



# **West Monmouth** **School**



## **Key Stage 4 - Option Booklet 2025**





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

*Nelson Mandela*



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## PREPARING FOR KEY STAGE 4

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

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

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

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

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

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





## INTRODUCTION

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

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

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

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

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

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





## **COMPULSORY SUBJECTS**

Every pupil will be required to study the following subjects: -

### **English Language and English Literature**

Everyone will follow the English Language course and the majority of pupils will also follow the GCSE English Literature course.

### **Welsh 2<sup>nd</sup> Language**

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

### **Mathematics**

Everyone will follow the GCSE Mathematics and Numeracy Double Award. Made up from 3 units; unit 1 & 2 exams can be taken during year 10/11 and unit 3 must be taken in the summer of year 11. There are 2 tiers; Higher ranging from A\* to D while Foundation tier ranges from C to G grades.

### **Science**

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

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

### **Skills Challenge - (Welsh Bacallaureate)**

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

### **Physical Education**

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

### **Social Studies**

Everyone will follow a course on Social Studies delivered through the school year.

### **Equality & Diversity**

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



### **OPTION SUBJECTS**

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

All single option subjects are taught for 5 lessons per fortnight. You will be asked to select one subject from each of the three columns, A to C. You will need to indicate your choices on the options Google document by **Thursday 30th January 2025.**

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

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

<https://careerswales.gov.wales/>

[Careers Wales | Careers Wales](#)



## WHEN DO I MAKE MY CHOICES?

### IMPORTANT DATES

- **Wednesday 8<sup>th</sup> January 2025 - Year 9 Options Evening**
- **Thursday 16<sup>th</sup> January 2025 - Parents' Evening Year 9**
- **Wednesday 30<sup>th</sup> January 2025 - Final options deadline hand in**

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

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







### **CAN I WITHDRAW FROM ANY COURSE?**

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

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

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

### **WHAT KIND OF CAREERS ADVICE WILL I RECEIVE?**

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

We also have a specialist Careers Advisor who supports learners who will require a high level of support to transition to post 16 providers through our ALN department.





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

## **Individual Course Information**

**English Language**

**Welsh Language**

**Mathematics**

**Mathematics - Numeracy**

**Science**

**Skills Challenge - Welsh Baccalaureate**

**Physical Education**

**RE - Equality and Diversity**

**Social Studies**



## GCSE English Language and Literature (Double Award)- WJEC

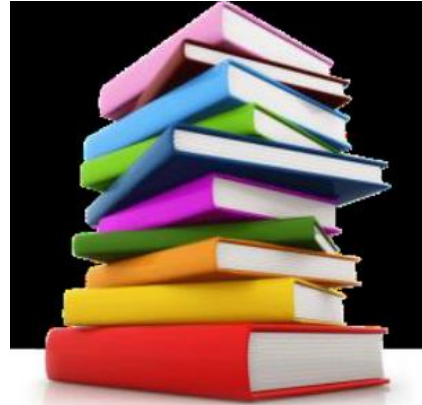
At Key Stage 4, GCSE English is a compulsory subject for all pupils.

### CORE SUBJECT

English Language and Literature (Double Award)

### INTRODUCTION

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



### WHAT WILL I STUDY?

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

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

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

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

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

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



## **HOW WILL I BE ASSESSED?**

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

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

## **WHAT SKILLS WILL I DEVELOP?**

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

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

## **CAREERS USING ‘ENGLISH LANGUAGE AND LITERATURE’**

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





## Welsh Second Language – WJEC

### What will I study?

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

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



### What skills will I develop?

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

### How will I be assessed?

This qualification has two external assessment units which are weighted equally and two internal assessment units. The two internal assessment units test oral and listening skills:

- **Unit 1 (25%)**- Speaking (10%) Listening (15%) A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate a confident discussion. The assessment will consist of two parts conducted in the following order:
  - watch a visual clip (approximately 3 minutes) twice and fill in a related sheet
  - discussion between the pair/group of three on what was watched
- **Unit 2 (25%)** - Speaking (20%) Listening (5%) A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC

The two external assessment units test reading and writing skills will be 1hour 30 mins, 100 marks:

- **Unit 3 (25%)** -Preparing for the future.
- **Unit 4 (25%)** - Literature and Creative Writing.

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

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

Jobs advertised in Wales often require the ability to speak Welsh as essential or desirable. If you have GCSE Core Cymraeg qualification, you have a head start. The ability to speak Cymraeg is important and advantageous.







## Mathematics and Numeracy (Double Award) - WJEC

### General Information

All learners will be entered for GCSE Mathematics and Numeracy Double Award qualification. The course will build on and progress from the levels of Numeracy expected at the end of Key Stage 3 through the Numeracy Framework. Their GCSE result is purely based on the 3 external units named below.

It is possible to mix tiers of entry and teachers will assess the best options to ensure the students achieve the best result possible.

Unit 1: Financial Mathematics and Other Applications of Numeracy (calculator allowed)

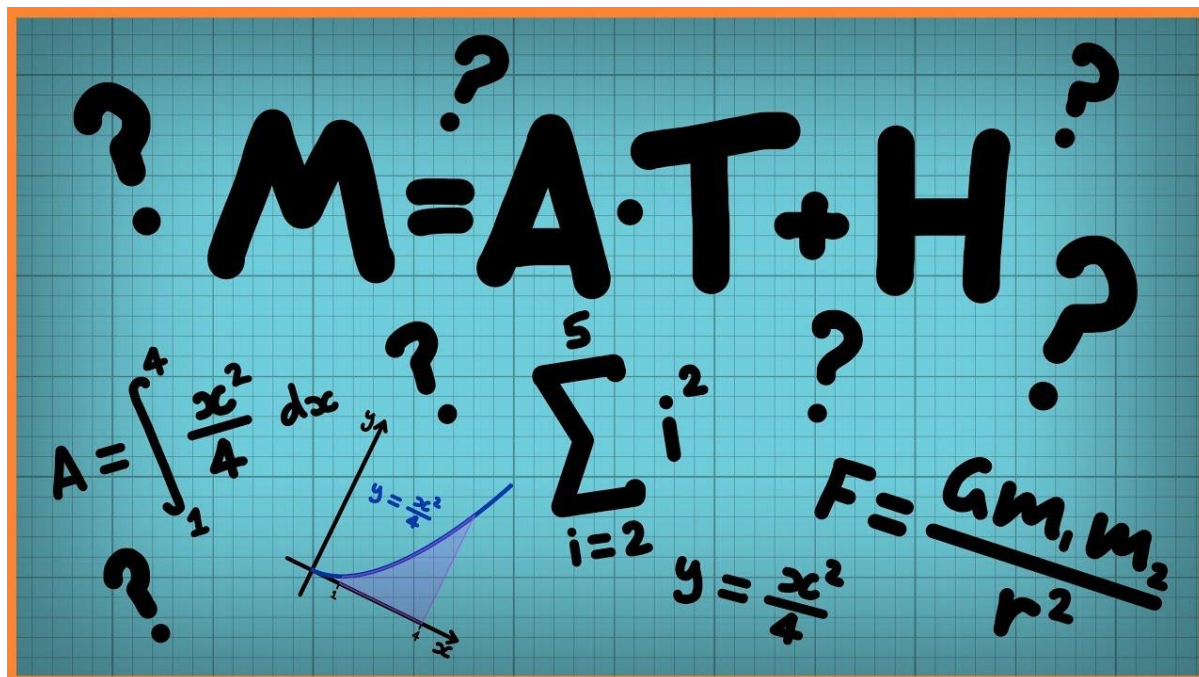
Unit 2: Non-calculator Maths

Unit 3: Calculator Maths

There will be two overlapping tiers of entry.

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

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





## Science - WJEC

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

### Science (Double Award)

#### Science (Double Award)

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

### Triple Science

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

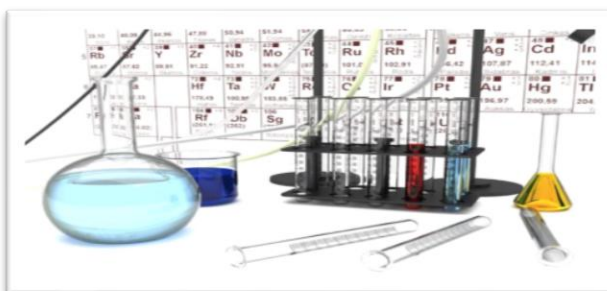
A course based on this specification should encourage candidates to:

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

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

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

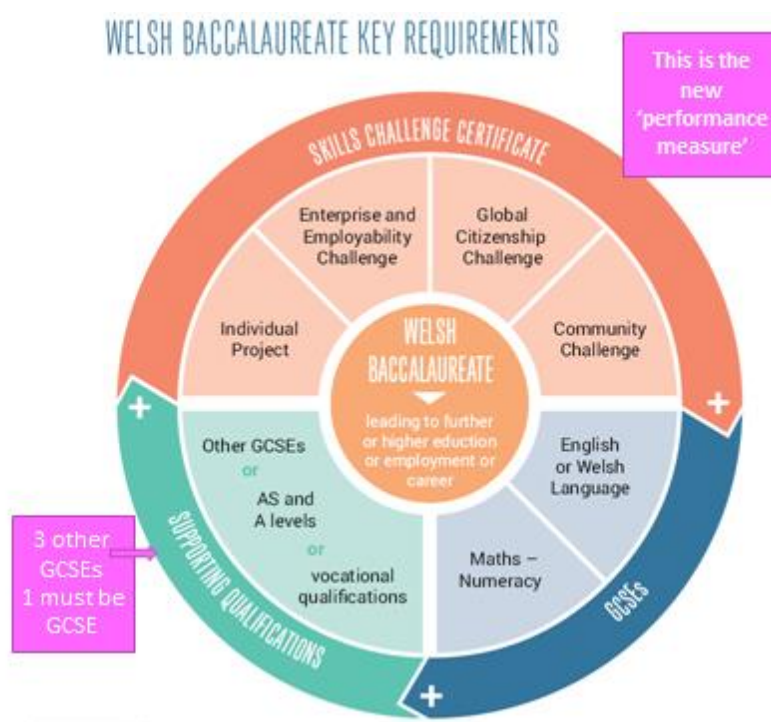
Pupils will sit two exams in each of the Sciences (1hr 30 min each), one at the end of year 10 and the other at the end of Year 11, as well as a practical exam in the January of Year 11.





## Skills Challenge Certificate (WJEC) - Welsh Baccalaureate

The Skills Challenge Certificate (SCC) is part of the new Welsh Baccalaureate which is taught within West Mon School. The SCC consists of 3 challenges that aim to teach the pupils employability skills for when they leave us. Outlined below is the **whole** Welsh Baccalaureate qualification. The SCC is at the top of the wheel where pupils complete 3 out of the 4 challenges. These challenges are discussed in more detail below. The SCC is equivalent to 1 GCSE. Learners **begin** this qualification at the start of Year 9 with the Global Challenge, complete the Enterprise Challenge in Year 10 and finish the qualification by completing the Individual Project in Year 11.



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

### GLOBAL CITIZENSHIP CHALLENGE

YEAR 9	GLOBAL CITIZENSHIP CHALLENGE
<b>Overview</b>	Researching a global issue: E.g.: <ul style="list-style-type: none"> <li>Challenging Extremism</li> </ul> Looking at what different sources say about the issue and if they are reliable. Coming up with ways to raise awareness of the issue being researched, e.g., video, song, board game, event, etc. Carrying out the raising awareness activity with Year 7.
<b>Evidence Submitted</b>	<b>Task 1</b> <ul style="list-style-type: none"> <li>Source Evaluation (2-hour exam)</li> <li>Personal Standpoint (2-hour exam)</li> </ul>





	<p><b><u>Task 2</u></b> Raising Awareness Pack:</p> <ul style="list-style-type: none"> <li>• Ideas on how to raise awareness of the issue.</li> <li>• SWOT analysis on ideas chosen.</li> <li>• Choose an idea to raise awareness.</li> <li>• Plan the activity</li> <li>• Make the raising awareness idea.</li> </ul> <p><b><u>Task 3</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on the critical thinking and problem-solving process of your idea.</li> <li>• Reflect on how well you developed your idea.</li> </ul>
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## ENTERPRISE & EMPLOYABILITY

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

## INDIVIDUAL PROJECT

YEAR 11	INDIVIDUAL PROJECT
<b>Overview</b>	The pupils have to choose a topic to research and investigate.



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



## PE at KS4

### Core PE

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



### Equality and Diversity qualification

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

The course is made up of 3 units:

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

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

### Social Studies

All pupils will follow Social Studies Education. This is compulsory and reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Learners are equipped with the skills to manage changing situations with increased confidence and to become financially capable. Learners develop a critical awareness of local and global contemporary issues and to participate within their communities as active citizens in the twenty-first century.





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

## **Individual Course**

**Art**

**Construction**

**DT – Product Design**

**DT – Fashion & Textiles**

**Digital Technology (ICT)**

**Drama**

**Engineering**

**French**

**Geography**

**Health and Social Care and Child Care.**

**History**

**Hospitality and Catering**

**Music**

**PE**

**RS**



## **Art & Design – GCSE (WJEC)**

### Course content

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

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

### Assessment methods and percentages

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

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





## Construction – WJEC Vocational Award Level 1 / Level 2

The course is about developing the practical skills you will need if you are thinking about gaining a trade (painting and decorating, bricklaying, plastering, carpentry). You will complete 3 units of work, 2 practical units and 1 theory-based unit. It is the equivalent to one GCSE.

Career paths for pupils wishing to take construction could include:

- Technical Apprenticeships.
- Professional roles such as architect, surveyor, quantity surveyor.
- Managerial opportunities.

The course is practically based as far as possible but does consist of a mix of practical and portfolio work. The modules we have previously delivered for the course include:

- Exploring Health & Safety and welfare in construction, this is in the form of an online examination sat in year ten.
- Exploring painting operations (painting and decorating)
- Exploring trowel operations (bricklaying)

Previously the department has provided construction days run by major construction companies such as Lovell homes and Kier Construction.

Due to the coursework content it is vital that pupils are committed to the course and enjoy the practical element of the course. It is worth noting that it was recently reported that 5,000 extra jobs are to be created in the construction industry over the next 5 years.

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





## **Design Technology – Product Design – GCSE (WJEC)**

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

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

### Unit 1: Design and Technology in the 21st Century

Written examination: 2 hours

50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of fashion and textiles

### Unit 2: Design and make task

Non-exam assessment: approximately 35 hours

50% of qualification

A sustained (roughly 35 hours) design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

**It is important to note; this qualification cannot be taken as well as GCSE Design & Technology: Textiles**







## **Design Technology – Fashion and Textiles – GCSE (WJEC)**

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

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

### **Unit 1: Design and Technology in the 21st Century**

Written examination: 2 hours

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Non-exam assessment: approximately 35 hours

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A sustained (roughly 35 hours) design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate, analyse and outline design possibilities
- design and make prototypes and evaluate their fitness for purpose

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







## Digital Technology - GCSE (WJEC) – (ICT)

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

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

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

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

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

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

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





## Drama – GCSE (WJEC)

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

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

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

Unit 1 – Devising Theatre (40%)

Unit 2 – Performing Theatre (30%)

Unit 3 – Interpreting Theatre – written exam to be completed online (30%)

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

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

Should any pupil or parent have any questions about any of the courses, please do not hesitate to contact me on [sinead.jones@WMS.schoolsedu.org.uk](mailto:sinead.jones@WMS.schoolsedu.org.uk).





## Engineering BTEC

### BTEC First in Engineering

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

Career paths could include:

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

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

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

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

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

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





## **French – GCSE (WJEC)**

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

The course will enable learners to study an international language allowing them to broaden horizons, develop cultural knowledge and understanding, whilst fostering transferable skills such as confidence, communication, problem solving and creativity. The qualification will support learners to understand the language by developing reading, listening and watching skills. Learners will communicate clearly, accurately and creatively by developing speaking and writing skills. They will develop their knowledge and understanding of vocabulary, grammar and structures and will be able to express themselves in a range of contexts and for different audiences and purposes. Learners will develop their awareness of the culture and society of countries and communities where French is spoken and make connections with their own languages and culture.

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

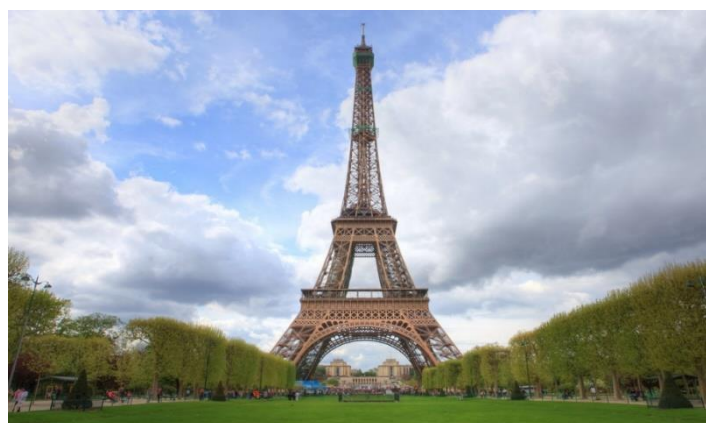
We follow the WJEC syllabus.

There are three broad themes: -

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

The 4 skills areas are:

- Oracy
- Reading and Writing
- Listening
- Reading and Writing



### **Unit 1: Oracy – 30% (7-10 minutes)**

Three tasks:

Read aloud and role play.  
Presentation and discussion.  
Conversation.

### **Unit 2: Reading and Writing – 15% (1 hour)**

Written response in French.

### **Unit 3: Listening – 20% (45 minutes)**

Listening comprehension tasks with fixed and written responses.

### **Unit 4: Reading and Writing – 35% (1hour 30 minutes)**

Reading comprehension tasks.  
Translation from French into English.  
A writing task in response to simple and familiar stimuli.



## Geography – GCSE (WJEC)

### Why take GCSE Geography?

GCSE Geography is a valuable subject as it helps develop a wide range of skills and knowledge essential for understanding the world. It covers both physical geography, like climate change and natural disasters and human geography such as population growth and urbanization. This broad scope gives students a well-rounded view of global issues and their interconnectedness.

Studying geography develops critical thinking, problem solving, and analytical skills. Students learn to interpret data, evaluate evidence and understand complex global challenges, preparing them for further education and workforce.

Geography encourages global awareness, fostering an understanding of how human activities impact the environment and communities worldwide. Furthermore, geography opens doors to various career paths, including urban planning, environmental science and international development. The subject is also highly valued by employers and universities due to its focus on research communication and data handling skills. GCSE geography equips students with practical skills, a deeper understanding of the world and an ability to think critically about the challenges shaping our future.

The new GCSE geography specification for first teaching in September 2025 has four units:

#### **Unit 1;** Our physical and human world (30%)

In this unit candidates will study:

- River zones
- Coastal zones
- Causes and issues of migration
- Our changing towns and cities

#### **Unit 3:** our dynamic and diverse world (30%)

In this unit candidate will study:

- Global and regional inequalities of wealth and development, focusing on human rights and diversity
- Weather
- Global climate patterns and climate change
- Physical and human global challenges, including a focus on endangered environments (land and ocean).

#### **Unit 2:** Developing fieldwork skills (non-examined assessment) (25%)

A crucial element of being a geographer is understanding the fieldwork and enquiry process. The purpose of this unit is to:

- Explore both fieldwork and skills
- Develop and understanding of the six-stage enquiry model.

#### **Unit 4:** Sustainable solutions (non-examined assessment) (15%)

The purpose of this unit is to:

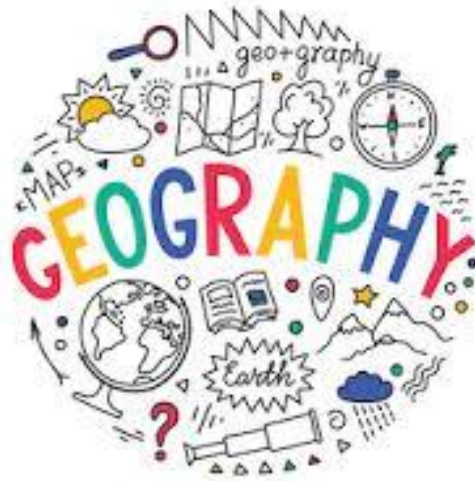
- Explore current geographical issues and sustainable futures
- Introduce the three pillars of sustainability and sustainability goals, based on taking action
- Increase problem solving skills.

### How is the course assessed?



The course is assessed per unit: unit 1 will be assessed through examination at the end of year 10. Unit 3 will be assessed through examination at the end of year 11. Pupils are able to resit units to improve marks if they feel it will benefit their overall grade.

Unit 2 and 4 will be assessed throughout the two years a part of the non-examined assessment process. Unit 2 will be marked externally by the WJEC exam board. Unit 4 will be marked internally by the candidates' class teacher(s) and a sample of work will be checked and verified for marking accuracy by the WJEC.







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

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

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

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

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

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

Unit 1: Human growth, development and well-being

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

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

Unit 2 is coursework based and completed in class time.

Unit 2: Promoting and maintaining health and well-being

Non-exam assessment: approximately 25 hours

60% of Single Award qualification

Task 1: Service Provision (approximately 10 hours)

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

Task 2: Health Promotion (approximately 15 hours)

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





## HISTORY – GCSE (WJEC)

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

An enquiring mind is an essential for this course. History is about people, so the student who is interested in finding out why people react to various events in different ways individually and collectively is an ideal candidate. Since social and career success is also largely dependent on our understanding of people, the study of History develops many life skills, most importantly the ability to communicate, to interpret and evaluate information and to analyse and learn from the events of the past.

### Course content-

Year 10 (50% of qualification)

- The Third Reich c.1933-1945. A case study of modern nationalism. (20% NEA)
- The Crusades c.1095-1291 (30% Examination)

Year 11 (50% of qualification)

- Coursework- topic not yet released (20%)
- Wales in the era of the Civil War (30% Examination)

Exams will be 1 hour long and sat during the Summers of Year 10 and 11. Coursework will be sat in classroom during your history hours.

### Careers-

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

You will also develop a range of skills that will help you in the future:

- The ability to create and defend arguments
- The capability to judge how reliable information is
- The skills to develop coherent explanations
- The capacity to work independently and in groups

You will study these through a variety of activities including debates, ICT, research, presentations and videos. There will be an opportunity to participate on an historical visit to gain a greater understanding.





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

### What will I learn?

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

### How will I learn?

You will learn about the hospitality and catering industry by:

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



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

### How will I be assessed?

**Unit 1: The Hospitality and Catering Industry** will be externally assessed with an on-line examination that lasts 1 hour 20 minutes. You will be graded as follows:

*Grading:*

Level 1				Level 2			
Pass	Merit	Distinction	Distinction*	Pass	Merit	Distinction	Distinction*

Unit 1 contributes to 40% of the overall grade.

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

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

Unit 2 contributes to 60% of the overall grade.

### What can I do with this qualification?

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





## Music – GCSE (WJEC)

The WJEC GCSE Music qualification will support you to:

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



### WHAT WILL I STUDY?

The GCSE Music qualification is based on the study and application of the elements of music: dynamics; form and structure; harmony; melody and pitch; performance techniques/articulation; sonority / timbre ; tempo, rhythm and metre; texture; tonality.

### HOW WILL I BE ASSESSED?

#### Unit 1 – Performing

Non-exam assessment 32.5% of qualification: 78 marks

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

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

#### Unit 2 – Composing

Non-exam assessment 32.5% of qualification: 78 marks

2 compositions, 3-6 minutes total

You will compose your own music in a style you choose, one to a set brief and one to your own brief. You will also submit an assessed reflective log.

#### Unit 3 – Appraising

Digital exam (1h 30m) 35% of qualification: 84 marks

The exam questions will be based on extracts of music you will be able to listen to, and you will be expected to know and understand the elements of music and how they are used.

You will study 2 set works in detail.



## **WHAT SKILLS WILL I DEVELOP?**

Exploring: you will have the opportunity to explore various styles and genres of music linked to different cultures in Wales and the world and understand how they have been created to produce the intended effect. You will be able to use these ideas to create and develop your own music. You could also compose through exploring ideas in improvisation.

Responding and reflecting: you will be able to evaluate and refine your work through reflection and feedback from others, to create a successful finished product.

Creating: you will create your own original music in a style of your choosing, and a piece to meet a brief specified by WJEC using the techniques you have explored and reflected upon.

## **WHERE NEXT? MUSIC AND THE WORLD OF WORK.**

This qualification provides a suitable foundation for the study of Music at A-level. It will also provide a satisfying and worthwhile course of study for you if you choose not to progress to study further. In the future, Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed, whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal well-being both independently and as part of a wider community. Importantly, studying music will develop many transferable skills including communication, presentation skills, team working, leadership, focus, refinement, creativity and self-confidence.



**PE at KS4**

**GCSE PE**

**Unit 1: Introduction to physical education**

**Written examination: 2 hours**

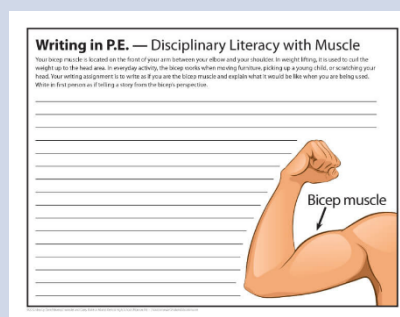
**50% of qualification**



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

Five areas of study:

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



**Unit 2: The active participant in physical education**

**50% of qualification**

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

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

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



		Taekwondo
		Trampolining
		Weightlifting





## **Religious Studies – GCSE (WJEC) From September 2025**

### **WHY IS IT IMPORTANT?**

No matter what career path you eventually take, you will always be working with people and a GCSE in Religious Studies indicates to an employer someone who has had experience of thinking critically, analysing other people's views and expressing themselves clearly. Religious Studies also helps you to develop skills which can be applied to many working situations. Learning to defend a viewpoint, considering the opinion of others and collecting information are skills required in many occupations.

Religious Studies can help people to understand different issues which are in the news. It is important because of the increasing pressures facing young people and the decisions they must make. Religious Studies is also valuable in a wide range of careers because it is concerned with what people think.

### **WHAT ARE LESSONS LIKE?**

Be prepared to discuss and debate the different philosophical and ethical issues in class, challenging other students' ideas and explaining your own. A typical lesson incorporates experiential and reflective activities, written work, research and analysing different perspectives of the big questions of life.

### **COURSE CONTENT & ASSESSMENT**

GCSE Religious Studies consists of four units:

**Unit 1: Religious and non-religious beliefs, teachings and practices** Written examination: 1 hour 30 minutes - 30%

**Unit 2: Religion and relationships** non-examination assessment - 20%

**Unit 3: Roles, rights and responsibilities** Written examination: Duration 1 hour 30 minutes - 30%

**Unit 4: Religion and human rights** non-examination assessment - 20%

Some of the topics covered are: The life, death and resurrection of Jesus; Jesus' teaching on love and forgiveness; the sanctity of life, including the study of issues such as abortion, euthanasia and capital punishment; religious attitude towards war and violence; the existence of God; identity, diversity and belonging; and the existence of evil and suffering.

### **POSSIBLE CAREERS / COURSES**

As an academic subject it is equally respected as a pathway into further education and then onto university. It also benefits a whole range of careers which include Nursing, Media, Police, Armed Forces, Teaching, Retail, Social Work, Journalism and on, and on, and on... the list is endless!





### **CHANGING YOUR OPTION CHOICES – THE LAST RESORT**

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

- What are your reasons for wanting to change subjects?
- Discuss any issues with your subject tutor.
- There may not be room to move to the subject chosen.
- It will mean extra hard work to catch up on the work you have missed. There is only a small window to move if it is possible to move in the first place.
- Finally, the issue will be discussed with Mrs McNeil.

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

***Good luck to you all!***