.</p> <p><u>Statistics</u></p> <p>Estimates for the median and mean of grouped frequency distributions. Grouping of discrete or continuous data into class intervals of equal or unequal widths. Constructing and interpreting grouped frequency diagrams and frequency polygons. Calculating theoretical probabilities based on equally likely outcomes. Comparing an estimated probability from experimental results with a theoretical probability.</p>	<p><u>Number</u></p> <p>Using timetables, distance charts, holiday booking information. Money: The basic principles of personal and household finance. Compound interest, including the use of efficient calculation methods. Reverse percentages. Foreign currencies and exchange rates. AER, APR.</p> <p><u>Algebra</u></p> <p>Factorising linear equations. Solution by factorisation and graphical methods of quadratic equations. Expanding two brackets. Factorisation of quadratic expressions of the form <math>x^2 + ax + b</math> and <math>ax^2 + bx + c</math>, including the difference of two squares. Formation and manipulation of quadratic equations.</p>

	<p><u>Statistics</u></p> <p>Understanding and using the statistical problem-solving process. Questionnaires, constructing basic statistical diagrams. Drawing inferences and conclusions from summary measures and data representations. Constructing and interpreting scatter diagrams</p> <p><u>Number</u></p> <p>Equivalence. Converting numbers from one form into another. Fractions and percentages of values. Compound interest. Calculating using ratios in a variety of situations.</p> <p><u>Algebra</u></p> <p>Formation and simplification of expressions. Changing the subject of a formula. The solution of linear equations set in real-life contexts. Distinguishing in meaning between equations, formulae, identities &amp; expressions.</p>	<p><u>Number</u></p> <p>Using estimation with correct rounding. Indices and laws of indices including fractional and negative powers. Standard form. Using a calculator effectively.</p> <p><u>Algebra</u></p> <p>Recognising and interpreting graphs that illustrate direct and inverse proportion. Drawing, interpreting, recognising and sketching the graphs. Gradients of parallel lines. Identifying the equation of lines parallel or perpendicular to a given line.</p> <ul style="list-style-type: none"> <li>▪ Drawing, interpretation, recognition and sketching the graphs of <math>y = ax^2 + b</math>,</li> <li>▪ <math>y = \frac{a}{x}</math>, <math>y = ax^3</math>.</li> <li>▪ Drawing and interpretation of graphs of <math>y = ax^2 + bx + c</math>, <math>y = ax^3 + b</math>.</li> </ul> <p>Drawing and interpreting graphs when y is given implicitly in terms of x.</p>	<p><u>Geometry and Measure</u></p> <p>Reading and interpreting scales. Distinguishing between formulae for length, area and volume by considering dimensions. Speed, density and population density. Calculating perimeter and area of all 2D shapes. Surface area, cross-sectional area and volume. Using Pythagoras' theorem in 2-D and 3-D. Understanding rules of congruence.</p> <p><u>Statistics</u></p> <p>Cumulative frequency. Producing and using box-and-whisker plots</p> <p><u>Number</u></p> <p>Direct and inverse proportion. Accuracy in rounding. Bounds and limits.</p> <p><u>Algebra</u></p> <p>Solution of a range of cubic equations by trial and improvement. Changing the subject of a formula</p>
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	<p>Solving linear equations and linear inequalities. Formation and manipulation of simple linear inequalities. Simultaneous equations.</p>	<p><u>Geometry and Measure</u></p> <p>Tessellation. Maps, scales and bearings. Properties of quadrilaterals. Loci and constructions</p> <p><u>Statistics</u></p> <p>Testing an hypothesis Specifying the data needed and considering potential sampling methods. Sorting, classification and tabulation of data. Relative frequency.</p>	
<p><b>Year 11</b></p>	<p><u>Number</u></p> <p>Distinguishing between rational and irrational numbers. Manipulating surds; using surds and <math>\pi</math> in exact calculations. Simplifying numerical expressions involving surds.</p> <p><u>Algebra</u></p> <p>Understanding and using function notation. Interpreting and applying the transformation of functions in the context of their graphical representation. The use</p>	<p><u>Geometry and Measure</u></p> <p>Enlargement. Similar shapes, areas and volumes. Sectors, arcs and segments. Finding the coordinates of points identified by geometrical information.</p> <p><u>Algebra</u></p> <p>Drawing and interpretation of graphs of:  <math>y = ax^2 + bx + c</math>  <math>y = ax^3 + bx^2 + cx + d,</math></p>	<p>Continue past papers and revision</p>

	<p>of straight line graphs to locate regions given by linear inequalities.</p> <p><u>Geometry and Measure</u></p> <p>Trigonometry involving bearings and angles of elevation and depression. Circle Theorems.</p> <p><u>Statistics</u></p> <p>Grouping of discrete or continuous data into class intervals of equal or unequal widths. Constructing and interpreting histograms Probability tree diagrams and sample spaces. Mutually exclusive and independent events. Sampling without replacement.</p> <p><u>Number</u></p> <p>Converting recurring decimals to fractional form.</p> <p><u>Algebra</u></p> <p>Interpreting the meaning of the area under a graph, including the area under velocity-time graphs. Solution by</p>	<p><math>y = k^x</math> for integer values of <math>x</math> and simple positive values of <math>k</math>.</p> <p><u>Geometry and Measure</u></p> <p>Extending trigonometry to angles of any size. The sine and cosine rules. Using the formula: area of a triangle = <math>\frac{1}{2}ab\sin C</math>. Sketching of trigonometric graphs. The graphs and behaviour of trigonometric functions.</p> <p><u>Algebra</u></p> <p>Constructing and using tangents to curves to estimate rates of change for non-linear functions, and using appropriate compound measures to express results, including finding velocity in distance-time graphs and acceleration in velocity-time graphs</p> <p><u>Geometry and Measure</u></p> <p>Surface areas and volumes of spheres,</p>	
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	<p>factorisation, graphical methods and formula, of quadratic equations of the form <math>ax^2 + bx + c = 0</math>. Solution of equations involving linear denominators leading to quadratic or linear equations.</p>	<p>cones, pyramids and compound solids.</p> <p><u>Algebra</u></p> <p>Constructing and using equations that describe direct and inverse proportion. Simplifying algebraic fractions.</p>	
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**HOMEWORK**

<p>HOW OFTEN:</p>	<ul style="list-style-type: none"> <li>• Year 10: Generally, two tasks per week, 1 written, 1 online.</li> <li>• Year 11: as above, post Xmas, 1 past paper per week and 1 online homework.</li> </ul>
<p>CONSISTS OF:</p>	<ul style="list-style-type: none"> <li>• MathsWatch or online Tasks.</li> <li>• Written text-book exercises.</li> <li>• Past papers.</li> <li>• Revision homework.</li> </ul>
<p>ASSESSMENT:</p>	<ul style="list-style-type: none"> <li>• Online Assessment, instant feedback.</li> <li>• Exercises marked and assessed by subject staff.</li> <li>• Past papers marked &amp; graded by Staff and/or pupils.</li> <li>• Topic tests, determined by subject staff as and when required.</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10		Internal Easter exam.	Internal Summer exam.
11	Internal mock exam year 11.	Possible 2 <sup>nd</sup> Internal Maths/Numeracy mock exam	External GCSE exam year 11.



**KEY STAGE FOUR COURSE: SCIENCE (Double Award) GCSE**

**BOARD:** WJEC

**QUALIFICATION:** SCIENCE (Double Award) GCSE

**GRADE/LEVEL:** There are two tiers of entry for this qualification: Higher Tier – Grades A\* - D, Foundation Tier – Grades C – G.

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** Six written papers (Biology 1, Chemistry 1, Physics 1, Biology 2, Chemistry 2 and Physics 2) each of 1 hour 15 minutes duration. Each paper will have a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. The assessment is tiered and each paper is worth **15%** of the total marks.

**EXAM DATES:**

**June 2024:** Biology 1, Chemistry 1, Physics 1

**May 2025:** Biology 2, Chemistry 2, Physics 2

**PRACTICAL ASSESSMENT:**

A laboratory-based assessment will be carried out in school, but will be externally marked by WJEC. It will take place in the first half of the spring term (**January – February 2025**). The assessment is untiered. The practical assessment is worth **10%** of the total marks.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p>1.2 Respiration and the Respiratory System in Humans. 1.3 Enzymes and Digestion in Humans. 1.4 Circulatory System in Humans.</p> <p>2.1 Nature of Substances 2.2 Atomic structure 2.3 Water</p> <p>3.2 Generating Electricity 3.3 Making Use of Energy</p>	<p>1.1 Cells and Movement across Membranes. 1.5 Plants and Photosynthesis.</p> <p>2.4 Ever changing Earth 2.5 Rates of reaction</p> <p>3.4 Domestic Electricity 3.5 Features of Waves 3.1 Electrical Circuits</p>	<p>Revision of all units in preparation for GCSE Examination.</p> <p>GCSE SCIENCE DOUBLE AWARD UNITS 1, 2 and 3 External Exam.</p>
<b>11</b>	<p>4.1 Classification and biodiversity. 4.2 Cell division and Stem cells 4.3 DNA and Inheritance 4.4 Variation and Evolution</p> <p>5.4 Energetics 5.2 Reaction of Acids 5.1 Structure and bonding</p> <p>6.1 Distance, Speed and Acceleration 6.2 Newton's Law 6.3 Work and Energy</p>	<p>4.5 Response and regulation. 4.6 Disease, defence and treatment.</p> <p>5.3 Metal extraction 5.5 Crude oil</p> <p>6.4 Stars and Planets 6.5 Types of Radiation 6.6 Half Life</p>	<p>Revision of all units in preparation for GCSE Examination.</p> <p>GCSE SCIENCE DOUBLE AWARD UNITS 4, 5 and 6 External Exam.</p>

**HOMEWORK**

<b>HOW OFTEN:</b>	Once per fortnight per discipline
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• GCSE pod assignments</li> <li>• Revision in preparation for tests and examinations</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Homework tasks assessed</li> <li>• Formal written test at the end of each unit.</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	Formal written test at the end of each unit	<p><b>External Controlled Assessment</b></p> <p>Formal written test at the end of each unit</p>	<p><b>GCSE External Examinations</b></p> <p>- Three papers in June 2025</p> <p>- Towards certification in August 2026</p>
<b>11</b>	Formal written test at the end of each unit	Formal written test at the end of each unit	<p><b>GCSE External Examinations</b></p> <p>- Three papers in May 2026</p> <p>- Towards certification in August 2026</p>



### KEY STAGE FOUR COURSE: GCSE BIOLOGY

**BOARD:** WJEC

**QUALIFICATION:** GCSE Biology

**GRADE/LEVEL:** There are two tiers of entry for this qualification: Higher Tier – Grades A\* - D, Foundation Tier – Grades C – G.

#### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** Two written papers (Unit 1 and Unit 2) each of 1 hour 45 minutes duration. Each paper will have a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. The assessment is tiered and each paper is worth **45%** of the total marks.

#### **EXAM DATES:**

**June 2024:** Unit 1

**May 2025:** Unit 2

#### **PRACTICAL ASSESSMENT:**

A laboratory-based assessment will be carried out in school, but will be externally marked by WJEC. It will take place in the first half of the spring term (**January – February 2025**). The assessment is untiered. The practical assessment is worth **10%** of the total marks.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	1.2 Respiration and the Respiratory System in Humans. 1.3 Digestion and the digestive system in humans. 1.4 Circulatory System in Humans.	1.1 Cells and Movement across Membranes. 1.5 Plants and Photosynthesis.	Revision of all units in preparation for GCSE Examination.  GCSE BIOLOGY UNIT 1 External Exam.
11	2.1 Classification and biodiversity. 2.2 Cell division and Stem cells 2.3 DNA and Inheritance 2.4 Variation and Evolution	2.5 Response and regulation. 2.6 Kidneys and homeostasis 2.7 Micro-organisms and their applications 2.8 Disease, defence and treatment.	Revision of all units in preparation for GCSE Examination.  GCSE BIOLOGY UNIT 2 External Exam.

**HOMEWORK**

<b>HOW OFTEN:</b>	Once per fortnight
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• GCSE pod assignments</li> <li>• Revision in preparation for tests and examinations</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Homework tasks assessed</li> <li>• Formal written test at the end of each unit.</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	Formal written test at the end of each unit	<b>External Controlled Assessment</b> Formal written test at the end of each unit	<b>GCSE External Examinations</b> - One paper in June 2025 - Towards certification in August 2026
11	Formal written test at the end of each unit	Formal written test at the end of each unit	<b>GCSE External Examinations</b> - One paper in May 2026 - Towards certification in August 2026

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:**

**Unit 1: Written Examination : 1 hour.** A mix of short answer questions, structured questions and data response questions with some set in a practical context.

**Unit 2: End of unit tests: 4 x 30 minutes** A mix of short answer questions, structured questions, and data response questions with some set in a practical context. An internally assessed unit.

**Unit 3: Practical Assessment: 2 x 2 hours** An internally assessed practical assessment

**EXAM DATES:**

**Unit 1** May 2025

**Unit 2** End of unit tests throughout the 2 years

**Unit 3** Two practical assessment, during year 10

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	1.2 Generating electricity 2.2 Our Planet 3.2 World of life	1.3 Building electrical circuits 2.1 Obtaining clean water 3.1 Out place in the universe	1.1 Energy concepts and use 2.3 Producing useful compounds in the laboratory 3.3 Protecting our environment
11	2.4 Controlling chemical reactions 4.1 Factors affecting human health	4.2 Fighting disease 4.3 Exercise and fitness in humans	Revision of all units in preparation for Entry Level Examination. Entry Level Unit 1 examination

**HOMEWORK**

<b>HOW OFTEN:</b>	Once per fortnight
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• GCSE pod assignments</li> <li>• Revision in preparation for tests and examinations</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Homework tasks assessed</li> <li>• Formal written test at the end of each unit.</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
10	Formal written test at the end of each unit	Formal written test at the end of each unit  <b>Unit 3.1 and 3.2 practical assessment</b>	Formal written test at the end of each unit  <b>Unit 2.1 and 2.3 end of topic test</b>
11	Formal written test at the end of each unit  <b>Unit 2.2 end of topic test</b>	Formal written test at the end of each unit  <b>Unit 2.4 end of topic test</b>	<b>Entry Level Unit 1 External Examination</b>



**KEY STAGE FOUR COURSE: ENTRY LEVEL CERTIFICATE IN SCIENCE**

**BOARD:** WJEC

**QUALIFICATION:** Entry Level Certificate in Science

**GRADE/LEVEL:** Entry 1, Entry 2 or Entry 3

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:**

**Unit 1: Written Examination : 1 hour.** A mix of short answer questions, structured questions and data response questions with some set in a practical context.

**Unit 2: End of unit tests: 4 x 30 minutes** A mix of short answer questions, structured questions, and data response questions with some set in a practical context. An internally assessed unit.

**Unit 3: Practical Assessment: 2 x 2 hours** An internally assessed practical assessment

**EXAM DATES:**

**Unit 1** May 2025

**Unit 2** End of unit tests throughout the 2 years

**Unit 3** Two practical assessment

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	1.2 Generating electricity 2.2 Our Planet 3.2 World of life	1.3 Building electrical circuits 2.1 Obtaining clean water 3.1 Out place in the universe	1.1 Energy concepts and use 2.3 Producing useful compounds in the laboratory 3.3 Protecting our environment
<b>11</b>	2.4 Controlling chemical reactions 4.1 Factors affecting human health	4.2 Fighting disease 4.3 Exercise and fitness in humans	Revision of all units in preparation for Entry Level Examination. Entry Level Unit 1 examination

**HOMEWORK**

<b>HOW OFTEN:</b>	Once per fortnight
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• GCSE pod assignments</li> <li>• Revision in preparation for tests and examinations</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Homework tasks assessed</li> <li>• Formal written test at the end of each unit.</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	Formal written test at the end of each unit	Formal written test at the end of each unit	Formal written test at the end of each unit
<b>11</b>	Formal written test at end of each unit ( <b>Unit 3.1 and 3.2 practical assessment</b> )	Formal written test at end of each unit ( <b>Unit 2.1, 2.2, 2.3 and 2.4 end of topic test</b> )	<b>Entry Level Unit 1 External Examination</b>



**KEY STAGE FOUR COURSE: Cymraeg**

**BOARD:** WJEC

**QUALIFICATION:** GCSE in Welsh 2<sup>nd</sup> language  
(Full Course)

**GRADE/LEVEL:** A\* - G

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:**

**One** Oral response to visual stimulus exam.

**One** Group Speaking Exam.

**Two** Writing/ Reading Exams.

**EXAM DATES:**

Oral response to visual stimulus – **April 2025 (Year 10)**

Speaking – **April 2026**

Writing /Reading – **May / June 2026**

**Oral response to visual stimulus Exam (Unit 1) – 25%**

Pupils will be expected to watch a short clip and complete a worksheet to show understanding. Pupils will then, in groups of 3, prepare for a speaking task based on the clip. 15% of the marks will be awarded for listening, with 10% being awarded for speaking.

**Speaking Exam (Unit 2) – 25%**

Pupils have a choice of 3 questions and will be given approximately 15 minutes, in groups of 3, to prepare **1** question. Pupils will be expected to refer to the stimulus in order to answer the question

20% of the marks will be awarded for speaking with 5% of the marks being awarded for listening. This is worth 25% of the final grade.

**Reading and Writing Exams (Units 3 and 4) – 1hr 30 minutes for each paper (25% each)**

The emphasis in Unit 3 is on reading and will test pupils' comprehension skills. 15% of the marks will be awarded for reading whilst 10% of the marks will be awarded for writing. The emphasis in Unit 4 is on writing and will test pupils' written skills.

**Types of tasks**

Pupils will be expected to complete written tasks such as articles, reports, e-mails, blogs, letters, profiles, reviews, diaries, and dialogues as well as translating and correcting tasks.

**COURSE CONTENT**

There are **3** main themes for the GCSE course – Employment, Youth and Wales and the World.

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><b><u>Introduce Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• Key question words</li> <li>• Spider diagram – sentence structures, questions, and vocabulary</li> <li>• Expressing an opinion</li> <li>• Ambitious reasons</li> <li>• Revision of all 4 tenses</li> <li>• Group discussions responding to video clips. Topics include:                             <ul style="list-style-type: none"> <li>➢ Eating Healthy</li> <li>➢ Keeping Fit</li> <li>➢ School</li> <li>➢ Learning Welsh</li> </ul> </li> </ul>	<p><b><u>Revision of Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• Past paper questions</li> <li>• <b><u>Unit 1 Mock exam – March 2025</u></b></li> </ul> <p><b><u>Introduce Unit 3</u></b></p> <ul style="list-style-type: none"> <li>• Practise reading skills:                             <ul style="list-style-type: none"> <li>➢ Multiple choice</li> <li>➢ Agreeing / disagreeing</li> <li>➢ True / false</li> <li>➢ Fill in the blanks.</li> <li>➢ Sequencing</li> </ul> </li> </ul>	<p><b><u>Unit 1 Exam April 2025</u></b></p> <p><b><u>Description</u></b></p> <ul style="list-style-type: none"> <li>• Describe people – themselves, famous people etc.</li> <li>• Pronouns – my, your, his, her, their</li> <li>• Describe a place – area, attractions, Wales, Patagonia</li> <li>• Discuss Bilingualism in the area – signs etc</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Fashion</li> <li>➤ Hobbies</li> <li>➤ School – subjects / The Future</li> </ul>	<ul style="list-style-type: none"> <li>➤ Responding to text</li> </ul>	<ul style="list-style-type: none"> <li>• Revise attractions e.g., castle, museum</li> <li>• Revise how to agree / disagree with others.</li> <li>• Adjectives e.g., old, beautiful, busy</li> </ul> <p><b><u>Introduce Unit 2</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 'Work' e.g., voluntary work, part time work e.g., summer jobs.</li> <li>• Discuss 'Holidays' e.g., summer holidays.</li> </ul>
11	<p><b><u>Mock Exam preparation</u></b></p> <p><b><u>Prepare for the Unit 2 group speaking task</u></b> <b><u>April 2026</u></b></p> <ul style="list-style-type: none"> <li>• Pupils complete a variety of tasks in preparation for the speaking exam.</li> </ul> <p><b>Topics include:</b></p> <ul style="list-style-type: none"> <li>➤ School</li> <li>➤ Work</li> <li>➤ Fashion</li> <li>➤ Eating Healthy / Keeping Fit</li> <li>➤ Technology</li> <li>➤ Bilingualism</li> <li>➤ The Area</li> </ul>	<p><b><u>Revision of Unit 2</u></b></p> <ul style="list-style-type: none"> <li>• Past paper questions</li> </ul> <p><b><u>Persuasion</u></b></p> <ul style="list-style-type: none"> <li>• Revise the conditional tense 'You should / you could'</li> <li>• Sentence structures for persuasion – In my opinion, I agree / disagree etc</li> <li>• Complete at least two of the following:</li> <li>➤ Learn vocabulary on the environment and write an article on 'How 'green' are you?'</li> </ul>	<p><b><u>Unit 2 Exam April 2026</u></b></p> <p><b><u>Exam Preparation</u></b></p> <p><b>Writing / Reading Exams (Units 3 and 4)</b></p> <ul style="list-style-type: none"> <li>• Translating / Correcting tasks</li> <li>• Filling in grids</li> <li>• E-mails</li> <li>• How to write an article / report / memo / note / diaries / descriptions / letters / profiles</li> <li>• Agreeing / Disagreeing</li> <li>• Expressing an opinion on a text</li> </ul>

	<ul style="list-style-type: none"> <li>➤ The Environment</li> <li>➤ Problems</li> <li>➤ Celebration</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learn vocabulary on Bilingualism and Write a letter to the Welsh Assembly 'We have two languages. We should look after them'</li> <li>➤ Learn vocabulary on technology and write a report on 'Technology is taking over in today's society'</li> </ul>	<ul style="list-style-type: none"> <li>• Reading tasks such as filling in the blanks, sequencing, true/false, multiple choice.</li> </ul>
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### HOMEWORK

<b>HOW OFTEN:</b>	Pupils will be given written and/or learning homework every week, via Teams.
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Learning key vocabulary and sentence structures</li> <li>• Written tasks on the topic via Teams</li> <li>• Translating / Correcting tasks</li> <li>• Completing class tasks</li> <li>• Past paper style questions</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Pupils will be informally assessed during lessons.</li> <li>• Tasks will be marked using the WJEC mark scheme.</li> <li>• Class tests / exams</li> <li>• Peer / Self-Assessment exercises</li> </ul>

KEY ASSESSMENT DATES

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<ul style="list-style-type: none"> <li>10-mark question – <b>September</b></li> <li>Past paper reading question (Unit 3) – <b>October</b></li> <li>Past paper 10-mark writing question (Unit 4) <b>November</b></li> <li>Past paper 15-mark writing question (unit 4) - <b>December</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Mock</b> -Oral response to visual stimulus, in pairs or groups of 3 (Unit 1)– <b>March</b></li> <li>Oral response to visual stimulus GCSE exam (Unit 1)– <b>April 2025</b> – This exam will count as <b>25%</b> of the final mark at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Past paper extended writing question on description - <b>February</b></li> <li>Unit 3 past paper reading question - <b>May</b></li> <li>Unit 4 past paper writing question 15 marks - <b>June</b></li> </ul>
11	<ul style="list-style-type: none"> <li>10-mark written question (Unit 4) – <b>September</b></li> <li>Past paper reading question (Unit 3) – <b>September</b></li> <li>15-mark written question (Unit 4) - <b>October</b></li> <li>Writing / Reading Mock Examination (Unit 3 / 4) <b>November.</b></li> <li>Group Speaking Mock Exam (Unit 2)– <b>November</b></li> <li>20-mark extended writing question (Unit 3) - <b>December</b></li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 past paper – <b>January</b></li> <li>Unit 4 past paper - <b>February</b></li> </ul>	<ul style="list-style-type: none"> <li>Final GCSE Group Speaking Exam (Unit 2)– <b>April 2026</b></li> <li>Final Writing / Reading Examinations (Units 3 and 4) – <b>May / June 2026</b></li> </ul>



### **KEY STAGE FOUR COURSE: WELSH BACCALAUREATE**

**OVERVIEW:** The course covers the national curriculum for Welsh Bacallaureate covering all of the elements of the skill challenge certificate; Enterprise and Employability, Global Citizenship, and the Individual Investigation. Each challenge will consist of teaching hours and then a controlled assessment.

**SKILLS:**

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

### **COURSE CONTENT**

In order to ensure full coverage of the Skills Challenge Certificate all pupils will be taught the specific modules for each challenge. They will then need to apply their acquired knowledge to a controlled assessment with a given 'theme' (approved by WJEC).

ENTERPRISE AND EMPLOYABILITY		
YEAR	YEAR 9 TERM THREE ~ 1 <sup>st</sup> HALF TERM	YEAR 9 TERM THREE ~ 1 <sup>st</sup> HALF TERM
9/10	<p><b><u>Module 1 ~ Writing a CV and letter of application</u></b></p> <ul style="list-style-type: none"> <li>▪ Completing a Skills Audit</li> <li>▪ Reviewing personal skills</li> <li>▪ Identifying roles in a team</li> <li>▪ Applying for a role in a team</li> <li>▪ Writing a CV</li> </ul> <p><b><u>Module 2 ~ Team Building</u></b></p> <ul style="list-style-type: none"> <li>▪ Understanding the benefits of being part of a team</li> <li>▪ Identifying key skills of members of a team</li> <li>▪ Reviewing the skills of the team</li> <li>▪ Allocating roles / responsibilities</li> <li>▪ Writing accurate minutes from meetings</li> </ul> <p><b><u>Module 3 ~ Generating Ideas</u></b></p> <ul style="list-style-type: none"> <li>▪ Planning an enterprise event</li> <li>▪ Creating mind-maps / generating ideas</li> <li>▪ Creating a business that attracts customers</li> <li>▪ Risk assessment</li> </ul> <p><b><u>Module 4 ~ SWOT analysis</u></b></p> <ul style="list-style-type: none"> <li>▪ Understanding SWOT</li> <li>▪ The benefits of SWOT</li> <li>▪ Creating an effective SWOT analysis</li> </ul>	<p><b><u>Module 5 ~ Market Research</u></b></p> <ul style="list-style-type: none"> <li>▪ Audience profiling</li> <li>▪ Understanding market research</li> <li>▪ Developing a product to suit customer needs</li> <li>▪ Creating an effective questionnaire</li> </ul> <p><b><u>Module 6 ~ The 5 Ps</u></b></p> <ul style="list-style-type: none"> <li>▪ Understanding the 5 Ps</li> <li>▪ Reviewing the 5 Ps of a product and how it will influence the business plan</li> </ul> <p><b><u>Module 7 ~ Marketing, Promotion and Branding</u></b></p> <ul style="list-style-type: none"> <li>▪ Learning the process of marketing and its benefits</li> <li>▪ Learning the process of promotion and its benefits</li> <li>▪ Learning the process of branding and its benefits</li> </ul> <p><b><u>Module 8 ~ Social Media</u></b></p> <ul style="list-style-type: none"> <li>▪ Understanding how to use social media effectively to sell a product</li> <li>▪ The benefits and risks of social media</li> <li>▪ Different forms of social media</li> <li>▪ Creating a website</li> </ul> <p><b><u>Module 6 ~ The 5 Ps</u></b></p> <ul style="list-style-type: none"> <li>▪ Understanding how to pitch a product effectively</li> <li>▪ Creating a business presentation</li> </ul>
Enterprise Controlled Assessment – Year 10 SPRING TERM		

GLOBAL CITIZENSHIP		
YEAR	YEAR 9 TERM THREE ~ 1 <sup>st</sup> HALF TERM	YEAR 9 TERM THREE ~ 1 <sup>st</sup> HALF TERM
9/10	<p><b><u>Module 1 ~ What is a global citizen?</u></b></p> <ul style="list-style-type: none"> <li>Identify what a 'global citizen' means</li> <li>Identify what a global issue is</li> <li>Review the effect of a global issue</li> </ul> <p><b><u>Module 2 ~ Source Reliability</u></b></p> <ul style="list-style-type: none"> <li>Identifying different sources of information</li> <li>Identify whether a source is reliable</li> <li>Reviewing aspects of a source and its credibility</li> </ul> <p><b><u>Module 3 ~ Raising Awareness</u></b></p> <ul style="list-style-type: none"> <li>How charities / businesses raise awareness</li> <li>Review strengths and weaknesses of methods</li> <li>Marketing Campaigns</li> </ul> <p><b><u>Module 4 ~ PESTLE</u></b></p> <ul style="list-style-type: none"> <li>Introducing immigration as a global issue</li> <li>Defining immigration</li> <li>Reviewing sources / Fake news</li> <li>Defining PESTLE</li> <li>Clarifying the message of a source</li> <li>What / Who / When / Why / Reliability</li> </ul> <p><b><u>Module 5 ~ Researching Sources</u></b></p> <ul style="list-style-type: none"> <li>Reputation and the effect sources have on this.</li> </ul>	<p><b><u>Module 6 ~ Raising Awareness (2)</u></b></p> <ul style="list-style-type: none"> <li>Creating a campaign for a global issue</li> <li>Assessing public opinion prior to and after a campaign</li> <li>Assessing the impact of an awareness campaign</li> <li>Design a raising awareness pack</li> <li>Evaluate the impact of your campaign</li> </ul> <p><b><u>Module 7 ~ Creating Primary Sources</u></b></p> <ul style="list-style-type: none"> <li>Primary and secondary research (Benefits and disadvantages)</li> <li>Producing an effective questionnaire</li> <li>Analysis of results from research</li> <li>Effective use of data</li> </ul> <p><b><u>Module 8 ~ Personal Standpoints</u></b></p> <ul style="list-style-type: none"> <li>What is a personal standpoint</li> <li>Expressing a balanced view and supporting it with relevant and accurate information</li> <li>Creating a conclusion based on arguments for and against the issue.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Researching the impact of a global issue</li> <li>▪ Consideration of reliability</li> <li>▪ Understanding an accurate search for a source</li> <li>▪ Primary versus secondary</li> </ul>	
<b>GLOBAL CITIZENSHIP CONTROLLED ASSESSMENT – YEAR 10 SUMMER TERM</b>		

<b>INDIVIDUAL INVESTIGATION</b>		
<b>YEAR</b>	<b>Year 11 – Autumn Term</b>	<b>Year 11 – Autumn Term</b>
<b>11</b>	<p><b><u>Module 1 ~ Identifying a theme</u></b></p> <ul style="list-style-type: none"> <li>▪ Identifying an area that is relevant to future education or employment needs.</li> <li>▪ Identifying an issue that is of personal interest.</li> <li>▪ Identifying an issue that is related to current affairs.</li> </ul> <p><b><u>Module 2 ~ Writing Aims</u></b></p> <ul style="list-style-type: none"> <li>▪ Writing an accurate aim for a task</li> <li>▪ Understanding aims and objectives</li> </ul> <p><b><u>Module 3 ~ Writing Objectives</u></b></p> <ul style="list-style-type: none"> <li>▪ Identifying how aims can be completed</li> <li>▪ Identifying data sources</li> <li>▪ Consideration of reliability of sources chosen</li> <li>▪ Accurately written objectives and their purpose.</li> </ul>	<p><b><u>Module 5 ~ Outcomes, judgements and conclusions</u></b></p> <ul style="list-style-type: none"> <li>▪ Synthesising and analysing different viewpoints from different sources</li> <li>▪ Producing an outcome relating to an objective</li> <li>▪ Creating a judgement relating to an objective and based on personal research</li> <li>▪ Creating a conclusion based on outcomes and judgements – relating conclusions to the overall aim of a task</li> </ul> <p><b><u>Module 6 ~ Writing a reflection</u></b></p> <ul style="list-style-type: none"> <li>▪ Evaluating the development of specific skills in completion of the task</li> <li>▪ Evaluating research methods</li> <li>▪ Evaluating analysis skills</li> <li>▪ Consideration of credibility, accuracy and relevance of outcomes and conclusions</li> </ul>

	<p><b><u>Module 4 ~ Effective use of data</u></b></p> <ul style="list-style-type: none"> <li>▪ Collating data sources (primary and secondary)</li> <li>▪ Effective presentation of data (effective use of IT to produce graphs and charts)</li> <li>▪ Developing analysis of data and graphs to create a judgement</li> </ul>	<p><b><u>Module 7 ~ Bibliography</u></b></p> <ul style="list-style-type: none"> <li>▪ Identifying and referencing source documents accurately</li> <li>▪ Avoiding plagiarism</li> <li>▪ Identify whether a source is reliable</li> <li>▪ Reviewing aspects of a source and its credibility</li> </ul> <p>Identifying the influence a source can have on a viewpoint.</p>
<p><b>INDIVIDUAL INVESTIGATION CONTROLLED ASSESSMENT – YEAR 11 AUTUMN TERM</b></p>		

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10		<p><b>Enterprise</b> Controlled Assessment completed.</p>	<p><b>Global Citizenship</b> Controlled Assessment completed</p>
11	<p><b>Individual Investigation</b> completed</p>		



**KEY STAGE FOUR COURSE: ART AND DESIGN**

**BOARD:** WJEC

**QUALIFICATION:** GCSE ART AND DESIGN

**GRADE/LEVEL:** A\*-G

Portfolio 60% (120 marks)

Exam 40% (80 marks)

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** ONE IN JANUARY OF YEAR 11.

Pupils receive the WJEC Exam Paper at the start of January in Year 11. They have 7-12 weeks to complete the preparatory work for this exam.

**EXAM DATE:** March/April of YEAR 11.

Pupils sit a 10-hour examination, in four sessions, during March/April.

All the preparatory work produced from January to April, together with the 10-hour exam account for up to 40% (80 marks) of the final GCSE grade.

**CONTROLLED TASKS:** 10 HOUR EXTERNALLY SET EXAM

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><b>AO1 - Reflective Recording.</b></p> <p>Pupils complete research studies based on a topic or theme which is of particular interest to them. Visits to galleries, exhibitions and places of interest will aid pupils with producing independent and personal research studies. These studies need to show the use of a variety of media such as tonal and colour pencil drawings, paintings and collage. Observational drawings and use of pupils' own photographs are an essential part of this work.</p>	<p><b>AO2 - Critical Understanding.</b></p> <p>Pupils complete studies of the work of historical and/or contemporary artists, including those from other cultures and from Wales, whose work links closely to their own, visits to local and National galleries will significantly help to inform pupils studies.</p> <p>Pupils need to choose the most appropriate medium for each study and need to include their personal thoughts on the work explaining how they have been inspired by each artist.</p>	<p><b>AO3 - Creative Making.</b></p> <p>Pupils complete a series of design ideas for final outcomes. They should explore and experiment with a range of materials and processes relevant for each outcome. Written comments need to explain pupils' own ideas and intentions. Sketching out their ideas is an important element of this area.</p>
	<p><b>AO4 - Personal Presentation.</b></p> <p>Pupils complete several final outcomes, developed from their Year 10 coursework, in areas such as painting,</p>	<p>The externally set exam paper is issued at the start of January. Pupils have to choose ONE question only.</p> <p>Pupils have 7-12 weeks to complete</p>	

11	ceramics, textiles etc. Each final outcome should be evaluated.	preparatory work for the final outcome which will be produced in a timed 10-hour exam during March.  The preparatory work will need to follow a similar format to the pupil's Personal Project.	
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**HOMEWORK**

<b>HOW OFTEN:</b>	Year 10 pupils are expected to complete work outside the lesson time. The art rooms are available at lunchtime and after school for this.  All Year 11 pupils must attend one after-school session each week.
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Taking photographs</li> <li>• Collecting images and information from the internet</li> <li>• Finishing off work started in lessons</li> <li>• Researching the work of an artist</li> <li>• Visiting exhibitions and galleries</li> <li>• Sketchbook work</li> <li>• Annotating the images</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Work completed outside lesson time is part of the coursework and is included in the coursework assessment.</li> </ul>

**Assessment information:** There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression of Art, Craft and Design.

Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

- AO1 - Critical understanding
- AO2 - Creative making
- AO3 - Reflective recording
- AO4 - Personal presentation.

**KEY ASSESSMENT DATES:**

YEAR	TERM ONE	TERM TWO	TERM THREE
<b>10</b>	<p>All coursework sheets or sketchbooks produced for Reflective Recording are awarded a mark and a grade in line with the WJEC assessment objectives.</p> <p>Self and peer assessment of this work is also undertaken.</p>	<p>All coursework sheets or sketchbooks produced for Critical Understanding are awarded a mark and a grade in line with the WJEC assessment objectives.</p> <p>Self and peer assessment of this work is also undertaken.</p>	<p>All coursework sheets, sketchbooks, models and test pieces produced for Creative Making are awarded a mark and a grade in line with the WJEC assessment objectives.</p> <p>Self and peer assessment of this work is also undertaken.</p>

<p>11</p>	<p>All coursework outcomes produced for Personal Presentation are awarded a mark and a grade in line with the WJEC assessment objectives.</p> <p>Self and peer assessment of this work is also undertaken.</p> <p>All 4 coursework marks are combined to give the final mark/grade out of 120 for coursework (60% of the final GCSE grade)</p>	<p>All preparatory work for the exam needs to cover the areas of Reflective Recording, Critical Understanding and Creative Making. This work is awarded marks and grades in line with the WJEC assessment objectives during March/April.</p>	<p>The final outcome completed in 10 hours under examination conditions is marked in line with WJEC assessment objectives.</p> <p>All 4 exam marks are combined to give the final mark/grade out of 80 for the exam. (40% of the final GCSE grade)</p> <p>All coursework and exam marks are sent to WJEC in May.</p> <p>A WJEC moderator visits the school in June to mark a sample of the coursework and exam submissions.</p>
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**KEY STAGE FOUR COURSE: PHOTOGRAPHY**

**BOARD:** WJEC

**QUALIFICATION:** GCSE ART AND DESIGN - PHOTOGRAPHY

**GRADE/LEVEL:** A\*-G

Portfolio 60% (120 marks)

Exam 40% (80 marks)

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** ONE IN JANUARY OF YEAR 11.

Pupils receive the WJEC Exam Paper at the start of January in Year 11. They have 7-12 weeks to complete the preparatory work for this exam.

**EXAM DATES:** APRIL OF YEAR 11.

Pupils sit a 10-hour examination, in four sessions, during April.

All the preparatory work produced from January to April, together with the 10-hour exam account for up to 40% (80 marks) of the final GCSE grade.

**CONTROLLED TASKS:** 10 HOUR EXTERNALLY SET EXAM

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p><b>AO1 - Reflective Recording.</b></p> <p>Pupils refine and reflect on their work as it progresses by exploring ideas, selecting, and experimenting with appropriate photographic media and processes, as well as other media or combinations of media. This includes the controlled use of lighting, shutter speed, aperture, lenses, filters, and, where suitable, the intentional manipulation of digital software. Where relevant, drawing should be used to explore and communicate these ideas.</p> <p>As work develops, pupils must thoughtfully review and refine their ideas, establishing a clear connection between their methods and final outcomes.</p>	<p><b>AO2 - Critical Understanding.</b></p> <p>Pupils should explore a diverse range of work produced by photographers, filmmakers, and video artists, gaining an understanding of the differences in their methods, approaches, purposes, and intentions, including considerations of ethics.</p> <p>Pupils should demonstrate analytical skills and critical understanding by evaluating, comparing, and contrasting the work of relevant photographers, filmmakers, and video artists, alongside historical and contextual references, to inform their own creative practice.</p> <p>Through investigation, pupils will deepen their awareness of various</p>	<p><b>AO3 - Creative Making.</b></p> <p>Pupils will complete a series of design ideas for their final outcomes by experiment with a range of materials and processes; first-hand observations, insights, and judgements through photography or other suitable methods, such as sketches, diagrams, storyboards and layouts.</p> <p>Pupils must critically reflect on their work as it progresses. Written comments should explain their ideas and intentions, with sketching being a key part of this development process.</p>

	<p>They should document key stages of their creative process to ensure that final results are supported by evidence of thoughtful development.</p>	<p>photography, lens-based, and light-based techniques, as well as the outcomes these processes achieve. This includes understanding how different genres are adapted to suit specific needs.</p> <p>For each project, students should thoughtfully select the most suitable medium and express their personal reflections on the work, explaining how they have been influenced and inspired by each artist.</p> <p>Visits to local and national galleries will enrich students' studies, providing valuable insights to inform their work.</p>	
	<p><b>AO4 - Personal Presentation.</b></p>	<p>The externally set exam paper is issued at the start of January. Pupils</p>	

<p>11</p>	<p>Pupils complete several final outcomes, developed from their Year 10 coursework, in areas such as digital photography, painting, mixed media, textiles etc. Each final outcome should be evaluated.</p>	<p>have to choose ONE question only.</p> <p>Pupils have 7-12 weeks to complete preparatory work for the final outcome which will be produced in a timed 10-hour exam during April.</p> <p>The preparatory work will need to follow a similar format to the pupil's Personal Project.</p>	
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**HOMEWORK**

<p><b>HOW OFTEN:</b></p>	<p>Year 10 pupils are expected to complete work outside the lesson time. The art rooms are available at lunchtime and after school for this.</p> <p>All Year 11 pupils must attend one after-school session each week.</p>
<p><b>CONSISTS OF:</b></p>	<ul style="list-style-type: none"> <li>• Planning photoshoots</li> <li>• Taking photographs</li> <li>• Annotating the images/photographs</li> <li>• Learning how to use digital platforms such as Picsart, Photopea, Adobe Express to manipulate their own images</li> <li>• Collecting images and information from the internet</li> <li>• Finishing off work started in lessons</li> <li>• Researching the work of an artist/designer/photographer</li> <li>• Visiting exhibitions and galleries</li> <li>• Sketchbook work</li> </ul>

<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Work completed outside lesson time is part of the coursework and is included in the coursework assessment.</li> </ul>
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**Assessment information:** There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression within the use of Photography.

Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

- AO1 - Critical understanding
- AO2 - Creative making
- AO3 - Reflective recording
- AO4 - Personal presentation.

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
<b>10</b>	All coursework - sketchbooks or digital sketchbooks produced for Reflective Recording are awarded a mark and a grade in line with the WJEC assessment objectives.	All coursework - sketchbooks or digital sketchbooks produced for Critical Understanding are awarded a mark and a grade in line with the WJEC assessment objectives.  Self and peer assessment of this	All coursework - sketchbooks, digital sketchbooks, models and test pieces produced for Creative Making are awarded a mark and a grade in line with the WJEC assessment objectives.

	Self and peer assessment of this work is also undertaken.	work is also undertaken.	Self and peer assessment of this work is also undertaken.
11	<p>All coursework outcomes produced for Personal Presentation are awarded a mark and a grade in line with the WJEC assessment objectives.</p> <p>Self and peer assessment of this work is also undertaken.</p> <p>All 4 coursework marks are combined to give the final mark/grade out of 120 for coursework (60% of the final GCSE grade)</p>	<p>All preparatory work for the exam needs to cover the areas of Reflective Recording, Critical Understanding and Creative Making. This work is awarded marks and grades in line with the WJEC assessment objectives during March/April.</p>	<p>The final outcome completed in 10 hours under examination conditions is marked in line with WJEC assessment objectives.</p> <p>All 4 exam marks are combined to give the final mark/grade out of 80 for the exam. (40% of the final GCSE grade)</p> <p>All coursework and exam marks are sent to WJEC in May.</p> <p>A WJEC moderator visits the school in June to mark a sample of the coursework and exam submissions.</p>



**KEY STAGE FOUR COURSE: GCSE Business**

<p><b>BOARD:</b> WJEC</p> <p><b>QUALIFICATION:</b> GCSE</p> <p><b>GRADE/LEVEL:</b> A* to G</p>
<p><b>EXAMINATION ASSESSMENT</b></p> <p><b>NUMBER OF PAPERS :</b> 2</p> <p><b>EXAM DATES:</b> May/June 2025</p>

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<ul style="list-style-type: none"> <li>- Business aims and objectives</li> <li>- Business ownership</li> <li>- Identifying and understanding customers</li> <li>- Market research</li> <li>- Marketing Mix</li> <li>- Business growth</li> <li>- Business location and site</li> </ul>	<ul style="list-style-type: none"> <li>- Business enterprise</li> <li>- Business planning</li> <li>- Providing goods and services</li> <li>- The nature of business activity</li> <li>- Human resources</li> <li>- The interdependent nature of business</li> <li>- Technological influence on business activity</li> <li>- Ethical influence on business activity</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental influence on business activity</li> <li>- Economic influence on business activity</li> <li>- The impact of globalisation on business</li> <li>- The impact of legislation on business</li> </ul>

11	<ul style="list-style-type: none"> <li>- Production</li> <li>- Quality</li> <li>- Supply chain</li> <li>- Sales process</li> <li>- Sources of finance</li> <li>- Revenue and costs</li> <li>- Profit and accounts</li> <li>- Cash-flow</li> <li>- Financial performance</li> </ul>	-Revision	-Revision
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**HOMEWORK**

<b>HOW OFTEN:</b>	Homework is given once a week
<b>CONSISTS OF:</b>	Research tasks, data collection, case studies, exam questions.
<b>ASSESSMENT:</b>	There will be a test with exam type questions at the end of every half term to track progress.

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	Ongoing internal tests and tracking.	Ongoing internal tests and tracking.	Ongoing internal tests and tracking.
11	Ongoing internal tests and tracking.	Ongoing internal tests and tracking.	<p>Pupils will complete 2 exams in May/June 2024.</p> <p>Component 1 is worth 60% of the overall grade. This will consist of 100 questions about any topic studied.</p> <p>Component 2 is worth 40% of the overall grade. This will consist of a case study (not pre-released), again, questions can be about any topic studied.</p>



**KEY STAGE FOUR COURSE: Computer Science**

**BOARD:** WJEC

**QUALIFICATION:** GCSE

**GRADE/LEVEL:** A\* - G

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 2

**EXAM DATES:** May/June  
2025

**CONTROLLED TASKS:** 1

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p>Paper Exam Unit 1 theory begins with "Organisation and structure of data" – focusing on binary and hexadecimal conversions</p> <p>Pupils begin to develop software skills, using Python, to prepare for their Controlled Assessment task.</p>	<p>Pupils start their 20-hour Unit 3 Controlled Assessment task. They will be given a brief and supporting documents. They will have to design a solution to the problem.</p>	<p>Pupils complete Unit 3 controlled assessment in May.</p> <p>Pupils spend the rest of this term continuing preparations for the Unit 1 - Understanding Computer Science exam.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>-Hardware</li> <li>-Logical operators</li> </ul>

<p>11</p>	<p>Topics:</p> <ul style="list-style-type: none"> <li>-System software</li> <li>-Principles of programming</li> <li>-Software engineering.</li> </ul> <p>Unit 2 topic:</p> <ul style="list-style-type: none"> <li>-HTML</li> </ul>	<p>Unit 2 preparation.</p> <p>Pupils develop software skills in Greenfoot and HTML in order to complete their Unit 2 exam in May 2024</p> <p>Exam preparation for Unit 1.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>-Ethical, legal impacts of technology</li> <li>-Problem solving</li> <li>-Programming construction</li> <li>-Security and data management</li> </ul>	<p>Pupils continue to prepare for the Unit 1 and Unit 2 exams.</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>-Programming languages</li> <li>-Data structures and data types</li> <li>-Security and authentication.</li> </ul>
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**HOMEWORK**

<p><b>HOW OFTEN:</b></p>	<p>Homework is given twice a month.</p> <p>Before an Exam or Mock, it is given bi-weekly.</p>
<p><b>CONSISTS OF:</b></p>	<ul style="list-style-type: none"> <li>• Exam type questions</li> <li>• Recall questions on that month's learning.</li> <li>• Extended writing questions</li> </ul>
<p><b>ASSESSMENT:</b></p>	<ul style="list-style-type: none"> <li>• Controlled Assessments (Unit 3) are internally marked and externally moderated (weighting 20%). Pupils cannot receive teacher feedback on tasks. Pupils will be given an opportunity to complete research and practice activities prior to entering controlled conditions.</li> <li>• Exams are externally marked (weighting 80%).</li> <li>• Ongoing various teacher assessments and tracking for exam preparation/theory work – pupils are given a range of tasks to test their understanding of topics, such as research tasks, extended writing tasks and quizzes. Homework will also be given regularly to reinforce learning.</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<ul style="list-style-type: none"> <li>Preparation for external assessments based on understanding of Python software.</li> </ul>	<ul style="list-style-type: none"> <li>External assessments as pupils work on Controlled Assessment task</li> <li>Pupils will receive regular tests to check understanding of Unit 1 topics.</li> </ul>	<ul style="list-style-type: none"> <li>Controlled Assessment will be completed ready for internal assessment and external moderation.</li> </ul>
11	<ul style="list-style-type: none"> <li>Pupils will receive regular tests to check understanding of Unit 1 and 2 topics.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will receive regular tests to check understanding of Unit 1 and 2 topics.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be externally assessed on their understanding of Unit 2 and 3 in their final exams in May/June</li> </ul>



### **KEY STAGE FOUR COURSE: Business BTEC**

BOARD: Pearson

QUALIFICATION: Pearson BTEC Level 1/Level 2 First Award in Business Enterprise.

GRADE/LEVEL: Level 1 and 2 – equivalent to A\*-G in GCSE

#### EXAMINATION ASSESSMENT

EXTERNAL EXAMINATION: 1

Unit 3: Marketing and Finance for Enterprise

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and has 50 marks. Learners will complete an onscreen test that has different types of questions including objective and short-answer questions.

EXAM DATES: External exam takes place during Year 10 Jan/Feb 2025

#### CONTROLLED TASKS:

NUMBER OF ASSIGNMENTS: 2

Unit 1: Exploring Enterprises

Unit 2: Planning and Presenting a MicroEnterprise Idea

Assessment includes ongoing internal and external moderation.

The four units studied are Marketing & Finance, Enterprise and creating a micro enterprise idea.

An assignment must be completed for each unit, and this contains Pass, Merit and Distinction tasks. To be awarded a Distinction (the highest award available),

Distinction tasks in each unit must be completed. If pupils do not complete Merit and Distinction tasks, they will be awarded a Pass. ALL Pass criteria must be completed to pass each unit and the course as a whole.

## COURSE CONTENT

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	Unit 3: Marketing & Finance for Enterprise <ul style="list-style-type: none"> <li>• Marketing Mix</li> <li>• Business Ownership</li> <li>• Business Finance</li> </ul>	Unit 3: Marketing & Finance for Enterprise <ul style="list-style-type: none"> <li>• Marketing Mix</li> <li>• Business Ownership</li> <li>• Business Finance</li> </ul>	Unit 2: Planning and Presenting a MicroEnterprise Idea <ul style="list-style-type: none"> <li>• Pupils will have the opportunity to conduct market research before planning, creating and pitching a business idea.</li> </ul>
11	Unit 1: Exploring Enterprises  Exploring business ownership and all aspects of the business world.		

## HOMEWORK

HOW OFTEN:	<ul style="list-style-type: none"><li>• Weekly; pupils are expected to maintain standards of class work and complete outstanding deadlines on a lesson-by-lesson basis.</li></ul>
CONSISTS OF:	<ul style="list-style-type: none"><li>• Research tasks</li><li>• Completing practical unit diaries</li></ul>

All pupils will initially be delivered P – (pass) grade work; as pupils achieve this grade, they will be given M – (merit) and possibly D – (distinction) grade work.



### KEY STAGE FOUR COURSE: Engineering with Wood

**BOARD: EAL**

**QUALIFICATION: Vocational**

**GRADE/LEVEL: L1-L2**

#### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** No exam

**EXAM DATES:** N/A

**CONTROLLED ASSESSMENT TASKS:** There is no controlled assessment. Pupils complete a range of practical tasks which are assessed against given tolerances. Pupils complete a portfolio that assesses knowledge and understanding of practical engineering operations. The course is weighted 80% practical 20% theory.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<ul style="list-style-type: none"> <li>• Health &amp; safety in the engineering environment.</li> <li>• Health and safety knowledge test.</li> <li>• Phone holder practical.</li> <li>• Phone holder practical write up.</li> <li>• Timber theory.</li> <li>• Intro to CAD (Onshape and Sketchup). Signet ring project.</li> <li>• Passive amplifier practical.</li> </ul>	<ul style="list-style-type: none"> <li>• Passive amplifier practical.</li> <li>• Passive amplifier practical write up.</li> <li>• 4 Sided Joinery box.</li> <li>• Components theory.</li> <li>• Knowledge test 2 (timbers and components).</li> <li>• CAD (setting up an engineering drawing).</li> </ul>	<ul style="list-style-type: none"> <li>• Practical 4.</li> <li>• Practical write ups.</li> <li>• Knowledge test 3.</li> <li>• CAD.</li> </ul>
11	<ul style="list-style-type: none"> <li>• Practical 5.</li> <li>• Knowledge test 4</li> <li>• Practical write ups.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical 5</li> <li>• Knowledge test 5.</li> <li>• CAD.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical 5.</li> <li>• Practical write ups.</li> <li>• CAD.</li> </ul>

**HOMEWORK**

<b>HOW OFTEN:</b>	Once a fortnight.
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• CAD tutorials set through Youtube. Pupils access CAD through cloud-based program e.g Onshape and complete the Scooter module.</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout course.</li> <li>• Formal marking of portfolio and practicals against given tolerances.</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	<ul style="list-style-type: none"> <li>• Summative assessment of practical outcomes to given tolerances.</li> <li>• Homework marked fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment of practical outcomes to given tolerances.</li> <li>• Homework marked fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment of practical outcomes to given tolerances.</li> <li>• Homework marked fortnightly.</li> </ul>

11	<ul style="list-style-type: none"> <li>• Summative assessment of practical outcomes to given tolerances.</li> <li>• Homework marked fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment of practical outcomes to given tolerances.</li> <li>• Homework marked fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment of practical outcomes to given tolerances.</li> <li>• Homework marked fortnightly.</li> </ul>



**KEY STAGE FOUR COURSE: Equality and Diversity**

**BOARD:** NCFE    **QUALIFICATION:** Level 2    **GRADE/LEVEL:** BB

**ASSESSMENT**

There is no external examination for this course. Pupils create a portfolio of evidence that is internally assessed and externally moderated.

**COURSE CONTENT**

<b><u>YEAR</u></b>	<b><u>TERM ONE</u></b>	<b><u>TERM TWO</u></b>	<b><u>TERM THREE</u></b>
<b>10</b>	Unit 1 Equality and diversity in society. In this unit the learner will consider what is meant by the terms 'equality' and 'diversity'. They will study in detail the Equality Act 2010 and the characteristics it protects. Case studies of equality and inequality in society are studied.	To develop an understanding of the effects of stereotyping, labelling, prejudice and discrimination. To understand the different characteristics that make us who we are. Unit 2 Equality and diversity in the community. In this unit the learner will consider the extent and the value	To develop an understanding of the potential inequalities which can occur within a community and the support services and groups which exist to ensure equality and diversity is maintained. Our local community is studied.

		of diversity within a chosen community.	
11	Unit 3 Equality and diversity in the work place. In this unit, the learner will develop an understanding of the meaning of equality and diversity in the workplace.	Discover how equality and diversity is monitored in the workplace and how the rights of individuals are protected. Case studies of workplace regulations.	Review of portfolio in preparation for final moderation.

**HOMEWORK**

<b>HOW OFTEN:</b>	<ul style="list-style-type: none"> <li>Once every fortnight</li> </ul>
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>Case study research</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>Portfolios reviewed every half term with feedback given for pupils to act on and improve their work.</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	December Internal moderation of portfolio.	April External moderation of portfolio.	July Internal moderation of portfolio.

11	November External moderation of portfolio.	April External moderation of portfolio.	Portfolio submitted to NCFE
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**KEY STAGE FOUR COURSE: Spanish**

**BOARD:** WJEC

**QUALIFICATION:** GCSE

**GRADE/LEVEL:** A\*-G

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 4

**EXAM DATES:** May/June of Year 11

**SUMMARY OF ASSESSMENT**

**Unit 1: Speaking examination - 25% of qualification**

7-9 minutes (Foundation tier), 10-12 minutes (Higher tier)

Three tasks:

- 1 Role play
- 1 Photo card discussion
- 2 Conversations : Part 1 and Part 2

**Unit 2: Listening Written examination - 25% of qualification**

35 minutes (Foundation tier), 45 minutes (Higher tier)

Listening comprehension tasks with non-verbal and written responses

**Unit 3: Reading Written examination: 25% of qualification**

1 hour (Foundation tier), 1 hour 15 minutes (Higher tier)

Reading tasks with non-verbal and written responses

1 translation task from Spanish into English

**Unit 4: Writing Written examination: 25% of qualification**

1 hour 15 minutes (Foundation tier), 1 hour 30 minutes (Higher tier)

Writing tasks including one translation task from English into Spanish

**Learners are not permitted to use dictionaries in any part of the assessment.**

Depending on progress and ability, pupils may be entered for the Foundation Tier or Higher Tier in each paper. This will be decided in January, after discussion with pupils.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><u>Youth Culture</u></p> <ul style="list-style-type: none"> <li>• Self and relationships</li> <li>• Technology and Social Media</li> </ul>	<p><u>Home and Locality</u></p> <ul style="list-style-type: none"> <li>• Local areas of interest</li> <li>• Travel and transport</li> </ul> <p><u>Current Study</u></p> <ul style="list-style-type: none"> <li>• School/ college life</li> <li>• School/ college studies</li> </ul>	<p><u>Lifestyle</u></p> <ul style="list-style-type: none"> <li>• Health and Fitness</li> <li>• Entertainment and Leisure</li> </ul> <p><u>The Wider World</u></p> <ul style="list-style-type: none"> <li>• Holidays and Tourism</li> <li>• Local and regional features and characteristics of Spain and Spanish-speaking countries</li> </ul>

11	<p><b><u>Global Sustainability</u></b></p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Social Issues</li> </ul> <p><b><u>Enterprise, Employability and Future Plans</u></b></p> <ul style="list-style-type: none"> <li>• Skills and personal qualities</li> <li>• Post-16 study</li> <li>• Career plans</li> <li>• Employment</li> </ul>	<p><b><u>Customs and traditions</u></b></p> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Festivals and celebrations</li> </ul>	<p><b><u>Revision and Practice Papers</u></b></p>
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**HOMEWORK**

<b>HOW OFTEN:</b>	Weekly
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Self-quizzing (vocabulary/ key structures)</li> <li>• Learning vocabulary with Quizlet/Memrise apps</li> <li>• Writing tasks</li> <li>• Listening comprehension tasks</li> <li>• Reading comprehension tasks</li> <li>• Translation practice</li> <li>• Speaking practice</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Vocabulary tests</li> <li>• End of unit tests</li> <li>• Past papers</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	<p><b>October</b> - End of Module Assessment: Self and Relationships</p> <p><b>December</b> - End of Module Assessment: Technology and Social Media</p>	<p><b>February</b> - End of Module Assessment: Home and Locality</p> <p><b>April</b> – Mock Exams covering all the topics studied to date</p>	<p><b>June</b> - End of Module Assessments: Lifestyle</p>
<b>11</b>	<p><b>October</b> - End of Module Assessments: Environment</p> <p><b>November</b> – Mock Exams</p>	<p><b>February</b> - End of Module Assessments: Enterprise, employability and future plans</p> <p><b>GCSE Speaking exam</b></p>	<p><b>GCSE Listening, reading and writing exams.</b></p>



### **KEY STAGE FOUR COURSE: Geography**

**BOARD:** WJEC

**QUALIFICATION:** GCSE

**GRADE/LEVEL:** A\*-G

#### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** This is a linear examination, which pupils sit at the end of Year 11. There are two papers of an hour and thirty minutes each.

**EXAM DATES:** June 2026 (End of Year 11)

**Unit 1 examination:** Two structured data response questions assessing Core Theme 1 (Landscapes and Physical Processes) and Core Theme 2 (Rural-Urban Links), plus a further structured question assessing the Options themes. This is 40% of the final marks.

**Unit 2 examination:** Two structured data response questions assessing Core Theme 5 (Weather, Climate and Ecosystems) and Core Theme 6 (Development and Resource Issues), plus a further structured question assessing the Options themes. This is 40% of the final marks.

**Fieldwork Enquiry:** There are two fieldwork opportunities. Pupils are required to write a report on fieldwork, under examination conditions, based on questions set by the WJEC. This will be written in November of Year 11 and accounts for 20% of the final marks.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10  Unit 1	<p><b><u>Landscapes and Physical Processes</u></b></p> <ul style="list-style-type: none"> <li>• Coastal and River Processes</li> <li>• Landforms</li> <li>• Flooding and flood management control</li> <li>• Management of Landforms</li> </ul> <p><b><u>Coastal Hazards and their Management</u></b></p> <ul style="list-style-type: none"> <li>• How are coasts managed?</li> <li>• How are coasts used by people?</li> <li>• Why are some communities vulnerable to flooding?</li> <li>• How can coastal flooding be managed sustainably?</li> </ul>	<p><b><u>Rural-Urban Links</u></b></p> <ul style="list-style-type: none"> <li>• Rural-Urban Continuum</li> <li>• Counter urbanisation</li> <li>• Challenges in Rural Areas</li> <li>• Sustainable Cities</li> <li>• World Cities comparison</li> <li>• What are the causes and consequences of population change in the UK?</li> <li>• What are some of the contemporary challenges facing UK towns and cities?</li> <li>• How and why is retailing changing in the UK?</li> </ul>	<p><b><u>Preparation of Fieldwork Portfolio</u></b></p>

<p>11  Unit 2</p>	<p><b><u>Weather, Climate and Ecosystems</u></b></p> <ul style="list-style-type: none"> <li>• Causes and consequences of climate change</li> <li>• UK Weather</li> <li>• Climatic Events</li> <li>• Factors affecting changes in weather</li> <li>• Rainforest Ecosystem</li> <li>• Sand Dune Ecosystem</li> <li>• How do humans use ecosystems?</li> <li>• How can ecosystems be managed sustainably?</li> </ul> <p><b><u>Writing of the Fieldwork Report (November)</u></b></p>	<p><b><u>Development and Resource Issues</u></b></p> <ul style="list-style-type: none"> <li>• Measuring economic development</li> <li>• Comparing Low Income and High Income Countries</li> <li>• How and why does development differ between the two?</li> <li>• Managing water supplies sustainably</li> <li>• Investigating patterns of inequality in the UK and strategies to reduce this</li> </ul>	<p><b><u>Environmental Challenges</u></b></p> <ul style="list-style-type: none"> <li>• Impacts of consumers on the environment</li> <li>• The effect of climate change on people and the environment</li> <li>• How can technology reduce the impacts of climate change?</li> <li>• How can damaged environments and natural habitats be restored?</li> </ul> <p><b><u>Revision and Examination Practice</u></b></p>
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**HOMEWORK**

<p><b>HOW OFTEN:</b></p>	<p>One per week</p>
<p><b>CONSISTS OF:</b></p>	<ul style="list-style-type: none"> <li>• Revising / researching new key terms</li> <li>• Past Paper Questions</li> <li>• Revising for tests</li> </ul>

<p><b>ASSESSMENT:</b></p>	<ul style="list-style-type: none"> <li>• Peer / Self-Assessment</li> <li>• Comment marking by teacher</li> <li>• End of unit past paper tests – numerically marked by the teacher following WJEC mark scheme</li> <li>• Mock Examinations</li> <li>• External GCSE examinations (80% of final examination marks)</li> <li>• Fieldwork Report (20% of final marks)</li> </ul>
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**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<ul style="list-style-type: none"> <li>• <b>October</b> – End of unit test (Landscapes and Physical Processes)</li> <li>• <b>December</b> – End of unit test (Coastal Management)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>March – Year 10</b> mock examination</li> <li>• <b>April</b>– End of unit test (Rural – Urban Change)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>June and July</b> (Fieldwork Opportunities)</li> </ul>

<p>11</p>	<ul style="list-style-type: none"> <li>• <b>October</b> – Preparation for NEA on fieldwork</li> <li>• <b>November</b> – Complete NEA on fieldwork</li> <li>• Mock Examination</li> </ul>	<ul style="list-style-type: none"> <li>• <b>January</b> – End of unit test – Weather, Climate and Ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>February</b> - Social Development test</li> <li>• <b>April</b> - Environmental Challenges test</li> <li>• <b>June</b> – External examinations</li> </ul>
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**KEY STAGE FOUR COURSE: HEALTH AND SOCIAL CARE**

<b><u>BOARD:</u> WJEC</b>	
<b><u>QUALIFICATION:</u> GCSE</b>	<b><u>GRADE/LEVEL:</u> A*-G</b>
<b><u>EXAMINATION ASSESSMENT</u></b>	
<b>NUMBER OF PAPERS:</b> ONE	<b>EXAM DATES:</b> Summer 2025
<p><b>CONTROLLED ASSESSMENT TASKS:</b> Throughout each unit                  The course consists of one examination which is externally assessed, and a coursework unit which will be assessed through internal and external moderation.</p>	

COURSE CONTENT

10	Unit 1: Human Lifespan Development. <ul style="list-style-type: none"> <li>• Explore human growth and development across life stages.</li> <li>• Investigate different factors that influence human growth and development.</li> </ul>
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<b>11</b>	<p><b><u>Promoting and Maintaining Health and Well-being</u></b></p> <p>Non-exam assessment:                      approximately 25 hours 60% of single award qualification                      120 marks</p> <p>This non-exam assessment (NEA) is composed of two tasks set by WJEC. Candidates may carry out their research for both tasks without direct supervision, prior to writing up their reports. Candidates should spend approximately 25 hours in total writing their NEA reports, completing the work under supervised conditions within the centre. Learners should be given the opportunity to develop their knowledge and understanding of the three areas of content.</p> <p>Areas of content:                      Health and social care, and childcare provision in Wales to promote and support health and well-being.                      Public health and health promotion across the life cycle.                      Factors affecting health and well-being across the life cycle.</p> <p>In this unit learners will gain knowledge and understanding of the range of health and social care, and childcare services provided in Wales and how these services promote and maintain the health and well-being of the nation.</p>
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**HOMEWORK**

<b>HOW OFTEN:</b>	Once a week, on-going research
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Research work</li> <li>• Report writing</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Examination on Unit 1.</li> <li>• Formative assessment throughout unit 2.</li> <li>• Controlled assessments to be undertaken through unit 2.</li> </ul>

**KEY ASSESSMENT DATES**

<b>Year 10</b>	External examination on Unit 1 Summer 2025.
<b>Year 11</b>	Controlled assessment work to be completed throughout the year.



## KEY STAGE FOUR COURSE: HISTORY

**BOARD:** WJEC

**QUALIFICATION:** GCSE

**GRADE/LEVEL:** GCSE A\* - G

### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 3 [1 in Year 10 and 2 in Year 11].

**EXAM DATES:**

- Year 10 = 1 exam in June 2025
  - Germany in Transition
- Year 11 = 2 exams June 2025
  - Depression, War and Recovery
  - Changes in Crime and Punishment

#### **Year 10 Exam – Germany in Transition unit (1 hour in length).**

The Germany in Transition unit has a focus on historical concepts and the analysis and evaluation of historical sources.

The exam is made up of 5 questions in the form of a 6 mark, two 8 mark, a 12 mark question and an essay question worth 16 marks plus 3 marks for spelling, punctuation and grammar. The paper is out of a total of 53 marks.  
25% of the qualification.

#### **Year 11 Exams – Depression, War and Recovery unit (1 hour in length).**

The Depression, War and Recovery unit has a focus on the evaluation of sources and interpretations of the past.

The exam is made up of 5 questions in the form of a 4 mark, a 6 mark, two 12 mark questions and an essay question worth 16 marks plus 3 marks for spelling, punctuation and grammar. The paper is out of a total of 53 marks.  
25% of the qualification.

#### **Year 11 Exams – Changes in Crime and Punishment unit (1 hour and 15 mins).**

The Changes in Crime and Punishment unit has a focus on key features and key concepts of history.

The exam is made up of 7 questions in the form of two 4 mark, two 6 marks, two 12 mark questions and one essay question worth 16 marks plus 4 marks for spelling, punctuation and grammar. The paper is out of a total of 64 marks. 30% of the qualification.

**CONTROLLED TASKS:**

**Year 11 – Non -Examined Assessment (NEA) unit :**2 Assignments on Civil Rights in America in the 1950s and 1960s.

**Part A:** approximately 1000 words - source based assessment on the usefulness and reliability of sources.

**Part B:** approximately 1500 words- an interpretation assessment.

20% of the qualification.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p>Start Germany in Transition, 1919-1939 unit:</p> <ul style="list-style-type: none"> <li>- Key question 1 - Impact of the First World War</li> <li>- Key question 2 - Recovery of Weimar</li> <li>- Key question 3 - End of the Weimar Republic</li> </ul>	<p>Continue with Germany in Transition, 1919-1939 unit</p> <ul style="list-style-type: none"> <li>- Key question 5 - Nazi economic, social and racial policy</li> <li>- Key question 6- Terror and persuasion</li> <li>- Key question 7 - Hitler's foreign policy</li> </ul>	<p>Revision and past papers in preparation for their Germany in Transition external exam in June 2025</p> <p>After external exam start preparation for Part A of the NEA and complete Part A before the end of term summer term 2025</p>

	<ul style="list-style-type: none"> <li>- Key question 4 – Nazi Consolidation of power</li> </ul>		
11	<p>Start preparation for Part B of the NEA and complete Part B of the NEA</p> <p>Crime and Punishment unit:</p> <ul style="list-style-type: none"> <li>- Crimes and their causes c.1500 to the present day.</li> <li>- Policing from c.1500 to the present day.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Punishment from c.1500 to the present day.</li> <li>- Start Depression, War and Recovery, 1931-1951 unit</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with Depression, War and Recovery, 1931-1951 unit</li> </ul>

**HOMEWORK**

<b>HOW OFTEN:</b>	Once a week
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<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Completion of exam questions</li> <li>• Research tasks</li> <li>• Revision exercises for class tests</li> <li>• Online quizzes</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Comment marking by teacher</li> <li>• Numerically marked as per exam board criteria for past paper questions</li> <li>• Formative assessment with targets given by teacher</li> <li>• Peer / self - assessment</li> <li>• Kahoot quizzes for each topic within an unit</li> <li>• Mock exams</li> <li>• GCSE external exams</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	Past paper class tests on Germany in Transition key question areas-  i)Covering key questions 1 and 2  ii)Covering key questions 1-4	Past paper class tests on Germany in Transition key question areas-  iii) Covering key questions 5 and 6  iv)Germany in Transition mock exam paper for Year 10 mocks, March 2025	Germany in Transition external exam June 2025  Part A of Non – Examination Assessment (NEA)completed by end of summer term 2025

		Covering key questions 1-6	
11	<p>Part B of Non – Examination Assessment (NEA) completed by mid-October 2024</p> <p>Past paper style class test for Changes in Crime and Punishment unit -covering key questions 1 and 2 -Crime and its causes.</p> <p>Changes in Crime and Punishment mock exam paper for Year 11 Mocks, November 2024</p>	<p>Past paper style class test for Changes in Crime and Punishment unit</p> <p>Departmental mock exam for Depression, War and Recovery unit, April 2025</p>	<p>Depression, War and Recovery – external exam May 2025</p> <p>Crime and Punishment external exam June 2025</p>



## Hospitality and Catering

**BOARD:** WJEC

**QUALIFICATION:** Level 1/2 Hospitality and Catering

**GRADE/LEVEL:** L2 Distinction \* - L1 Pass, equivalent to A\* - G at GCSE

### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 1 x 1.20 hours examination (50% of marks)

**EXAM DATE:** May/June in Year 11

**CONTROLLED TASK:** Plan, prepare and carry out a practical task supported by an individual portfolio.

The course consists of 5 lessons per fortnight, of which approximately 60% are theory based and 40% are practical.

**UNIT 1** – The Hospitality and Catering industry.

**UNIT 2** – The Hospitality and Catering in action.

### **COURSE CONTENT**

<b><u>YEAR</u></b>	<b><u>TERM ONE</u></b>	<b><u>TERM TWO</u></b>	<b><u>TERM THREE</u></b>
	<b>Unit 1</b> <ul style="list-style-type: none"> <li>o Food related causes of ill health</li> </ul>	<b>Unit 1</b> <ul style="list-style-type: none"> <li>o The importance of nutrition when</li> </ul>	<b>Unit 1</b> <ul style="list-style-type: none"> <li>o The hospitality and catering environment and</li> </ul>

<p>10</p>	<ul style="list-style-type: none"> <li>o Food hygiene and safety</li> <li>o Food safety regulations</li> <li>o Control Measures</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>o Basic knife skills, soups, salads. Vegetable cuts</li> <li>o Methods of cake making</li> <li>o Pastry making</li> <li>o Sauces</li> <li>o Food hygiene, handling commodities, e.g. meat, fish, vegetarian alternatives.</li> </ul>	<p>planning meals</p> <ul style="list-style-type: none"> <li>o Menu planning</li> <li>o Functions of nutrients</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>o Produce dishes to be served on a range of different menus</li> <li>o Vegetarian/vegan dishes</li> <li>o Dairy free</li> <li>o Gluten free</li> <li>o Low fat diets</li> <li>o Healthy school meals</li> </ul>	<p>how providers operate</p> <ul style="list-style-type: none"> <li>o The structure of the industry</li> <li>o Job roles and working conditions</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>o Internal Assessment task Plan, trial, prepare, cook and serve a two-course meal or range of dishes for a target group</li> <li>o Complete an individual portfolio of evidence</li> </ul>
<p>11</p>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>o Understand the environment in which Hospitality and Catering providers operate</li> <li>o Working with local hotels, restaurants, food suppliers, events services</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>o This term would be used to further develop practical skills, finish all portfolio content and complete the</li> </ul>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>o Candidates will practice examination papers in preparation for the examination, including writing styles and requirements for exam questions.</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>o Prepare and Submit portfolio for moderation</li> </ul>	<p><b>Unit 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>o Final check for Controlled Assessment</li> <li>o Revision</li> <li>o Past papers</li> </ul>

	<p>internal assessments for the course by producing the three-course meal.</p>		
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**HOMEWORK**

<p><b>HOW OFTEN:</b></p>	<p>Weekly/Fortnightly depending on topic and need</p>
<p><b>CONSISTS OF:</b></p>	<ul style="list-style-type: none"> <li>● Investigating suitable recipes to trial</li> <li>● Bringing ingredients (pre-weighed) to lessons</li> <li>● Research for individual portfolio.</li> <li>● Completing past paper examination questions.</li> <li>● Develop cooking skills.</li> </ul>
<p><b>ASSESSMENT:</b></p>	<ul style="list-style-type: none"> <li>● Class tests at the end of each topic.</li> <li>● Past paper questions trialled.</li> <li>● Y10 &amp; Y11 Mock exams.</li> <li>● Practical challenges.</li> <li>● Completed sections of Individual portfolio pages handed in by given deadlines.</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<p>Weekly/fortnightly practical.</p> <p>Planning the practical Work completed for Controlled Task.</p> <p>Carrying out the Practical work.</p>	<p>Research work completed for portfolio work.</p> <p>Tests for recall of knowledge.</p>	<p>Evaluation of the portfolio.</p> <p>Planning for the practical examination.</p>
11	<p>End of topic tests.</p>	<p>Tests for recall of knowledge.</p> <p>Revision lessons.</p> <p>After school sessions for catch up and extra support.</p>	<p>Revision tasks and tests.</p> <p>GCSE External assessment in May/June.</p>



**KEY STAGE FOUR COURSE: WJEC Level 1/2 Vocational Award in ICT (Tech Award)**

**BOARD: WJEC**

**QUALIFICATION:** WJEC Level 1/2 Vocational Award in ICT (Tech Award)

**GRADE/LEVEL:** Level 1 Pass | Level 1 Merit | Level 1 Distinction | Level 1 Distinction \* | Level 2 Pass | Level 2 Merit | Level 2 Distinction | Level 2 Distinction\*

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 1

**EXAM DATES:** Summer 2024

**CONTROLLED TASKS:** 1

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>

<p><b>10</b></p>	<p>Skill development for Unit 2:</p> <ul style="list-style-type: none"> <li>- Pupils work on several scenarios to develop their spreadsheet, database and photo editing skills.</li> </ul>	<p>Skill development for Unit 2:</p> <p>Pupils start their 40-hour controlled assessment. They will be given a brief supplied by the examination board and must use their digital skills to produce a solution.</p>	<p>Pupils complete their 40 hour Controlled Assessment task in preparation for the summer series.</p> <p>After submission pupils will begin to prepare for their Unit 1 examination.</p>
<p><b>11</b></p>	<p>Exam preparation for Unit 1.</p> <p>Topics:</p> <p>How ICT can be used to fulfil the needs of organisations and individuals.</p> <ul style="list-style-type: none"> <li>- functionality of hardware devices</li> <li>- functionality of different software</li> <li>- services provided by ICT</li> </ul>	<p>Exam preparation for Unit 1.</p> <p>Topics:</p> <p>How data information is used and transferred</p> <ul style="list-style-type: none"> <li>- why data must be fit for purpose</li> <li>- how input data is checked for errors</li> <li>- how data transfers over different types of network</li> <li>- different types of connectivity</li> </ul>	<p>Exam preparation for Unit 1.</p> <p>Topics:</p> <p>Legal, moral, ethical, cultural, and environmental impact of IT and the need to cyber security</p> <ul style="list-style-type: none"> <li>- risks to information</li> <li>- implications of data loss</li> <li>- protecting data</li> <li>- moral and ethical issues</li> <li>- legal issues</li> <li>- cultural and environmental issues</li> <li>- digital footprints</li> </ul> <p>Pupils will be externally assessed on their</p>

			understanding of Unit 1 in the summer series.
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## HOMEWORK

<b>HOW OFTEN:</b>	Formal homework is only given during exam preparation times. This is given weekly. Pupils are not permitted to work on Controlled Assessments at home, but they are able to practise their software skills.
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Exam-type questions</li> <li>• Research tasks</li> <li>• Extended writing questions</li> <li>• Quizzes</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Unit 1- ICT in Society – is an externally marked, on screen examination with a 40% weighting.</li> <li>• Unit 2 – ICT in Context – is an internally assessed and externally moderated module with a 60% weighting. Pupils cannot receive teacher feedback on tasks. Pupils will be given an opportunity to complete research and practice activities prior to entering controlled conditions.</li> <li>• Ongoing various teacher assessments and tracking for exam preparation/theory work – pupils are given a range of tasks to test their understanding of topics, such as research tasks, extended writing tasks and quizzes. Homework will also be given regularly to reinforce learning.</li> </ul>



**KEY STAGE FOUR COURSE: MUSIC**

**BOARD: WJEC**

**QUALIFICATION: GCSE**

**GRADE/LEVEL: A\*-G**

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 1 appraising paper  
11

**EXAM DATES:** Summer of year 11

**Performing** – Two performances. One must be an ensemble. The second can be an ensemble or solo performance – Internally assessed and externally moderated in year 11.

**Composing** – Two compositions. One free composition to be completed in year 10. The second composition is chosen from a list of briefs sent by WJEC in September of year 11. These are internally assessed and externally moderated.

**Appraising** – 1hr appraising paper in the summer of year 11 which is externally marked.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p>Introduction to the course.</p> <p>Experiment with musical devices which can be implemented in compositions.</p> <p>Solo performance on their chosen instrument.</p> <p>Music theory – keys, cadences, chord structures</p> <p>Begin to study the first of two set works - Peer Gynt Suite No.1: Anitra's Dance: Grieg (1875).</p>	<p>Continue to develop the first composition and keep a log.</p> <p>Prepare an ensemble performance.</p> <p>Listen to a variety of genres with a focus on popular music and the study of Everything Must Go: Manic Street Preachers (released 1996).</p> <p>Study music for ensemble through appraising and practical tasks.</p>	<p>Rehearse and refine the final ensemble piece to be assessed in year 11.</p> <p>Complete composition 1 and complete the log.</p> <p>Revise both set works and appraising tasks.</p>
<b>11</b>	<p>Study Film music through appraising tasks.</p>	<p>Ensure both compositions are complete along with the log.</p> <p>Ensure two performances lasting 4-6 minutes are recorded and programme notes completed</p>	<p>Revise for the final appraising exam.</p>

**HOMEWORK**

<b>HOW OFTEN:</b>	<ul style="list-style-type: none"> <li>• Performance pieces should be rehearsed daily.</li> <li>• Composing – once a week</li> <li>• Appraising tasks will be set once a fortnight.</li> </ul>
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Improving practical skills (practice)</li> <li>• Individual research into the genres of music being studied.</li> <li>• Composing using 'Soundtrap' which can be accessed off any device.</li> <li>• Complete exam appraising questions.</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Practical skills are assessed regularly.</li> <li>• Compositions assessed at regular intervals and teacher feedback can be found electronically on their 'Soundtrap' account.</li> <li>• Appraising tasks are assessed regularly.</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	<p>Teacher assessment of a solo performance.</p> <p>At the end of term there will be a listening appraising assessment on the first set work.</p>	<p>Teacher assessment of an ensemble performance.</p> <p>First draft of the free composition.</p>	<p>Teacher will assess the first complete composition and log.</p> <p>2 performance pieces will be teacher assessed.</p>

<p>11</p>	<p>Appraising assessment on both set works.</p> <p>Begin to record final performances and finalise programme notes. (35%)</p>	<p>Regular past papers will be used to prepare pupils for the final exam.</p>	<p>All performances and compositions to be internally assessed ready to be sent for moderation before half term. (35%)</p> <p>June – External 1hr appraising paper on general listening and the study of the two set works. (30%)</p>
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**KEY STAGE FOUR COURSE: PERFORMING ARTS**

**BOARD:** WJEC

**QUALIFICATION:** Level 2 Vocational Award in Performing Arts

**GRADE/LEVEL:** D\*- Level 1 pass

**ASSESSMENT AND COURSEWORK**

**Examinations: 0**

**Coursework & performance:**

- **Units 1 and 2 completed by May of Year 10.**
- **Unit 3 completed by May of Year 11.**

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p>Exploration of practitioners and begin Unit 1.</p> <p>Pupils will explore and create work centered around Bertolt Brecht, Frantic Assembly and Konstantin Stanislavski. The work that they learn here will help prepare for units 1 and 2.</p> <p>Pupils will begin unit 1 where they perform a piece of existing theatre, they are required to support this performance with coursework that explores research, organization of time, rehearsal logs and an evaluation.</p>	<p>Unit 2</p> <p>Pupils will create a new piece of theatre and can be entered as a performer or as a technical candidate. The stimulus for pupils to create from changes each year and is provided by the exam board.</p> <p>Pupils will apply their knowledge and skills learnt at the beginning of year 10 and in unit 1.</p> <p>During this term pupils will create and revise their practical work as well as completing coursework explaining their influences and intentions, development logs and an evaluation.</p>	<p>Unit 2 and 3</p> <p>In this term pupils will complete and perform their unit 2 piece.</p> <p>In the second half of the term pupils will be taught the required and necessary skills for unit 3, where pupils look at the performing arts in practice, looking at the industry in real-life contexts. Pupils will present a new idea for a show/performance, the exam board describes this as being similar to the TV show, Dragons Den.</p>
	<p>Unit 3</p> <p>Pupils will begin the process of Unit 3 where they will need to plan for the performance and create the performance exploring</p>	<p>Unit 3</p> <p>Pupils will pitch their unit 3 idea and will then evaluate and reflect on the pitch and their overall idea.</p>	

11	budgets, schedules, promotions, the process and what disciplines will be included.		
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**UNIT BREAKDOWN**

Unit 1 - Performing	Unit 2 - Creating	Unit 3 – Performing Arts in Practice
<p>This unit is teacher assessed.</p> <p>It is worth 30% of the overall grade.</p> <p>Pupils can enter the unit in one of the following disciplines:</p> <p>Drama, Musical Theatre, Music, Music Technology.</p>	<p>This unit is teacher assessed.</p> <p>It is worth 30% of the overall grade.</p> <p>Pupils can enter the unit in one of the following disciplines:</p> <p>Devised drama, Choreography, Composition, Composition using technology.</p> <p>OR</p> <p>Costume (for at least 2 characters), Lighting, Sound, Hair &amp; makeup (for at least 2 characters), Set.</p>	<p>This unit is externally assessed.</p> <p>It is worth 40% of the overall grade.</p> <p>Pupils will be free to choose the discipline(s) they focus on, in line with the exam board's stimulus.</p>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<p>Unit 1 coursework, tasks and performance is completed (worth 30% of the overall grade).</p> <p>Self and peer assessment of this work is also undertaken.</p>	<p>Unit 2 coursework deadlines.</p>	<p>Unit 2 coursework, tasks and performance is completed (worth 30% of the overall grade).</p> <p>Self and peer assessment of this work is also undertaken.</p> <p><b>Unit 1 is submitted to WJEC for moderation.</b></p>
11	<p>Coursework and tasks for unit 3.</p>	<p>Unit 3 coursework, tasks and presentation is completed (worth 40% of the overall grade).</p> <p><b>Unit 2 is submitted to WJEC for moderation.</b></p>	<p><b>Unit 3 is submitted to WJEC to be assessed.</b></p>



**KEY STAGE FOUR COURSE: PE GCSE**

**BOARD: WJEC**

**QUALIFICATION: GCSE Physical Education (full course)**

**GRADE/LEVEL: A\* - G**

**EXAMINATION ASSESSMENT**

**Unit 1 – Introduction to Physical Education. (50%)**

**NUMBER OF PAPERS: One Paper (50% of overall grade) EXAM DATES: Yr. 11 May 2025**

**Written paper: 2 hours – the paper is marked out of 100.**

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

**CONTROLLED TASKS:**

**Unit 2: The active participant in Physical Education (50%)**

**Practical Controlled Assessment**

You will be assessed in **three** activities from a list of activities, one of which will be a major activity carrying a higher weighting plus two minor activities each having a lower weighting. The major activity would require a written fitness programme to be linked to it in order to access the additional available marks. Each candidate must undertake at least **one** activity as a **team activity**.

**EXAM DATES: External moderation takes place during Year 11 Feb / March 2026**

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<ul style="list-style-type: none"> <li>• Health and Fitness.</li> <li>• Components of Health and Skill Related Fitness.</li> <li>• Evaluation of Health and Fitness.</li> <li>• Health and Fitness exercise Programmes</li> </ul> <p>Continuous practical assessment of all activities covered.</p>	<ul style="list-style-type: none"> <li>• Methods of training.</li> <li>• Application of training.</li> <li>• Fuel for exercise.</li> <li>• Balanced and healthy lifestyle.</li> <li>• The Influence of the intensity and duration of exercise.</li> </ul> <p>Continuous practical assessment of all activities covered.</p>	<ul style="list-style-type: none"> <li>• Energy systems.</li> <li>• The short- and long-term benefits of exercise.</li> </ul> <p>Continuous practical assessment of all activities covered.</p>

11	<ul style="list-style-type: none"> <li>• The muscular, skeletal, respiratory and cardiovascular systems.</li> <li>• Movement analysis.</li> <li>• Psychological influences on health and performance.</li> </ul> <p>Continuous practical assessment of all activities covered.</p>	<ul style="list-style-type: none"> <li>• Participation and Provision.</li> <li>• Risk assessment.</li> <li>• Adherence.</li> <li>• Technological developments.</li> </ul> <p>Continuous practical assessment of all activities covered.</p>	<ul style="list-style-type: none"> <li>• Revision.</li> <li>• Exam Technique.</li> <li>• Past papers.</li> <li>• Practice questions (video analysis).</li> </ul>
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**HOMEWORK**

<b>HOW OFTEN:</b>	<ul style="list-style-type: none"> <li>• Extended piece of work each half term.</li> <li>• Personal Fitness plan</li> </ul>
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Past Paper questions.</li> <li>• Revision for class tests.</li> <li>• Transfer of theory/ practical knowledge.</li> <li>• Training diary</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Internally marked, graded A*-G</li> <li>• Continuously monitored.</li> <li>• Class tests.</li> <li>• Examinations.</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	Internal Practical Assessment: Pupils will undertake a wide range of activities throughout year 10 and be assessed internally.		Written paper: 1-hour 30min: - Summer internal examination
11	Internal Practical Assessment: Pupils will undertake a wide range of activities and be assessed internally.	<ul style="list-style-type: none"> <li>• Mock Written examination.</li> <li>• Internal practical Moderation (Jan)</li> <li>• External practical moderation (Feb / March) 50%</li> </ul>	<ul style="list-style-type: none"> <li>• Written paper: 2 Hours: - External examination (50%)</li> </ul>



**KEY STAGE FOUR COURSE: PRINCE'S TRUST**

**BOARD:** Prince's Trust

**QUALIFICATION:** Personal Development and Employability skills.

**GRADE/LEVEL:** Level 2 Award/Certificate

**EXAMINATION ASSESSMENT**

**NUMBER OF ASSIGNMENTS:** 6 units (PASS equivalent to 1 GCSE)

There is no examination or controlled assessment for this course. The course is 100% coursework based. Assessment includes ongoing internal and external moderation. The seven units studied include, Career Planning, Teamwork Skills, Preparing for a Healthy Lifestyle, Planning for Personal Development, Interpersonal and Self-Management Skills and Presentation Skills.

**An assignment must be completed for each unit, and this contains Level 1 and 2 tasks. ALL Pass criteria must be completed in order to pass each unit and the course as a whole.**

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><b><u>Introduction to Princess Trust course</u></b></p> <p><b><u>Unit 1 – Career Planning</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to apply for jobs or training opportunities.</li> <li>• Know how to prepare for an interview.</li> <li>• Take part in an interview.</li> </ul>	<p><b><u>Unit 2 – Teamwork Skills</u></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of teamwork.</li> <li>• Understand the roles and relationships within a team and be able to participate in team activities.</li> <li>• Be able to evaluate own performance.</li> </ul>	<p><b><u>Unit 3 – Preparing for a Healthy Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• Plan activities which will improve their own lifestyle.</li> <li>• Understand the factors that contribute to a healthy lifestyle.</li> <li>• To know how to cook a healthy meal.</li> </ul>
11	<p><b><u>Unit 4 – Planning for Personal Development</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to assess their strengths and weaknesses to set manageable, achievable goals for work and/or personal life.</li> <li>• Be able to plan own personal development improvement.</li> <li>• Be able to review personal development plans.</li> </ul>	<p><b><u>Unit 5 – Interpersonal and Self-Management Skills</u></b></p> <ul style="list-style-type: none"> <li>• Be able to recognize a range of interpersonal skills.</li> <li>• Understand the importance of self – management.</li> <li>• Be able to demonstrate appropriate interpersonal skills.</li> <li>• Be able to review own interpersonal and self - management skills.</li> </ul>	<p><b><u>Unit 6 – Presentation Skills</u></b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of presentation.</li> <li>• Be able to prepare and deliver a presentation.</li> <li>• Be able to review own presentation skills.</li> </ul>

**HOMEWORK**

<b>HOW OFTEN:</b>	<ul style="list-style-type: none"> <li>Weekly; pupils are expected to maintain standards of class work and complete outstanding deadlines on a lesson-by-lesson basis.</li> </ul>
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>Research tasks</li> <li>Working towards assignment deadlines</li> <li>Re-drafting assignments when necessary</li> </ul>
<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>End of unit assignments</li> <li>Each assignment follows the unit theme.</li> <li>Assignments involve producing written articles, Power Point presentations, displays and role plays.</li> <li>Each assignment has a work-based scenario.</li> <li>Teacher marking using examination board criteria.</li> <li>Self and Peer Assessment</li> </ul>

**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<p><u>September/December</u></p> <p>Unit 1 assessed work completed throughout the term.</p>	<p><u>January - February</u></p> <p>Units 2 assessed work completed throughout the term.</p>	<p><u>March - July</u></p> <p>Unit 3 assessed work completed throughout the term.</p>

	<u>September/December</u>	<u>January - March</u>	<u>April/May</u>
11	Unit 4 assessed work to be completed throughout the term.	Unit 5 assessed work to be completed throughout the term.	Unit 6 assessed work to be completed throughout the term.



## KEY STAGE FOUR COURSE: PRODUCT DESIGN

**BOARD: WJEC**

**QUALIFICATION: GCSE**

**GRADE/LEVEL: A\* - G**

### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** One written paper - 50% of overall GCSE

**EXAM DATES:** Year 11 = 1 written external exam in May/June 2026

The external examination uses a combination of multiple choice and extended answers.

**CONTROLLED ASSESSMENT TASKS:** 35-hour Design and Make project - 50% of GCSE

The controlled assessment task – NEA (Non-Exam Assessment) is a design and make portfolio and is completed in strictly 35 hours. Pupils will make use of a sketchbook for development sketching, modelling and ideas. Pupils will follow an iterative design process to create a portfolio of work that answers a given contextual challenge. There are three challenges to choose from and the candidate can choose one of them as their project after exploring and investigating all three.

Once the design and make project is complete the work is marked by the class teacher using the WJEC set criteria and then a sample of the work is displayed for moderation by the external examiner.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<ul style="list-style-type: none"> <li>• Health &amp; safety</li> <li>• The design process</li> <li>• Wood theory</li> <li>• Emerging technologies</li> <li>• CAD CAM</li> <li>• Design practice</li> <li>• Prototyping</li> <li>• D&amp;T and our world</li> <li>• End of unit test on: Materials and Components</li> </ul>	<ul style="list-style-type: none"> <li>• Work of others</li> <li>• Presentation</li> <li>• Research</li> <li>• Product analysis</li> <li>• Evaluation</li> <li>• Design practice 2</li> <li>• Life cycle analysis</li> <li>• Plastics theory</li> <li>• Project.</li> <li>• End of unit test on: Processes and Manufacture.</li> </ul>	<ul style="list-style-type: none"> <li>• Modern and SMART materials</li> <li>• Metals theory.</li> <li>• Mechanisms.</li> <li>• Tools and equipment</li> <li>• Materials and components</li> <li>• Examination practice.</li> <li>• NEA contextual challenges are given. Pupils will explore all three and decide on a project topic.</li> <li>• End of unit test on: Design and Market Influences.</li> <li>• Mock exam to prepare for year 11 external exam.</li> </ul>

11	<ul style="list-style-type: none"> <li>• Materials/polymers</li> <li>• 3D Printing</li> <li>• Studying other designers/companies</li> <li>• Iterative design Development</li> <li>• NEA – research and investigation, Designing, design development, Materials selection, and Preparation of cutting lists for make.</li> <li>• Controlled assessment – CAD CAM work, modelling, planning.</li> <li>• Exam preparation, past paper type question practice.</li> </ul>	<ul style="list-style-type: none"> <li>• NEA – Source materials, prepare materials for make, use planning for final make.</li> <li>• Manufacture of final prototype.</li> <li>• Exam preparation, past papers.</li> <li>• Sign documentation for exam board.</li> <li>• Print and prepare the portfolio of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of final product.</li> <li>• Provide modifications to final design.</li> <li>• Theory recap – all of year 10 topics and good examination technique.</li> <li>• Strategies for coping with exam revision.</li> </ul>
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**HOMEWORK**

<b>HOW OFTEN:</b>	Once a fortnight.
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>• Preparation for design sheets using sketchbook.</li> <li>• Gathering information and research.</li> <li>• Producing rough outcomes.</li> <li>• Designers' research.</li> <li>• Past paper questions.</li> </ul>

<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Formative assessment throughout course</li> <li>• Formal marking of portfolio to GCSE mark scheme.</li> <li>• Marking of presentations.</li> <li>• Marking of past paper type questions.</li> <li>• Summative assessment based on exam criteria.</li> </ul>
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**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
<b>10</b>	<ul style="list-style-type: none"> <li>• Summative assessment in line with GCSE criteria at each topic end and project completion.</li> <li>• Homework marked fortnightly.</li> <li>• 2-hour test in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment in line with GCSE criteria at each topic end and project completion.</li> <li>• Internal Mock exam in March</li> <li>• Homework marked fortnightly.</li> <li>• 2-hour test in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework marked fortnightly.</li> <li>• NEA investigation and research researched.</li> <li>• 1 hour test in lessons.</li> <li>• 1-hour mock exam.</li> <li>• Summer preparation work given out for year 11 NEA.</li> </ul>

11	<ul style="list-style-type: none"><li>Controlled assessment is assessed once every half term with individual targets given to pupils for on-going progress.</li></ul>	<ul style="list-style-type: none"><li>Deadline for Controlled Assessment Task is Easter</li></ul>	<ul style="list-style-type: none"><li>External written exam contributing to 50% of GCSE grade in May/June</li></ul>
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**KEY STAGE FOUR COURSE: PUBLIC SERVICES**

<p><u>BOARD:</u> Pearson</p> <p><u>QUALIFICATION:</u> BTEC Level 2 Certificate in Preparation for Public Services</p> <p><u>GRADE/LEVEL:</u> 2</p>
<p><u>EXAMINATION ASSESSMENT</u></p> <p>NUMBER OF ASSIGNMENTS: 5 units (Level 2 PASS, MERIT, DISTINCTION equivalent to 1 GCSE grade)</p> <p>There is no examination or controlled assessment for this course. The course is 100% coursework based. Assessment includes ongoing internal and external moderation.</p> <p>The four units studied include, Employment in the Uniformed Organisations, Teamwork and Communication Skills, Career Planning and Self-Assessment for Uniformed Organisations, Land Navigation by Map and Compass.</p> <p>An assignment must be completed for each unit, and this contains pass, merit, and distinction tasks. ALL Pass criteria must be completed to pass each unit and the course.</p>

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><u>Introduction to BTEC Public Services course</u></p> <p><u>Unit 1 – Public Service Skills and Support for the Community</u></p>	<ul style="list-style-type: none"> <li>• Reflect on your own public service skills</li> </ul> <p><u>Unit 2 – Employment in Uniformed Public Services</u></p> <ul style="list-style-type: none"> <li>• Examine the roles and responsibilities of</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out an activity to support the application process for a role in a uniformed public service.</li> </ul> <p><u>Unit 3 – Health and Fitness for Entry into the Uniformed Public services</u></p>

	<ul style="list-style-type: none"> <li>Examine skills required to work in the public services.</li> <li>Investigate the support that public service provides to society.</li> <li>Demonstrate public service skills in community contexts.</li> </ul>	<p>uniformed public service.</p> <ul style="list-style-type: none"> <li>Examine the skills and qualities needed for a career in the uniformed public services</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the major body systems.</li> <li>Explore the health and fitness requirements of different public services</li> </ul>
11	<p><u>Unit 4 – Activities and Teamwork for the Public Services</u></p> <ul style="list-style-type: none"> <li>Investigate the importance of teamwork and leadership in public services.</li> <li>Demonstrate teamwork and leadership through an organised activity.</li> </ul>	<p><u>Unit 5 – Attending Emergency Incidents in Public Services</u></p> <ul style="list-style-type: none"> <li>Investigate fire and emergency incident prevention.</li> <li>Review the work of emergency services dealing with fire and emergency incidents.</li> </ul>	<p><u>Ensure that all unit assignments have been completed.</u></p>

**COURSE CONTENT**

**HOMEWORK**

HOW OFTEN:	<ul style="list-style-type: none"> <li>Weekly; pupils are expected to maintain standards of class work and complete outstanding deadlines on a lesson-by-lesson basis.</li> </ul>
CONSISTS OF:	<ul style="list-style-type: none"> <li>Research tasks</li> <li>Working towards assignment deadlines</li> <li>Re-drafting assignments when necessary</li> </ul>

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ASSESSMENT:	<ul style="list-style-type: none"> <li>• End of unit assignments</li> <li>• Each assignment follows the unit theme</li> <li>• Assignments involve producing written articles, Power Point presentations, displays and role plays.</li> <li>• Each assignment has a work-based scenario.</li> <li>• Teacher marking using examination board criteria</li> <li>• Self and Peer Assessment</li> </ul>
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### KEY ASSESSMENT DATES

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<u>September-December</u>  Unit 1 assessed work completed throughout the term.	<u>January - February</u>  Units 1 and 2 assessed work completed throughout the term.	<u>March - July</u>  Unit 2 and 3 assessed work completed throughout the term.

11	<u>September - December</u> Unit 3 and 4 assessed work to be completed throughout the term.	<u>January - February/March</u> Unit 4 and 5 assessed work to be completed throughout the term.	<u>April/May</u> Ensure that all unit assignments have been completed
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**KEY STAGE FOUR COURSE: RELIGIOUS STUDIES**

**BOARD:** WJEC **QUALIFICATION:** GCSE **GRADE/LEVEL:** A\*-G

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 2; both papers are sat in Year 11. Each paper is 2 hours in length.

**EXAM DATES:** Year 11 = 2 exams May/June 2025

UNIT 1

**Part A**

Christianity - Core beliefs, teachings and practices

Beliefs - God, Creator and sustainer, omnipotence, omnibenevolence, omniscience,

Omnipresence. Beliefs and teachings on Creation from the Genesis accounts. The Trinity. Jesus as God Incarnate.

Jesus' birth, crucifixion, resurrection

Practices –Morality Divine command/absolutist and situational/relativist approaches to ethical\_decision making. Love / agape. Forgiveness. Treasures on earth / in Heaven.

Church - Diversity of Christianity: Catholic, Anglican, Church in Wales, non-conformist churches and chapels. Role of the local church. Work of the Salvation Army, the work of Shelter Cymru.

Judaism - Core beliefs, teachings and practices

Beliefs - The concept of God Jewish belief in one, creative, omnipotent, omnipresent, omnibenevolent God. The teachings of the Shema.

Sacred place - The synagogue: a place for prayer, study, celebration and assembly. Differences in tradition: Orthodox, Reform, Liberal.

The home: a place of worship, identity, celebration and traditions.

Practices - Reciting the Shema in the morning and evening. Reasons why God must not be depicted in art and sometimes his full name is not used (G-d). Reasons why kippah is worn.

The importance of the synagogue: internal features- aron hakodesh (ark), ner tamid, bimah, Torah, Ten Commandments, seating. Challenges and benefits of observing Shabbat. Observing kashrut (kosher, treifa, parev, shechitah)

## **Part B**

### Theme 1: Issues of Life and Death

This theme requires all pupils to consider Christian, Jewish and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.

Topics studied include – creation, Big Bang (Stephen Hawking), Evolution, stewardship. Value of human life – abortion, Peter Singer - 'speciesism', euthanasia, organ donation in Wales. Death and afterlife - Heaven, Hell, Resurrection, Purgatory. Humanist funerals.

This is the reduced content required for the unit 1 paper. The paper will consist of 4 sets of 4 questions, ranging in marks from 2 – 15 marks per question. 3 out of 4 questions will have to be answered.

## UNIT 2

### **Part A**

#### Christianity - Core beliefs, teachings and practices

Beliefs - The Bible as Word of God, authority, sacred scripture. As a collection of writings based on context, audience, society, authors' intentions. Differing ways of interpreting biblical writings: literal, conservative, symbolic, biblical myth. The Afterlife - Belief in life after death. Judgement, responsibility for actions and free will. Resurrection. Heaven and Hell.

#### Practices

Life's Journey: Sacraments and key acts of worship: Baptisms Infant and Believers' Baptism; Eucharist/Communion, diverse Christian interpretations. Confirmation. Significance of a religious wedding: matrimonial symbols and vows. Special Places - Significance of a place of worship. Purpose of pilgrimage, in Wales and elsewhere e.g. Holy Land, St. David's, Bardsey Island, St. Non's Well.

Judaism - Core beliefs, teachings and practices

Beliefs - Sacred Texts The Tenakh (Torah, Nevi'im, Ketuvim). Importance of the Talmud and Covenant. Mosaic Covenant: Law, commandments, identity, Promised Land Covenant today: how these Covenant agreements continue to be important for many Jews both in Wales, the U.K and around the world, including in Israel itself.

Practices

The use of sacred texts- Tenakh and its use in Jewish worship, prayer, study. The Talmud as an explanation of the laws found in the Torah.

Diversity of practice within Judaism regarding observance of the Ten Commandments e.g. Shabbat. Jewish identity - Symbols: the mezuzah and Magen David. Brit Milah ceremony and symbols. Bar/Bat Mitzvah as ceremonies marking Jewish identity. The use and importance of the tallit, tefillin and kippah. Festivals and commemorations: Yom Hashoah, Rosh Hashanah, Yom Kippur and Pesach; significance, preparation and celebration of these festivals.

**Part B**

Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of Jewish and Christian, beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

Topics studied include – relationships - marriage, adultery, divorce and annulment and separation and re-marriage. Sexual relationships - including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept.

Issues of equality - roles of women and men in worship and authority.

This is the reduced content required for the unit 2 paper. The paper will consist of 4 sets of 4 questions, ranging in marks from 2 – 15 marks per question. 3 out of 4 questions will have to be answered.

*For each paper sat writing accurately will be assessed in specified (d) questions that require extended writing. Writing accurately takes into account the accuracy of the learner's spelling, punctuation and grammar. The total weighting for writing accurately will be 5% of the available marks in each assessment.*

**CONTROLLED TASKS:** There are no controlled assessments for GCSE RS. It is 100% examination.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	Unit 1 Christian and Jewish core beliefs (Part A) with elements of Part B Theme 1.	Unit 1 Christian and Jewish core beliefs (Part A) with elements of Part B Theme 1.	Unit 1 Christian and Jewish core beliefs (Part A). Unit 2 Christian and Jewish core beliefs (Part A).
11	Unit 2 Christian and Jewish core beliefs (Part A) with elements of Part B Theme 1.	Unit 2 Christian and Jewish core beliefs (Part A).	Revision of units 1 and 2.

**HOMEWORK**

<b>HOW OFTEN:</b>	<ul style="list-style-type: none"> <li>Once a week.</li> </ul>
<b>CONSISTS OF:</b>	<ul style="list-style-type: none"> <li>Key word revision</li> <li>Module revision</li> <li>Past paper questions/papers</li> </ul>
<p><b>ASSESSMENT:</b> Please note that for every class test, a comprehensive revision document will be given to pupils and uploaded onto Teams.</p>	<ul style="list-style-type: none"> <li>2 class tests every half term</li> <li>End of module tests</li> <li>End of Unit Mocks</li> <li>GCSE exam</li> </ul>

**KEY ASSESSMENT DATES**

<b>YEAR</b>	<b>TERM ONE</b>	<b>TERM TWO</b>	<b>TERM THREE</b>
<b>10</b>	Focus on unit 1 key words, with definition of key term tests. Also including past paper questions on life of Jesus.	End of module tests comprised of sample GCSE questions. MOCK	Full past paper tests.
<b>11</b>	Full Unit 1 test to prepare for MOCK W/B 24/10/22  NOVEMBER MOCK.	End of module tests comprised of sample GCSE questions.	GCSE Exams



## **KEY STAGE FOUR COURSE: Retail Business**

**BOARD:** WJEC

**QUALIFICATION:** Level 1/2 Vocational Award in Retail Business

**GRADE/LEVEL:** Pass, Merit, Distinction at Level 2

Level 1 Pass is also available

### **EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 1 exam in Unit 2 - Retail Business

**EXAM DATES:** June 2024 and June 2025 (1 resit available)

**CONTROLLED TASKS:** 2 controlled tasks in **Unit 1** - Customer Experience and **Unit 3** - Retail Operations.

COURSE CONTENT

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><b>Unit 1 – Customer Experience (Coursework)</b></p> <ul style="list-style-type: none"> <li>• Forms of retail business</li> <li>• How retail Business meet the expectation of different customers</li> <li>• Customer service across different retail channels</li> </ul>	<p><b>Unit 2 – Retail Business continued (exam)</b></p> <ul style="list-style-type: none"> <li>• Understand how retail businesses meet the expectations of customers</li> <li>• Investigating the quality of customer experience in retail businesses</li> </ul>	<p><b>Unit 2 – Retail Business continued (exam)</b></p> <ul style="list-style-type: none"> <li>• Revision</li> <li>• Exam</li> </ul>

11	<p><b>Unit 3 – Retail Operations (coursework)</b></p> <ul style="list-style-type: none"> <li>• Retail functional areas</li> <li>• Rights of retail employees</li> <li>• Responsibilities of retail employees</li> <li>• Effects of legislation on retail operations</li> <li>• Methods used by retail businesses to encourage sales</li> </ul>	<p><b>Unit 3 – Retail Operations continued (Coursework)</b></p> <ul style="list-style-type: none"> <li>• Use of technology to interact with customers</li> <li>• Measures to prepare for unplanned situations in daily retail operations</li> <li>• Proposing changes to retail store operations</li> </ul>	<p><b>Revision for pupils resitting Unit 1</b></p> <ul style="list-style-type: none"> <li>• Support for Pupils re-sitting Unit 1 and/or 2</li> <li>• Completing Unit 3</li> </ul>
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**HOMEWORK**

<b>HOW OFTEN:</b>	Homework is given on a weekly basis; this will include research and revision activities.
<b>CONSISTS OF:</b>	Research tasks, data collection, case studies, exam questions.

<b>ASSESSMENT:</b>	<p>Unit 1 - Customer Experience is a piece of coursework that is internally assessed by the teacher and externally moderated by the WJEC.</p> <p>Unit 2 - Retail Business is an external exam (1 hour 15 minutes). This will be sat in June 2024 and pupils will have an opportunity to re-sit this exam in June 2025, if necessary.</p> <p>Unit 3 – Retail Operations is a piece of coursework that is internally assessed by the teacher and externally moderated by the WJEC.</p>
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KEY ASSESSMENT DATES

YEAR	TERM ONE	TERM TWO	TERM THREE
<b>10</b>	<p>Unit 1 - Customer Experience coursework starts.</p> <p>The teacher will teach the theory, pupils will work on the coursework.</p>	<p>Unit 2 - Retail Business exam preparation continues.</p> <p>Pupils will also dip into Unit 1 - Customer Experience coursework regularly to keep it fresh in their minds.</p>	<p>Pupils embark on intensive revision to prepare them for their external exam in Unit 2 – Retail Business</p>

<p>11</p>	<p>After the results in August, a list of pupils who will be resitting Unit 1 and/or Unit 2 will be established.</p> <p>Unit 3 – Retail Operations coursework preparation starts.</p> <p>The teacher will teach the theory, pupils will work on the coursework.</p>	<p>Unit 3 – Retail Operations coursework preparation continues.</p> <p>Pupils re-sitting units will start working on necessary units.</p>	<p>Unit 3 – Retail Operations coursework preparation continues.</p> <p>Pupils re-sitting units will continue working on necessary units.</p>
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**KEY STAGE FOUR COURSE: SOCIOLOGY**

**BOARD:** EDUQAS

**QUALIFICATION:** GCSE

**GRADE/LEVEL:** GCSE 9 - 1

**EXAMINATION ASSESSMENT**

**NUMBER OF PAPERS:** 2 [Year 11].

**EXAM DATES:** Year 11 = 2 exams May / June 2026  
Component 1: Understanding Social Processes  
Component 2: Understanding Social Structures

**Component 1: Understanding Social Process (1 hour 45 mins)**

**100 marks – 50% of qualification.**

This component focuses on the themes of socialisation, identity and culture and develops these through detailed study of families and education. Pupils are also expected to show knowledge of the different types of sociological data and practical issues to do with sociological research. The exam is made up of 6 multi section questions that range in value from 1 mark to 15 marks.

**Component 2: Understanding Social Structures (1 hour 45 mins)**

**100 marks – 50% of qualification**

The focus in this component is on social differentiation, power and stratification. This includes the theme of power, issues of social order and social control, studied through crime and deviance. There are also questions on applied methods of sociological enquiry. The exam is made up of 7 multi section questions that range in value from 1 mark to 15 marks.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p><b>Process of Cultural Transmission</b></p> <ul style="list-style-type: none"> <li>• Key sociological Concepts.</li> <li>• Debates over acquisition of identity.</li> <li>• Process of socialisation.</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Family diversity and different family forms.</li> <li>• Social changes and family structures in the UK and global context.</li> <li>• Social changes and family relationships.</li> <li>• Sociological theories of role of the family.</li> <li>• Criticisms of the family.</li> </ul>	<p><b>Sociological Research</b></p> <ul style="list-style-type: none"> <li>• Usefulness of different types of data.</li> <li>• Methods of research.</li> <li>• Sampling process.</li> <li>• Practical issues affecting research.</li> <li>• Ethical issues affecting research.</li> <li>• The process of research design.</li> <li>• Interpretating data.</li> </ul> <p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Sociological theories of the role of education.</li> <li>• Patterns of educational achievement.</li> </ul>	<p><b>Education (Continued)</b></p> <ul style="list-style-type: none"> <li>• Process inside school.</li> <li>• Factors affecting educational achievement -             <ul style="list-style-type: none"> <li>○ Social class</li> <li>○ Ethnicity</li> </ul> </li> <li>• Factors affecting educational achievement -             <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Anti-school subcultures</li> </ul> </li> <li>• Types of school</li> </ul>

<p>11</p>	<p><b>Understanding Social Structures</b></p> <p><b>Social Differentiation and Stratification.</b></p> <ul style="list-style-type: none"> <li>• Sociological theories of stratification.</li> <li>• Different forms and sources of power and authority.</li> <li>• Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality.</li> <li>• Factors which may influence access to life chances and power.</li> <li>• Poverty as a social issue.</li> </ul>	<p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• Social construction of concepts of crime and deviance.</li> <li>• Social control.</li> <li>• Patterns of criminal and deviant behaviour.</li> <li>• Sociological theories and explanations of deviance and criminal behaviour.             <ul style="list-style-type: none"> <li>○ Structural</li> <li>○ Subcultural</li> <li>○ Internationalist</li> <li>○ Feminist</li> </ul> </li> <li>• Sources of data on crime.</li> </ul>	<p><b>Crime and Deviance (Complete)</b></p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Sociological Research and data</li> <li>• Component 1 topics</li> <li>• Component 2</li> </ul>
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**HOMEWORK**

<p><b>HOW OFTEN:</b></p>	<p>Once a week</p>
<p><b>CONSISTS OF:</b></p>	<ul style="list-style-type: none"> <li>• Written tasks</li> <li>• Completion of exam questions</li> <li>• Research tasks</li> <li>• Revision exercises for class tests</li> </ul>

<b>ASSESSMENT:</b>	<ul style="list-style-type: none"> <li>• Comment marking by teacher</li> <li>• Numerically marked as per exam board criteria for past paper questions</li> <li>• Formative assessment with targets given by teacher</li> <li>• Peer / self-assessment</li> <li>• Kahoot quizzes for each topic within a unit</li> <li>• Mock exams</li> <li>• GCSE external exams</li> </ul>
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**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
<b>10</b>	<p><b>October</b>  <b>Past Paper test</b>                      Cultural Transmission and Family</p>	<p><b>March</b>  <b>Yr. 10 Mock Exams.</b>                      Partial Component                      1 exam paper (60-70 marks / 65mins – 75 mins)</p>	<p><b>June</b>  <b>Past Paper test</b>                      Education.</p>

11	<p><b>October Past Paper test</b> Social Stratification and Inequality.</p> <p><b>November Mock Exams</b> Full Component 1 paper (100 marks / 1hr45)</p>	<p><b>Past Paper Test</b> Crime &amp; Deviance</p>	<p><b>GCSE External Exams</b> <b>May/June 2026</b> <b>Component 1 and Component 2</b></p>
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### **KEY STAGE FOUR COURSE: Sport BTEC**

BOARD: Pearson

QUALIFICATION: Pearson BTEC Level 1/Level 2 First Award in Sport

GRADE/LEVEL: Level 1 and 2 – equivalent to A\*-G in GCSE

#### EXAMINATION ASSESSMENT

EXTERNAL EXAMINATION: 1

Unit 1: Fitness for Sport and Exercise

This unit is externally assessed using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and has 50 marks. Learners will complete an onscreen test that has different types of questions including objective and short-answer questions.

EXAM DATES: External exam takes place during Year 10 March/April March 2023

#### CONTROLLED TASKS:

NUMBER OF ASSIGNMENTS: 3

Unit 2: Practical Sports performance

Unit 3: Training in personal Fitness

Unit 4: Leading Sports Activities

Assessment includes ongoing internal and external moderation.

The four units studied are Fitness for Sport and Exercise, Practical Sports performance, Training in personal Fitness and Leading Sports Activities.

An assignment must be completed for each unit, and this contains Pass, Merit and Distinction tasks. To be awarded a Distinction (the highest award available), Distinction tasks in each unit must be completed. If pupils do not complete Merit and Distinction tasks, they will be awarded a Pass. ALL Pass criteria must be completed in order to pass each unit and the course as a whole.

## COURSE CONTENT

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p>Unit 1: Fitness for sport and Exercise</p> <ul style="list-style-type: none"> <li>• Components of fitness and the principles of training</li> <li>• Training methods</li> <li>• Fitness testing</li> </ul> <p>Unit 2: Practical Sports Performance</p> <ul style="list-style-type: none"> <li>• Rules, regulations and scoring system for selected sports.</li> <li>• Skills, techniques, and tactics in selected sports</li> <li>• Review sports performance</li> </ul>	<p>Unit 1: Fitness for Sport and Exercise (Continued)</p> <ul style="list-style-type: none"> <li>• Components of fitness and the principles of training</li> <li>• Training methods</li> <li>• Fitness testing</li> </ul> <p>Unit 2: Practical Sports Performance</p> <ul style="list-style-type: none"> <li>• Rules, regulations and scoring system for selected sports.</li> <li>• Skills, techniques, and tactics in selected sports</li> <li>• Review sports performance</li> </ul>	<p>Unit 3: Training in Personal Fitness</p> <ul style="list-style-type: none"> <li>• Design a personal fitness programme.</li> <li>• Exercise adherence factors and strategies for training success</li> <li>• Implement a self-designed personal fitness training programme.</li> </ul>

11	<p>Unit 3: Training in personal Fitness (continued)</p> <ul style="list-style-type: none"> <li>Review a personal fitness programme.</li> </ul> <p>Unit 4: Leading Sports Activities</p> <ul style="list-style-type: none"> <li>Know the attributes associated with a successful sport leadership.</li> <li>Undertake the planning and leading of sports activities</li> </ul>	<p>Unit 4: Leading Sports Activities (continued)</p> <ul style="list-style-type: none"> <li>Review the planning and leading of sports activities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all work is complete and up to date</li> </ul>
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**HOMEWORK**

HOW OFTEN:	<ul style="list-style-type: none"> <li>Weekly; pupils are expected to maintain standards of class work and complete outstanding deadlines on a lesson-by-lesson basis.</li> </ul>
CONSISTS OF:	<ul style="list-style-type: none"> <li>Research tasks</li> <li>Completing practical unit diaries</li> </ul>

ASSESSMENT	<ul style="list-style-type: none"> <li>• On-line test Year 10 (March/April 2025)</li> <li>• Marking of tasks (posters, power points, leaflets)</li> <li>• Check practical diaries</li> </ul>
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**KEY ASSESSMENT DATES**

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<ul style="list-style-type: none"> <li>• Mock Written examination on-line test Unit 1: Fitness for sport and Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• External on-line examination on unit 1, Fitness for sport and Exercise</li> <li>• Completion of Unit 2 assignment, Practical Sports Performance</li> </ul>	

11	<ul style="list-style-type: none"> <li>• Completion of Unit 3 assignment, Training in personal Fitness</li> </ul>	Completion of Unit 4 assignment,; Leading Sports Activities	<u>April / May</u>  Ensure all work is completed.
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All pupils will initially be delivered P – (pass) grade work; as pupils achieve this grade, they will be given M – (merit) and possibly D – (distinction) grade work.

Due to the nature of the course, assessment dates may alter; this may be due to an external provider changing their availability or weather issues that may affect outdoor activities, however, the above will be adhered to as closely as possible.



**KEY STAGE FOUR COURSE: TEXTILES**

**BOARD: WJEC**

**QUALIFICATION: GCSE ART & DESIGN: TEXTILES**

**GRADE/LEVEL: A\* - G**

**EXAMINATION ASSESSMENT**

**NUMBER OF EXAMS:** One practical exam in January of year 11.

Pupils receive the WJEC exam outline at the start of January in Year 11. They have 7 weeks to complete the preparatory work.

**EXAM DATES:** March of year 11

Pupils sit a 10-hour practical examination, in two sessions, during March.

All the preparatory work produced from January to March, together with the 10-hour exam account for up to 40% of the final GCSE grade.

**CONTROLLED TASKS:** 10 hours externally set exam. (60% of final qualification)

**UNIT 1** Portfolio – 60% of qualification: 120 marks.

**UNIT 2** – Externally set Assignment – 40% of qualification: 80 marks.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p><b>Critical Understanding.</b></p> <p>Pupils complete studies of the work of historical, cultural and contemporary designers, whose work links closely to their own.</p> <p>Pupils will create samples and experiment with new textile techniques which complement the research for each designer.</p>	<p><b>Reflective Recording.</b></p> <p>Pupils experiment with sampling based on a topic or theme of interest to them. Further textile techniques are explored with a focus on construction methods.</p> <p>Pupils are encouraged to make notes and write/sketch down ideas for development in a diary/journal.</p>	<p><b>Creative Making.</b></p> <p>Pupils produce a series of final outcomes that reflect the research obtained from the year. Pupils will record the making process and include written comments to explain their ideas and intentions.</p>
<b>11</b>	<p><b>Personal Presentation.</b></p> <p>Pupils complete the final outcomes developed from their Year 10 work and evaluate them individually. Pupils will also need to finish presenting their portfolio pages to the highest standard, ready for assessment and moderation</p>	<p><b>Controlled Task</b></p> <p>The externally set exam paper is issued at the start of January. Pupils choose ONE question and have 7 weeks to complete preparatory work for the final outcome which will be produced in a timed 10-hour exam (set over two days) during March.</p>	

**HOMEWORK**

<p><b>HOW OFTEN:</b></p>	<p>Pupils are expected to complete sketchbook pages at home weekly.</p> <p>The Textiles room is also available at lunchtime and after school for support.</p>
<p><b>CONSISTS OF:</b></p>	<ul style="list-style-type: none"> <li>• Researching a range of designers and artists.</li> <li>• Developing samples and creating a range of Textiles techniques.</li> <li>• Experimenting with processes, ideas, mixed media and materials.</li> <li>• Develop critical understanding through investigation, analysis, experimental and expressive skills.</li> </ul>
<p><b>ASSESSMENT:</b></p>	<ul style="list-style-type: none"> <li>• Sketchbooks formatively assessed throughout.</li> <li>• Written comments inform pupils how to improve.</li> <li>• Verbal and written feedback every lesson.</li> </ul>

KEY ASSESSMENT DATES

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<p>The <b>Critical Understanding</b> section (including both sketchbook and portfolio pages) is awarded a mark and a grade in line with the WJEC assessment.</p> <p>Self and peer assessment of this work is also undertaken.</p>	<p>The <b>Reflective Recording</b> section (including both sketchbook and portfolio pages) is awarded a mark and a grade in line with the WJEC assessment.</p> <p>Self and peer assessment of this work is also undertaken.</p>	<p>The <b>Creative Making</b> section (including all sketchbook, portfolio and products) is awarded a mark and a grade in line with the WJEC assessment.</p> <p>Self and peer assessment of this work is also undertaken.</p>
11	<p>The <b>Personal Presentation</b> section (including all sketchbooks, portfolio, and products) is awarded a mark and a grade in line with the WJEC assessment.</p> <p>Self and peer assessment of this work is also undertaken.</p> <p><b>All 4 coursework marks are combined to give the final mark/grade out of 120 for coursework (60% of the final GCSE grade)</b></p>	<p>The Exam Preparatory Work (divided into three familiar sections of Reflective Recording, Critical Understanding and Creative Making) is awarded marks and grades in line with the WJEC assessment during March.</p>	<p><b>The Exam Final Product</b> completed in 10 hours under examination conditions is marked in line with WJEC assessment.</p> <p><b>All 4 exam marks are combined to give the final mark/grade out of 80 for the exam. (40% of the final GCSE grade)</b></p> <p><b>All coursework and exam marks are sent to WJEC in May.</b></p> <p><b>A sample is then externally moderated by WJEC in June</b></p>



**KEY STAGE FOUR COURSE: TOURISM**

**BOARD:** WJEC

**QUALIFICATION :** WJEC Vocational Award Level 1/Level 2

**GRADE/LEVEL:** Level 1/Level 2 Pass, Merit, Distinction, Distinction\*

**ASSESSMENT**

**NUMBER OF CONTROLLED ASSESSMENTS:** 2

**NUMBER OF EXAMINATIONS:** 1

**The course comprises of 3 Units: -**

**Unit 1** – Customer Experience. At the end of the unit, the learner completes a controlled assessment over 10 hours on: the customer service standards of tourism organisations, how tourism organisations meet the expectations of customers and the quality of customer experience in tourism organisations.

**Unit 2** – The Business of Tourism. The learner completes a 75-minute external examination on: tourism organisations' objectives, the business environment of tourism organisations and the options to solve issues faced by tourism organisations.

**Unit 3** – Developing UK Tourist Destinations. At the end of the unit, the learner completes a controlled assessment over 12 hours on: the appeal of destination features to tourists, factors affecting the appeal of destinations, the role of organisations in tourism development and how destinations can increase appeal to different types of tourists.

Performance bands are used to decide the unit grade. The WJEC Level 1/Level 2 Vocational Award in Tourism is graded: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*.

The qualification grade is awarded on the basis of the total amount of unit grades achieved. The grading points are 4-6 for a Level 1 Pass to 16 for a Level 2 Distinction\*.

**COURSE CONTENT**

<u>YEAR</u>	<u>TERM ONE/TWO</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10	<p><b><u>Unit 3 – Developing UK Tourist Destinations</u></b></p> <ul style="list-style-type: none"> <li>Describe features of destinations.</li> <li>Describe characteristics of different types of tourists.</li> <li>Explain how features of destinations give appeal to different types of tourists.</li> <li>Explain factors influencing tourist decision making.</li> <li>Describe how destination features are enhanced to give appeal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe role of organisations involved in tourism development.</li> <li>Explain relationships between organisations involved in tourism development.</li> <li>Suggest, justify and present suggestions for increasing appeal of destinations to different types of tourists.</li> </ul> <p><b>Controlled assessment for Unit 3</b></p>	<p><b><u>Unit 2 – The Business of Tourism</u></b></p> <p>Complete the listed content and prepare for the 75-minute external examination in June of Year 11.</p> <ul style="list-style-type: none"> <li>Describe forms of ownership for tourism organisations.</li> <li>Explain objectives of tourism organisations.</li> <li>Explain methods used by tourism organisations to achieve objectives.</li> </ul>

			<p><b><u>Unit 1 – Customer Experience</u></b></p> <ul style="list-style-type: none"> <li>• Design research tools, process and present information and draw conclusions on the quality of customer experience in tourism organisations</li> </ul>
11	<p><b><u>Unit 1 – Customer Experience Cont.</u></b></p> <ul style="list-style-type: none"> <li>• Describe principles of customer service.</li> <li>• Describe situations when customers interact with tourism destinations.</li> <li>• Describe how customer service delivery differs across different mediums.</li> <li>• Describe needs of different types of customer.</li> <li>• Explain how tourism</li> </ul>	<p><b><u>Unit 2 – The Business of Tourism Cont.</u></b></p> <ul style="list-style-type: none"> <li>• Explain how the UK business environment affects tourism organisations.</li> <li>• Explain effects of employment rights and responsibilities on tourism organisations.</li> <li>• Analyse issues faced by tourism organisations, interpret data and review options for solutions to issues.</li> </ul>	<p><b><u>Revision and Examination Practice</u></b></p> <p><b><u>Unit 2 – The Business of Tourism Examination in June</u></b></p>

	<p>organisations meet expectations of different types of customers.</p> <ul style="list-style-type: none"> <li>• Explain impacts of customer service on tourism organisations.</li> </ul> <p><b>Controlled assessment for Unit 1</b></p>		
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**KEY ASSESSMENT DATES**

**HOMEWORK** – weekly, research and unit assignments available remotely via Teams.

**ASSESSMENT** – Learners complete the controlled assessments for units 3 and 1 and a series of tests to prepare for the external examination, for unit 2. Each controlled assessment follows the unit theme.

The controlled assessments involve producing written articles, Power Point presentations, displays and role plays. Each class assignment and controlled assessment has a work-based scenario. Teacher marking follows examination board criteria. Pupils complete Self and Peer Assessment tasks.

<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
10			<ul style="list-style-type: none"> <li>• <b>May Year 10</b> completion of Controlled Assessment for Unit 3 – Developing UK Tourism Destinations.</li> </ul>
11	<ul style="list-style-type: none"> <li>• <b>Unit 2 – The Business of Tourism Mock Examination</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>April Year 11</b> completion of Controlled Assessment for Unit 1 – Customer Experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of outstanding controlled assessments</li> <li>• <b>Unit 2 Examination –</b> The Business of Tourism external examination May/June Year 11.</li> </ul>



**KEY STAGE FOUR COURSE: Personal Growth and Wellbeing**

<p><u>BOARD:</u> Pearson</p> <p><u>QUALIFICATION:</u> BTEC Level 2 Certificate in Personal Growth and Wellbeing</p> <p><u>GRADE/LEVEL:</u> 2</p>
<p><u>EXAMINATION ASSESSMENT</u></p> <p>NUMBER OF ASSIGNMENTS: 5 units (Each to be awarded Pass/Fail)</p> <p>There is no examination or controlled assessment for this course. The course is 100% coursework based. Assessment includes ongoing internal and external moderation.</p> <p>The five units studied include, Investigating Personal Identity, Being Financial Aware, Promoting Environmental Awareness, Maintaining Physical Health and Wellbeing and Producing a Long-term Personal Plan.</p> <p>An assignment must be completed for each unit. <b>ALL</b> Pass criteria must be completed to pass each unit and the course.</p>

	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>10</b>	<p><b><u>Unit 1 – Investigating Personal Identity</u></b></p> <p>Describe factors that influence personal identity.</p> <p>Examine how personal identity impacts on self and others.</p>	<p><b><u>Unit 2 – Being Financial Aware</u></b></p> <p>Analyse sources of income including deductions on employment earnings.</p> <p>Prepare a budget over a fixed period of time based on a scenario.</p>	<p><b><u>Unit 3 –Promoting Environmental Awareness</u></b></p> <p>Describe an environmental issue and its impact.</p> <p>Consider methods to help raise awareness of</p>

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<u>YEAR</u>	<u>TERM ONE</u>	<u>TERM TWO</u>	<u>TERM THREE</u>
<b>11</b>	<p><u>Unit 4 – Maintaining Physical Health and Wellbeing</u></p> <p>Research the factors that impact a healthy lifestyle.</p> <p>Discuss ways you can assist others to maintain a healthy lifestyle.</p> <p>Assess personal lifestyle.</p> <p>Develop personal goals and actions to improve your healthy lifestyle.</p>	<p><u>Unit 5 -Producing a Long-term Personal Plan</u></p> <p>Explore a range of personal and professional progression opportunities.</p> <p>Use tools and strategies to help inform your progression plan.</p> <p>Produce your progression plan.</p>	<p>environmental issues with others.</p> <p>Communicate ways others can engage with environmental issues.</p> <p><u>Ensure that all unit assignments have been completed.</u></p>

### HOMEWORK

HOW OFTEN:	Fortnightly; pupils are expected to maintain standards of class work and complete outstanding deadlines on a lesson-by-lesson basis.
CONSISTS OF:	<p>Research tasks</p> <p>Working towards assignment deadlines</p> <p>Re-drafting assignments when necessary</p>

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ASSESSMENT:	<p>Each module will have assignments that follows the unit theme. Assignments involve producing written articles, Power Point presentations, displays and role plays. Teacher marking using examination board criteria.</p>
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### KEY ASSESSMENT DATES

YEAR	TERM ONE	TERM TWO	TERM THREE
10	<p><u>September- December</u></p> <p>Units 1 assessed work to be completed throughout the term.</p>	<p><u>March – April</u></p> <p>Units 2 assessed work to be completed throughout the term.</p>	<p><u>June - July</u></p> <p>Unit 3 assessed work to be completed throughout the term.</p>
11	<p><u>November- December</u></p> <p>Unit 4 assessed work to be completed throughout the term.</p>	<p><u>March - April</u></p> <p>Unit 5 assessed work to be completed throughout the term.</p>	<p>Ensure that all unit assignments have been completed</p>