



# GCSE Options 2024

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HOWELL'S SENIOR SCHOOL  
Llandaff

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GDST  
GIRLS' DAY SCHOOL TRUST



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# Choosing Your Subjects

The aim of this booklet is to provide you and your parents with some key information about the subjects and courses that are offered in Years 10 and 11. The curriculum in these two years is designed to ensure that you study a broad range of subjects which will provide you with the maximum amount of choice for your studies for the Co-Ed College and beyond.

Before you consider your choices in more detail, remember that you will study the following compulsory subjects:

- English Language and English Literature
- Mathematics and Numeracy
- Combined Science or Separate Sciences
- Combined Science is equivalent to two GCSEs and Separate Sciences is equivalent to three GCSEs:
- Biology
- Chemistry
- Physics

Both options equip students for Science at A level and for university course choices including medicine.

In order to ensure that all options remain open in university and career choices later on, you should consider choosing a humanities subject (Geography, History or Religious Studies) and a language (French, Latin, Spanish or Welsh).

In addition to the GCSE subjects, you will also have PE and PSHE sessions.

In PSHE sessions, you are taught a broad and relevant curriculum that covers topics within the areas of Relationships, Health and Wellbeing and Living in the Wider World to prepare you for the world around you today and in the future.

The Careers department will meet with you early in January to discuss your probable career path and to offer some advice over subject choices.

Private Study lessons may be timetabled for those who need time to consolidate their learning; this would be in lieu of a subject choice.



At the end of this booklet, we have provided you with details of how to complete your option choices.

These must be updated by Friday 26th January 2024.

This is an exciting new phase for you; these decisions are important ones so take your time, talk to our teachers, the careers advisers and your parents/carers before you make them. We are always here to support and advise you.

**Mrs Darnton, Deputy Principal (Academic)**



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As students progress towards their GCSE choices, care is taken to ensure that students understand the process when making important choices and decisions.

## The Role of the Careers Department

The Careers Department aims to support Year 9 through this important transition period of GCSE option choices, enabling them to move smoothly into Year 10 with a feeling of anticipation for the exciting challenges to follow.

The principal aims of the department are to support each individual student as they develop an understanding and self-awareness of future roles in the worlds of work, training, and continued education.

The department undertakes:

- A planned, stable, co-ordinated programme of careers education from Years 7 -13
- Access to impartial careers information and guidance
- Equality of opportunity
- Access to reliable and up-to-date resources and information
- Guidance and interviews at times of transition 14+, 16+ and 18+

### Opportunities for direct contact with employers and the world of work

Help is given throughout the process, encouraging students to focus on their strengths, abilities, skills, and interests. Students are encouraged to recognise the selection of a group of subjects which is broad based to maximise future career choices, university courses or apprenticeship applications.

Some careers require specific GCSE subjects and/or A levels to pursue selected courses; examples include medicine and engineering. Current requirements can be found on individual university websites or apprenticeship programmes.

### The Careers Department programme

- In Years 7 – 11 all students will receive and participate in at least three Career & Enterprise focused PSHE lessons per year.
- In Year 9 students have the opportunity to experience the workplace at first hand whilst taking part in the 'Take Your Child to Work Day'.

– Year 9 students are then introduced to the decision-making process of GCSE option choices. This will include a guidance interview. Mr Allen, Coordinator of Senior School Careers and WRE, attends parents' evening and will hold Career meetings in January for one-to-one guidance on GCSE choices.

– In Years 10 and 11 there will be Careers events to develop students' knowledge and understanding of potential careers as well as opportunities for contact with employers. Virtual opportunities to attend courses and to experience the world of work have grown since the pandemic. These are advertised as they become available by email, in the weekly newsletter and on Firefly. In Year 11, students will have one-to-one interviews to discuss their career options at 16+.

– In Howell's College the Careers programme is organised by Mrs Wilks.

– It is important that students are well informed. Special events and courses are advertised as they arise, and students will be able to make excellent use of the networking opportunities the GDST offers. Dates of careers events throughout the year are published on the website, in the school calendar and in the weekly newsletter. The department works collaboratively with all GDST schools to offer a range of online careers evenings.

– Impartial support in Years 7- 11 is provided by the CareerStart programme delivered by Mrs Karen Kimura, Skills Development Officer at the Girls' Day School Trust.

*Howell's partner, InvestIN, offers a 10% discount with code HOWELLS10. InvestIN is a UK-based organisation that provides students aged 12-18 with an immersive experience of their dream career. Our contact is Willow Herold, Partner Development Associate Director.*



# Art, Craft and Design (WJEC)

## Should I choose this subject?

Certain qualities have been identified as vital for progress in the world of work in the future: flexibility, capability and creativity. Art, Craft and Design links all three with practical purpose, as well as providing a tool for personal expression and growth.

Creativity is a form of intelligence and distinguishes those who will form the future we hope to live in. If you are interested in the visual world and visual culture, Art, Craft and Design offers you the opportunity to find your own solutions and produce a personal response.

If you are considering a career in Art, Craft and Design, be it fashion and textiles, graphics or three-dimensional design, this subject is required for entry to higher education courses.

## What is it about?

Art, Craft and Design is a huge area, and its applications range from fashion to transport design, from graphics to installation art, from architecture to film. The course we offer is intended as an introduction to the dynamics of visual creativity.

We seek and encourage:

- The love of drawing
- Curiosity in the visual world around you
- Enthusiasm for art, craft and design of past and present cultures
- Flexibility with ideas and materials
- The desire to create links and connections
- Perseverance and motivation to give form to ideas

Art, Craft and Design can be personal expression, problem solving, exploration and experimentation, but it is also about meeting deadlines, so it requires commitment! Creativity is about “thinking outside the box”, connecting ideas and being willing to think around a theme or problem in a number of ways, rather than following a set template.

## How will it be studied?

- Component 1: Portfolio 60%
- Component 2: Externally Set Assignment 40%

## The Course

Students are encouraged to develop a themed project for the portfolio showing initiative, imagination and motivation towards realising their ideas. Some of their work (at home and school) takes place in the Artbook, which is a combination of sketchbook and time-based record.

The students select one of the externally set assignments as a starting point for their examination, which consists of a preparatory study period of approximately 6 weeks, culminating in a 10 hour examination over two days to make the final piece.

## Classroom Activities

Coursework begins with students being introduced to different ideas and ways of working through workshop type activities. A wide range of processes are taught including painting, drawing, mixed media, ceramics, graphics, textiles, stop frame animation, photography and image manipulation through Photoshop.

As personal starting points are developed from this, students are then supported on a one-to-one basis with teaching fashioned to their individual needs.

## Homework

Homework is a continuation of the tasks covered in coursework: drawing, collecting visual materials/ resources, researching the work of artists – whatever the student’s response to the project theme demands.

## Assessment

There will be on-going, formative assessment with gradual introduction of student self- assessment and target setting to encourage independent learning and personal responsibility. There is controlled assessment of the student coursework portfolio, and an externally set assignment, which are then marked and externally moderated.



“Art GCSE shows up a new perspective on everyday things, giving you a chance to express yourself as well as enjoy yourself.”

Student Comment

“Creativity requires the courage to let go of certainties.”

Eric Fromm

## What can I do with it?

The skills and understanding you will acquire in CSE Art, Craft and Design are required for further study in the subject at AS/Advanced level and beyond. Careers in Art, Craft and Design are competitive, but do provide one of the UK’s main export strengths – creative talent.

The global market and digital technology have elevated the economic importance of creative design in many areas; British fashion, graphics, 3D design, architecture, fine art, animation and film production are regarded as amongst the best in the world.

The visual understanding gained from this subject can also benefit you when making personal choices in your future life, and will enrich your understanding of other times and cultures. The value of the personal enjoyment and sense of wellbeing gained from creative and productive effort cannot be underestimated.





# Digital Technology GCSE (WJEC)

## Course Curriculum

The curriculum for the Digital Technology GCSE is comprehensive and forward-thinking, covering critical areas such as Data Analytics, Web Development, and Digital Marketing. In Unit 1, students delve into the fundamentals of digital technology systems, exploring their societal impact and evolution. Unit 2 focuses on practical skills, guiding students through the creation of digital products like websites and animations and game development. Unit 3 hones in on digital communication, particularly in leveraging social media for effective digital marketing strategies.

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of digital technology systems.

AO2

Apply knowledge and understanding of digital technology systems in a range of contexts.

AO3

Apply knowledge, skills and understanding to identify audience needs and plan digital products and communications that meet these needs.

AO4

Develop, test and evaluate digital products that meet the needs of specified audiences.

## How will it be studied?

Studying Digital Technology at GCSE is a journey through both theory and practical application. The course structure involves:

**Interactive Learning:** Engaging lessons combine theoretical concepts with real-world digital technology applications.

**Hands-On Projects:** Units 2 and 3 focus on data analytics, website development and the creation of digital media assets, allowing students to apply their learning practically.

**Diverse Modules:** Covering areas from AI to cybersecurity, the curriculum provides a broad understanding of digital systems.

**Collaborative Tasks:** Group work and peer collaboration are used for both theory study and development processes of their NEA coursework.

**Continuous Assessment:** Regular assessments ensure consistent progress and understanding.

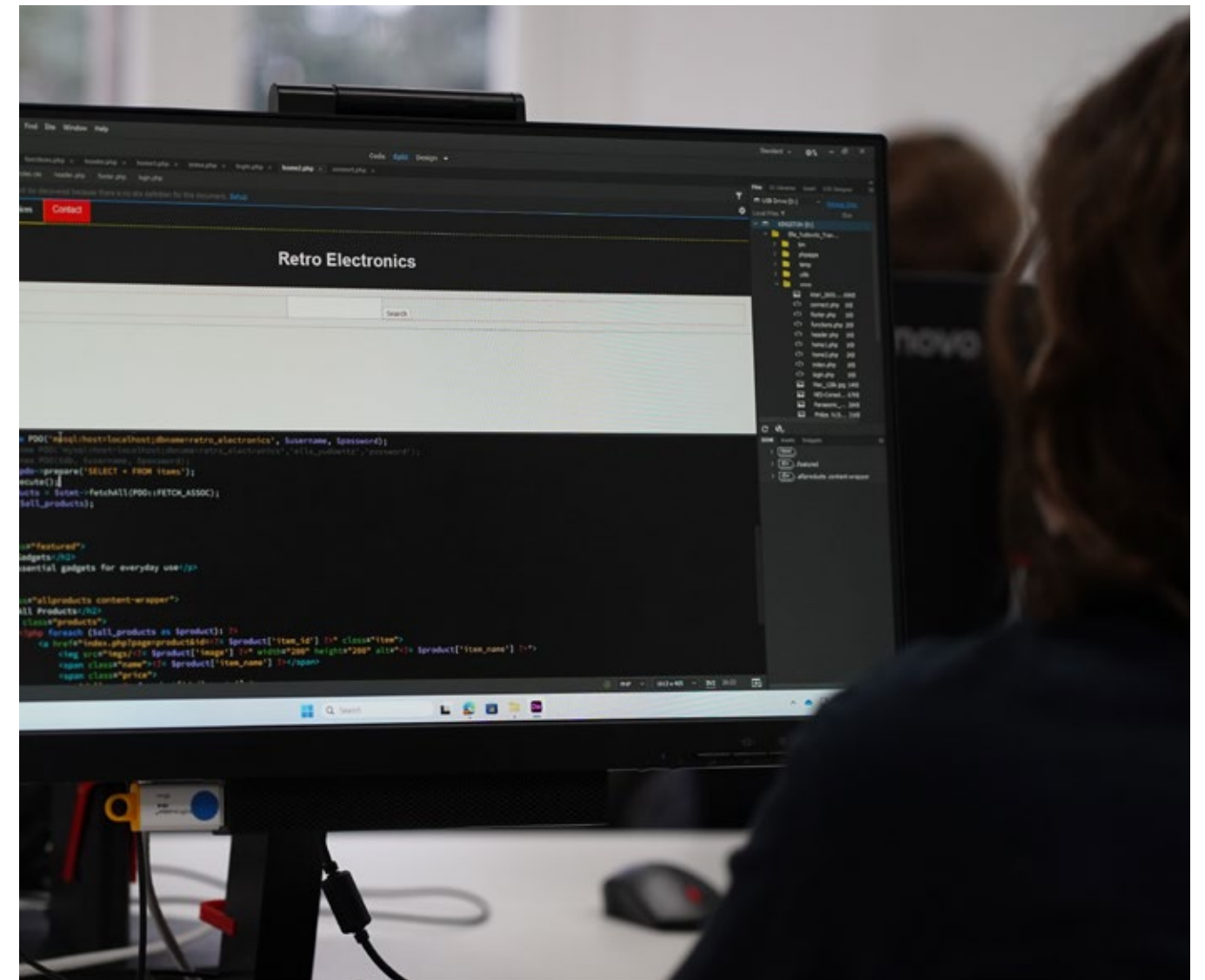
These hands-on experiences are complemented by in-depth theoretical studies, ensuring students develop a comprehensive understanding of the digital world.

## Homework

Students pursuing the GCSE in Digital Technology will engage in weekly homework, estimated to require about 1-2 hours. Regular tasks may include project-based assignments, research activities and preparation for assessments, ensuring that students are consistently applying and expanding their knowledge.

## Assessment

The GCSE assessment in Digital Technology is multifaceted, incorporating a blend of an on-screen examination and practical coursework. The course is structured into three comprehensive units: Unit 1: 'The Digital World' represents 40% of the overall qualification (assessed through an on-screen examination), Unit 2: 'Digital Practices' (another 40%), is evaluated through non-exam assessment involving practical tasks and Unit 3: 'Communicating in the Digital World' (final 20%), also assessed via practical coursework.



## What can I do with it?

The GCSE in Digital Technology provides a stepping stone into a multitude of tech-centric careers, encompassing roles such as Software Development, IT Support, Digital Marketing, and Web Design. It serves as a vital foundation for higher education in fields like Computer Science, Information Technology, and Multimedia Design. Moreover, the course equips students with indispensable skills in critical thinking and analytical problem-solving, paired with a comprehensive understanding of digital systems. These abilities extend beyond traditional tech roles, proving beneficial in industries like finance, healthcare, and education, where technology plays an increasingly pivotal role. Students completing this course will find themselves well-prepared not only for specialised tech careers but also for a variety of roles in an ever-evolving digital landscape.

“

Digital Technology has been an eye-opening journey. It's not just about learning theories; it's about applying them to create real digital products. The course is challenging but incredibly rewarding.

From developing visual content to designing websites, the variety in projects kept me engaged and constantly learning. It's exciting to see how the concepts we study are directly relevant to the real-world scenarios.

**Student Comment**

“

All those topics you've thought of but never got to talk about – Drama gives you the opportunity to discuss them to your heart's content.

Student Comment



## Drama (EDUQAS)

### Should I choose this subject?

Drama is not just about performing. The subject offers you many opportunities for working together when devising pieces of drama, considering the more technical side of the subject, such as lighting, set design and costume. If you are full of ideas and enjoy creative thinking then Drama may be for you. The subject allows you to gain confidence when speaking in public as well as learning much about cultural life and issues which dominate our everyday lives.

### What is it about?

Drama provides you with a balance of practical performing, reading, analysing various plays and acting from recognised texts, as well as devising performances from creative group improvisation.

During the course of the year, you will have two practical performance assessments. One will be devised by you and this is accompanied by a controlled assessment which evaluates the process and development of your devised piece. The other practical performance will be taken from an excerpt from a play.

You will also study a set text in preparation for the written paper. We aim to see as much theatre as possible which informs both the practical and written elements of the course.

### How will it be studied?

The activities you will be involved in will vary greatly. As there are two practical performances, there are many opportunities for acting, role-play, group discussion and improvisation. One drama text is studied and analytical and essay writing skills are practised frequently. Throughout the two years, there will be visits to various theatres which will allow you to gain a closer insight into the professional workings of Drama and inform your own performances.

### Homework

There is a lot of work to cover and so two homeworks each week are to be expected. You will also be asked to do additional reading, and of course the learning of scripts is essential.

### Assessment

There is one written paper lasting one and a half hours which is worth 20% of the final mark. You will be assessed on your ability to analyse one set text as an actor, designer and director. You will also be required to evaluate the performance taken from an excerpt from a play.

- **Component 1:** Devising Theatre – Students create, develop and perform a piece of devised theatre in response to a stimulus set by Eduqas. This is accompanied by a portfolio of supporting evidence and evaluation of the final performance (40%)
- **Component 2:** Performing from a text – Students will study two extracts from the same performance text chosen by the centre (20%)
- **Component 3:** Interpreting Theatre – Written examination (1 hour 30 minutes). A series of questions on one set text and a theatre review of a live theatre production (40%)

### What can I do with it?

Drama allows you to develop many skills, such as communication, performing and making informed and considered judgements.

As a discipline, Drama complements both science and arts subjects and the skills developed during the two years are increasingly important in all career paths. The subject is also studied at AS/A level and is a highly regarded qualification for university entrance.

“

Playwrights, lighting, costume, staging – it's not just reciting Shakespeare.

It's not all about performing. You do gain confidence and speaking in front of people is no longer a problem.

Student Comments



# English Language and English Literature (AQA)

As a core subject, English is compulsory. You will study two completely separate GCSEs, one in English Language and one in English Literature. These will be taught alongside one another. For both subjects, there will be two examinations.

*‘The web of our life is of a mingled yarn, good and ill together.’*

## English Language

### What is so important about studying English Language?

English is important as we use it every day, through communicating, reading and writing.

### What is it about?

Fundamentally, the course teaches and develops essential skills in reading comprehension, both creative and formal writing, along with all aspects of successful communication. You will be taught a variety of skills in three separate areas:

- 1. Reading – understanding, analysing, comparing and responding to different literary, non-fiction, media texts and how these affect the reader
- 2. Writing – learning to recognise and use features of different writing styles and forms
- 3. Speaking and Listening – communication delivery, listening and responding.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers’ Viewpoints and Perspectives
<b>What’s assessed?</b>  <b>Section A: Reading (Comprehension)</b> Source: one literature fiction text  <b>Section B: Writing</b> Descriptive or narrative writing  <b>How is it assessed?</b> Written examination: 1 hour 45 minutes  80 marks  50% of GCSE  <b>+ English Spoken Language Endorsement</b>	<b>What’s assessed?</b>  <b>Section A: Reading</b> Source: one non-fiction text and one literary non- fiction text  <b>Section B: Writing</b> Writing to present a viewpoint  <b>How is it assessed?</b> Written examination: 1 hour 45 minutes  80 marks  50% of GCSE



## English Literature

English Literature is fun! We study wonderful texts by a wide range of engaging writers.

### What is it about?

Literature is the study of life and society; it is intellectually challenging, whilst encouraging empathy. The course covers three separate areas of study:

- 1. Prose – for example – Jekyll and Hyde, Pride and Prejudice or A Christmas Carol
- 2. Drama – One Shakespeare play, An Inspector Calls or Blood Brothers
- 3. Poetry – AQA Anthology and an unseen component.

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
<b>What’s assessed?</b> Shakespeare plays + The 19th-century novel  <b>How is it assessed?</b> Written examination: 1 hour 45 minutes  64 marks  40% of GCSE	<b>What’s assessed?</b> Modern prose or drama texts + The poetry anthology + unseen poetry  <b>How is it assessed?</b> Written examination: 2 hour 15 minutes  96 marks  60% of GCSE

### What can I do with it?

Absolutely anything! The process of studying English Language and English Literature will equip you for many of the skills you need for life, as well as most jobs and careers. Employers expect a high standard of English for most occupations, including medicine. You can, of course, study English as an A level subject in the College. This is a very popular option and offers you the opportunity to explore key texts and writers in a more detailed way. An English degree can lead to a successful career in many professions such as law, education, journalism, media, television, advertising, HR and the business world.

English Literature is my favourite subject because there is no definite right or wrong answer, you can write anything you want as long as you’re able to justify it. It’s the subject that gives you the most freedom and allows you to give your own opinions. You also get to read great books along the way!

Student Comment



# Geography (EDUQAS Specification B)



## Should I choose this subject?

Geography is the subject to help make sense of the complicated and interconnected world in which we all live.

Your generation will bear an increasing responsibility for the health and welfare of our planet and a well-informed appreciation of the issues will help you become more socially and environmentally aware.

Geography is a subject highly respected by both employers and higher education institutions. If you choose to study Geography, you will find that it combines well with sciences, languages and other humanities. You will also have opportunities to develop and apply your ICT skills in a meaningful context (including use of spreadsheets, Flash animation, web design and video conferencing).

## Geography:

- Develops an awareness and understanding of the world and the importance of safeguarding the environment
- Helps students develop a range of transferable skills such as decision-making, research, use of primary and secondary data, analysis, evaluation and report writing
- Helps develop skills in information technology in a range of challenging contexts

- Involves practical fieldwork investigations in varied environmental contexts
- Bridges the arts and the sciences, giving flexibility for higher education courses
- Has links across the curriculum, for example, with economic understanding, environmental education and citizenship
- Has status as an A level subject welcomed by universities
- Offers a very wide range of career opportunities. A recent Higher Education Careers Service Unit (HECSU) survey showed geographers have one of the lowest rates of unemployment after graduation of all subjects (third only behind Law and Psychology).

## What is it about?

During the course we study three themes

- Changing Places – Changing Economies – investigating the challenges in our ever expanding urban areas and the challenges facing global development
- Changing Environments – this theme looks at weather and climate, rivers, coasts and the challenges of climate change and flood prevention
- Environmental Challenges – this theme examines the challenges facing global ecosystems and how we can manage our global resources to maintain a sustainable future.

## How will it be studied?

You will know from your studies in Geography in Years 7 - 9 that the subject includes a wide variety of topics and ways of studying them. Lessons are therefore very varied and include role-play exercises, videos, group work, discussions, debates, ICT enquiries etc. There are at least two days of fieldwork when photographs and sketches are taken and data is collected using a variety of techniques.



“

Geography has opened my mind to a whole new world.”

There is always something different to do in Geography.

## Student Comments

## Homework

Homework is given weekly and usually involves extension work on case studies, decision-making exercises or independent follow-up work from classroom discussions.

## Examinations

- **Component 1** (40%) lasts one hour and 45 minutes and assesses your understanding of themes one, two and three
- **Component 2** (30%) lasts one and a half hours and is a problem-solving exercise based on a controversial issue
- **Component 3** (30%) lasts one and a half hours and assesses your understanding of the fieldwork investigations we complete during the course.

## What can I do with it?

A qualification in Geography is helpful to a wide range of careers, including:

- |                     |                       |
|---------------------|-----------------------|
| – Accountancy       | – Law                 |
| – Agriculture       | – Management/Business |
| – Archaeology       | – Medicine            |
| – Architecture      | – Meteorology         |
| – Broadcasting      | – Navigator           |
| – Cartography       | – Politics            |
| – Civil Engineering | – Surveying           |
| – Civil Service     | – Teaching            |
| – Conservation      | – Tourism and Travel  |
| – Courier Services  | – Town Planning       |
| – Economics         |                       |
| – Ecology           |                       |
| – Estate Management |                       |
| – Journalism        |                       |



# History (EDUQAS)

## Should I choose this subject?

If you have enjoyed your study of History so far, you are interested in the people and events that shaped the world we live in today, and you want to study a well respected academic subject that is highly valued by universities and employers, you should definitely choose History.

## History:

- Develops key critical thinking skills needed for life and employment such as analysis, research, communication, developing an argument and decision making
- Has a high status as a subject; welcomed by universities for all kinds of courses
- There is a wide range of careers open to historians and they are much sought after by employers because of their skills and academic ability
- The Russell Group recommends History as an “excellent subject to keep options open”
- Involves studying four different periods of History to maximize enjoyment and interest
- Involves an (optional) visit to France and Belgium as part of the study of the First World War.

## What is it about?

There are four separate areas of study:

1. The Development of the USA, 1930-2000
  - A breadth period study. This is a study of the major political, social, economic and cultural perspectives that have affected the lives of the American people. This includes the Civil Rights Movement, social change 1950-2000 and the Cold War
2. Changes in Crime and Punishment in Britain c500 to the present day – This unit focuses thematically on the main trends in the history of Crime and Punishment in Britain from c500 to the present day

3. Empire, Reform and War: Britain 1890-1918 – British study in depth. This is the study of Britain before the First World War including women’s suffrage, culture and fashion, the Western Front and social reform
4. The Voyages of Discovery and the Conquest of the Americas 1492-1522 – Non-British study in depth. Focus areas include the “Voyages of Discovery”, the explorers, the Aztec Civilisation, and the effect of the Spanish Conquest on the Aztecs.

## How will it be studied?

As you will already know, History lessons involve a variety of study activities. You will make notes, spider diagrams and timelines, watch video clips and take part in discussion, debate, group work, role-play and presentations. You are encouraged to make full use of Teams and Firefly resources.

These studies will lead to two examination sessions:

## Component 1 – Studies in Depth

Written examination – 2 hours (50% of qualification)

- Voyages of Discovery, 1492-1522 (1 hour)
- Empire, Reform and War, Britain 1890-1918 (1 hour)

There is a range of structured questions in both papers, which focus on knowledge, sources and interpretations.

## Component 2 – Studies in Breadth

Written examination – 2 hours (50% of qualification)

- USA, 1930-2000 (45 minutes)
- Changes in Crime and Punishment, c500- present (1 hour and 15 minutes)

These papers focus on knowledge and key concepts such as causation, continuity, change, consequence, significance, similarity and difference.

## What can I do with it?

A qualification in history is helpful to a wide range of careers, including:

- |                          |                      |
|--------------------------|----------------------|
| – Accountancy            | – Law                |
| – Archaeology            | – Management         |
| – Architecture           | – Marketing          |
| – Archive/Museum Work    | – Medicine           |
| – Broadcasting           | – Political Research |
| – Building Renovation    | – Political Research |
| – Business               | – Publishing         |
| – Civil Service          | – Teaching           |
| – Diplomatic Service     | – Town Planning      |
| – Economics              |                      |
| – Historical Cartography |                      |
| – Journalism             |                      |

Even if you are not interested in these particular careers, the study of History is highly recommended because it is greatly valued academically and because it teaches you important skills, such as recognising different viewpoints and propaganda. These are valuable in your future studies and in everyday life as well as in the workplace.

“

It all comes together in Year 11 – once you know the style of the questions, you can get really good marks.

**Student Comment**



“

History is really interesting; I loved the battlefields trip, and I really enjoy the lessons.

I think it’s good that you do four different topics; it makes the course really interesting.

**Student Comments**



# Latin (EDUQAS)

## Should I choose this subject?

Yes, if you have enjoyed Latin so far and wish to take the opportunity to explore the rich treasure house of linguistic, historical and cultural understanding provided by this versatile language. You will find that it helps enormously with understanding other languages, including English. Whether you prefer the arts or the sciences, the subject matter and techniques of learning Latin will complement and enhance your learning across the subject range. If you are interested in words, extending your vocabulary, finding out about the civilisation which underpins modern European culture, literature, drama, philosophy and art, this is the subject for you!

## What is it about?

The GCSE course continues to provide a fascinating story line based on real situations and characters from the 1st Century CE, while increasing your understanding of more complex language structures and aspects of Roman society. You will also have the opportunity to read original Latin texts, such as stories about the Trojan war and the workings of the imperial court in the 1st Century CE.

## How will it be studied?

This is principally a reading course and you will continue to translate from Latin to English in class and for homework. The system of reading, comprehension passages and language exercises will be familiar to you. Additionally, you will have the opportunity to practise translating some simple sentences into Latin. As well as improving your understanding of the language, you will gain a closer insight into the lives of the Romans and the people they conquered in the Classical Civilisation module. Class discussion, videos and visits to sites such as Caerleon, Caerwent and Bath increase your awareness of the ancient world, so remote but, strangely, so near.

When your understanding of the language has progressed sufficiently, usually in the third term of Year 10, you begin reading the set works, a selection of prose and poetry from the best Roman authors.

There is a particular thrill in reading original Latin and the subject matter is fascinating. As with English Literature, you will be involved with characters and their motives as well as the style and content of the works. The material never fails to spark off a range of unexpected topics for discussion!

The course is assessed by three external examinations at the end of Year 11:

### Component 1 – 1 hour 30 mins (50%)

This is a language paper comprising comprehension and translation questions.

### Component 2 – 1 hour 15mins (30%)

This paper is based on the Latin literature texts and sources we have prepared together and comprises a range of comprehension and analytical questions. It is an open book assessment.

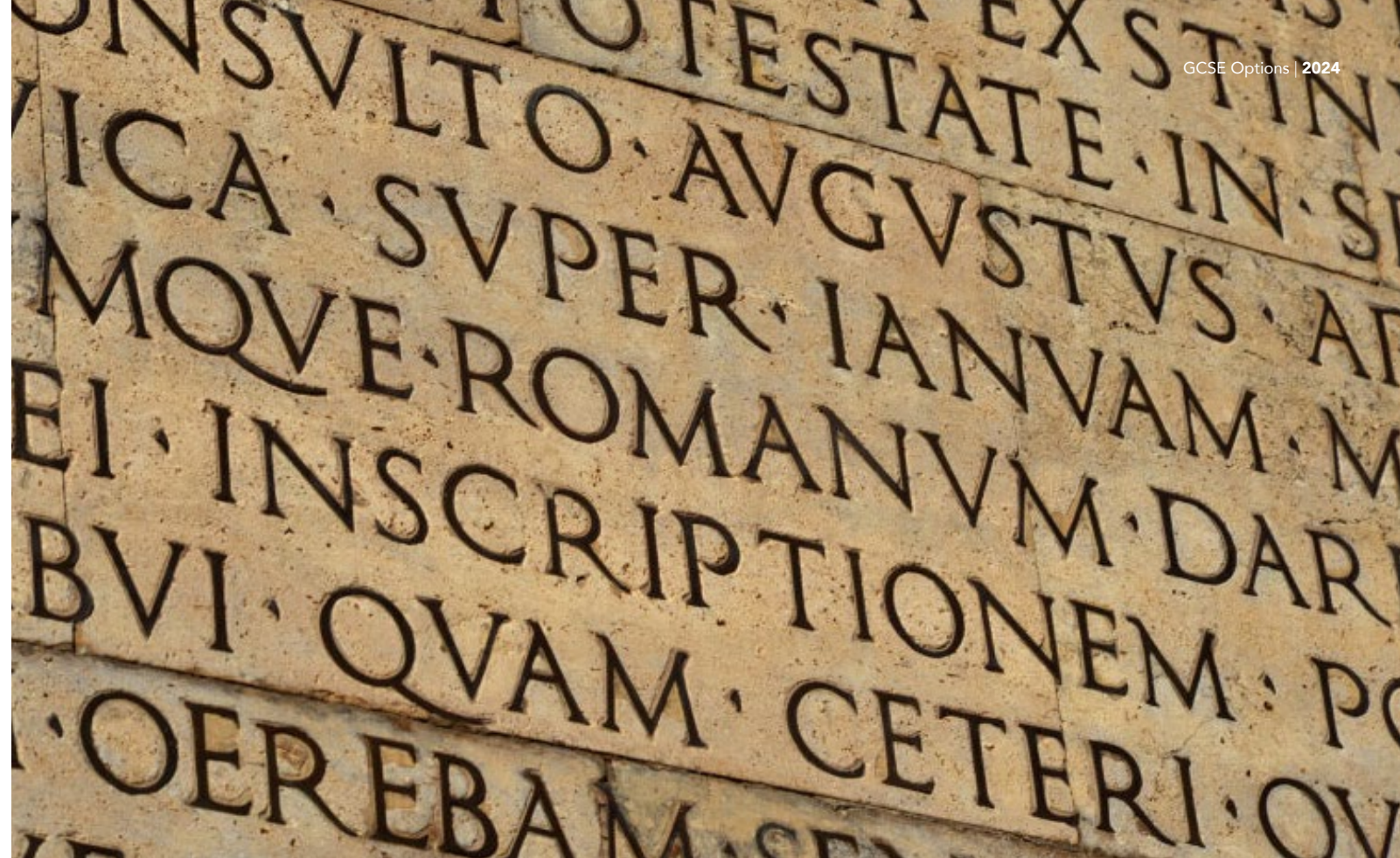
### Component 3 – 1 hour (20%)

This paper is based on the Roman civilisation topics and sources we have looked at together and comprises a range of comprehension and analytical questions.

There are no internally assessed components in Latin GCSE.

## What can I do with it?

A stimulating subject in its own right, Latin also provides a unique foundation for a wide range of subjects and future careers. It is well known that Latin is the ideal basis for understanding European 'Romance' languages, (e.g. French, Italian and Spanish) and for gaining greater fluency and effectiveness in English. The background material gives you an awareness of the roots of western civilisation and helps you to understand contemporary issues through the discovery of the past.



“

The lessons are varied and good fun. It's not just the language and grammar work, but also the background work, looking at the lives of the Romans.

### Student Comment

As a discipline, Latin complements both science and arts subjects. You may later wish to study Latin at A level or choose the non-linguistic Classical Civilisation A level course. Latin is a highly regarded qualification at GCSE and A level, and Howell's students are uniquely privileged in Cardiff to be able to do both if they wish. Classics students have consistently won outstanding success in public examinations, helping them gain entrance to excellent universities. A vast array of classical degrees, with many possible combinations, is available in the majority of British universities.

The employment prospects for those with a classical training are particularly high and the range of options open to them is extremely wide. Law, medicine, librarianship, journalism, business and management, publishing, creative and media posts, and the Civil Service are among the many career possibilities for students of Latin. Latin remains a vitally important gold standard for academic achievement.

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Latin is great. We cover a wide range of topics including background work about Roman gods, soldiers, customs, etc. The lessons are really informative and usually fun-packed. If you have enjoyed Latin in Year 9, you will enjoy it even more in Year 10.

Latin really helps with other languages and widens your vocabulary, which is especially useful in English. It is interesting to find out about the Romans and their lives.

### Student Comments



# Mathematics (WJEC)

You will be taking 2 GCSEs  
– Mathematics and Numeracy

## What is it about?

Most of you will follow the WJEC Higher Tier course (grades A\* - C) and a small number the Intermediate tier (B- E), which is examined at the end of Year 11.

## The Assessment Objectives for Numeracy are:

A01 Use and apply standard techniques (15-25%)

A02 Reason, interpret and communicate mathematically (50-60%)

A03 Solve problems within mathematics and in other contexts (20-30%)

## The Assessment Objectives for Mathematics are:

A01 Use and apply standard techniques (50-60%)

A02 Reason, interpret and communicate mathematically (10-20%)

A03 Solve problems within mathematics and in other contexts (25-25%)

## How will it be studied?

Mathematics at GCSE aims to enable you to use the subject as a means of communication, to develop the ability to reason logically, and to appreciate the interdependence of different branches of Mathematics (and its applications to other subjects, particularly Science and Technology). The types of questions you will tackle are now more applicable to events that occur in everyday life. There will be investigational work, where the basics involved test your ability to organise work, discover patterns and interpret results whilst communicating and discussing your ideas in the numeracy paper.

## Homework

This is set twice a week, each taking approximately 45 minutes.

“

Year 10 Maths is exciting and challenging, interactive and fun. It is one of my favourite subjects.

## Student Comment

## Assessment

There will be two written papers for each GCSE, each 1 hour 45 minutes.

Paper 1: Non-calculator paper

Paper 2: Calculator paper

All papers will consist of a mix of question styles, from short, single-mark questions to multi-step problems. Mark schemes will include specific criteria for the assessment of mathematical written communication such as legibility, mathematical style and use of specialist vocabulary in some questions.

## What can I do with it?

Mathematics at GCSE is usually specified as an entry requirement into any form of higher education. GCSE Mathematics is obviously a stepping stone to taking Mathematics at A level. Mathematics arises in many other subjects as well, such as Science, Business and Economics to name a few, and so it is necessary to be able to apply your knowledge. You also use Mathematics in everyday life and will be well equipped to cope even if you stop studying it after GCSE. If you are interested in Mathematics then you may well be able to take it to A level. You can mix Mathematics with arts subjects or science subjects or both. Students who take Mathematics at A level go on to study Mathematics, Medicine, Engineering, Pharmacy, Optics, Podiatry, Business, Economics, Management, Psychology, Accountancy, Physics, Computer Studies, Languages and many other courses. Those with exceptional talent can also choose to take Further Mathematics at A level.



“

The thought of GCSE Maths might be daunting but honestly there is no need to panic. Maths is just a continuation from Year 9. Obviously, there are some more difficult topics but this harder work is made fun with the use of MyMaths and the interactive whiteboard.

Maths does become more challenging in Year 10 but the topics we learn are very interesting. We still have fun tasks like investigations and computer work.

It's a good idea to learn as you go along, as there is a large amount of work covered each year.

Mathematics helps with other subjects, sciences in particular.

Make sure you understand one topic before moving on to the next. If you need help, ask the teacher or you will come across things later that you don't understand.

## Student Comments



# Modern Languages: French and Spanish (EDUQAS)

## Should I choose this subject?

When you learn French or Spanish (or more than one in combination) for GCSE, you will be learning how to communicate! You will be developing the skills you have already been using in your language lessons: listening and speaking, reading and writing. As you study the various topics, you will also learn a great deal about the culture and society of French or Spanish-speaking countries, as well as extending your knowledge of the spoken language. We hope that you will find this both interesting and useful.

## What is it about?

You will study three broad areas – Identity and culture; Local, national, international and global areas of interest; current and future study and employment. You have already learned quite a lot of the vocabulary for these topics and as you expand your vocabulary and develop your language skills we hope you will understand how the languages work – grammar is not the most important thing you will learn but it does matter! The course encourages you to express your opinions in the foreign language when writing and talking about topics of interest to you.

## How will it be studied?

You will have five hours of lessons a fortnight and your homework will take approximately one and a half hours per week. Homework could include preparing an oral presentation, reading, writing or learning.

## Assessment

In all courses, you will be assessed in all four skills in the examination;

Listening (25% of the qualification),

Reading (25%),

Speaking (25%)

Writing (25%).

“

What can we say? Vocabulary grammar work, reading, writing and listening – it all sounds familiar, doesn't it? The work is more detailed but the topics are the same.

## Student Comment

## What can I do with it?

Whatever you decide to do in the future, it is possible and likely that you will be dealing with colleagues in Europe in your work. It will be helpful if you can do this confidently and competently. There are some careers for which a very specialised knowledge of language is required, like interpreting and translating, but many careers now require an ability to use languages, for example, law, engineering, international banking, marketing, advertising etc. – just read the job advertisements in the serious newspapers each week. British companies need people with language skills and there is a serious shortage of competent linguists at present. Your knowledge of other widely spoken European languages could well enhance your career prospects.

We hope that what you learn in your GCSE language classes will help you to enjoy visits to French or Spanish-speaking countries and will also encourage you to study one or both of these languages in the College and/or to learn a new language later.

In Years 10 and 11, students are offered residential trips to a range of venues in France and Spain.

“

If you are thinking about taking more than one language, don't worry, one helps the other and you don't get confused at all between the two subjects. The only thing we can say is to enjoy the languages that you choose so that you get the best out of them. Good luck!

## Student Comment





# Music (EDUQAS)

## Should I choose this subject?

This GCSE course allows you to explore your own musical interests whilst developing general musical knowledge. You should be able to perform at least one instrument or sing to a Grade 3 standard (don't worry if you haven't actually sat any music exams). An understanding of music theory and the ability to read music is useful.

## What is it about?

There are three parts to the GCSE course: performing, composing and appraising. The appraising (listening) lessons cover a range of musical genres from classical to popular music.

## How will it be studied?

There is a balance of practical and theoretical lessons and you can write and perform music in your chosen styles.

## Assessment

### Performing (30%)

- Total duration of performances: 4-6 minutes
- At least one piece must be an ensemble performance
- One of the pieces performed must link to an area of study
- Suggested standard: Grade 3+

### Composing (30%)

- Total duration of compositions: 3-6 minutes
- One composition must be linked to a brief set by Eduqas
- The second composition is a free composition

### Appraising (40%)

Listening examination 1hr 15mins

Eight questions in total; two on each of the four areas of study:

- Musical Forms and Devices
- Music for Ensemble

- Film Music
- Popular Music

With such a diverse range of musical styles to study, perform and compose, you will complete GCSE Music possessing an exciting depth of knowledge and experience of the subject.

## Classroom Activities

These involve a mixture of practical and theoretical. Composition usually takes place on the software Sibelius Ultimate and you may bring your own instruments. Appraising activities involve listening to a range of musical genres and learning to apply the musical elements.

## Homework

You will be expected to complete projects for the composing elements and should listen to examples of music from a wide variety of styles. You are expected to maintain regular instrumental practice and should consider having lessons on your main instrument/voice if you don't already do so.

## What can I do with it?

The ability to sing or play an instrument can have as big an impression on potential employers as academic qualifications. More companies and organisations now accept that music demands qualities such as self-discipline, team work, organisation and flair that managers look for when considering appointments of promotions.

“

I enjoy the variety of the course and, in particular, the practical performance element.

## Student Comment

“

Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.

Plato



## Music develops:

- Self-discipline (self-motivation, self-evaluation, self-confidence)
- The ability to follow instructions
- Analysis and problem solving skills
- Communication and team work skills
- Decision making and leadership qualities
- Co-operation
- Organisation, time keeping and accuracy
- Commitment and perseverance
- Physical and mental co-ordination
- Pride in achievement
- Imagination and inventiveness
- Reliability
- Aesthetic appreciation

Music produces a mixture of skills unique in the school curriculum. It is not a subject in which facts are merely reproduced. Career options include performing, composing, administration, publishing, recording companies, instrument manufacturing and teaching. Despite the sophisticated technology which is used in producing music, it is still a labour-intensive industry. It is, in fact, one of the largest employers of people in the UK.



# Physical Education (WJEC)

## Should I choose this subject?

This WJEC GCSE specification in Physical Education will enable students to engage in a theoretical and skills-based course, designed to encourage them to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

## What is the course about?

Students studying GCSE Physical Education will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. They will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Students will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

## How will it be studied?

### Unit 1: Written examination

- 4 hours per fortnight
- 50% of qualification
- 100 marks
- A range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.

### Unit 2: Practical Assessment

- 1 hour per fortnight
- 50% of qualification
- 100 marks, split as follows:
  - Three different activities in the role of a performer, one MUST be a team sport
  - Written piece of coursework in the form of a personal fitness programme (PFP) linked to one of your chosen practical sports.

## Personal Fitness Programme (PFP)

- Learners must design a personal fitness programme which will help to improve fitness and performance in one of the practical activities in which they were assessed i.e. the major activity
- Learners will not be assessed on whether improvements have occurred
- It is recommended that the programme be a minimum of 8 weeks duration
- The written evidence may be submitted electronically or as a paper version and must include evidence of the following:
  - Self-analysis of current fitness level
  - Recommendation to improve fitness and performance in the major activity
  - A plan of the fitness programme
  - Completion and monitoring of the programme
  - Evaluation of the programme
  - Recommendations for improvements to personal performance in the major activity.

## GCSE Physical Education activity list

Candidates will be assessed in three activities from the following list, 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 assess the additional available marks. Each candidate must undertake at least **one** activity as a team activity.

## What can I do with it?

GCSE PE leads to further study of Physical Education at AS and A level and beyond to degrees in areas including Physical Education; Sports Sciences; Sport and Exercise Sciences; Sports Psychology and many more.

“

Studying for my GCSE enables me to develop so many transferable skills including decision making, team work and acting under pressure.

Student Comment

Team Activities	Activities which can be undertaken as a team or individual activity	Individual activities
Association football	Badminton	Amateur boxing
Baseball	Dance	Athletics (including cross-country) <sup>1</sup>
Basketball	Mountain walking	Canoeing
Camogie/Hurling	Orienteering	Cycling
Cricket	Rock climbing	Diving
Gaelic football	Sailing	Equestrian
Hockey	Sculling	Golf
Ice hockey	Table tennis	Gymnastics
Lacrosse	Tennis	Judo
Netball	Lifesaving	Karate
Rowing	Rhythmic gymnastics	Kayaking
Rounders	Specialist activities as a team or individual	Mountain biking
Rugby league	Polybat	Personal survival
Rugby sevens		Skiing
Rugby union		Snowboarding
Synchronised swimming		Squash
Volleyball		Surfing
Water polo		Swimming
Specialist team activities		Taekwondo
Blind cricket		Trampolining
Goalball		Triathlon
Table cricket		Weightlifting
Powerchair football		Wind surfing
Wheelchair basketball		Specialist individual activities
Wheelchair rugby		Boccia



# Product Design (Design & Technology WJEC)

## Should I choose this subject?

Do you enjoy Product Design lessons?

Do you like to learn new presentation techniques and produce design folder work of a high standard?

Are you keen to realise your own designs and create products using either resistant materials in the workshop or textiles in the sewing room?

Are you interested in design and designers, fashion, style, products and marketing?

Product Design students tend to think laterally and are able to solve problems independently and as part of a team. They:

- Have acquired good communication skills by using a variety of media including ICT
- Are confident in their own ability and take pride in the work that they have produced
- Have an understanding of the world around them including how consumer needs relate to social, moral, ethical and environmental issues.

## What is the course about?

The course aims to encourage students to be able to design and make products with creativity and originality, using a range of materials including wood, metal, plastics and/or textiles. Students will be enthused and challenged by the range of practical activities possible as the course seeks to use a multimedia approach.

The GCSE specification aims to apply the knowledge and understanding of materials and manufacturing processes when designing and making 3D products. It will also develop creative, practical, presentation and investigation skills. Students will be encouraged to establish an enquiring way of thinking and learning. This will provide an excellent foundation for study at university.

## How will it be studied?

In Year 10, the course consists of a number of practical tasks to help develop an understanding of materials, fabrics, fastenings, fixings, finishes and embellishments. These tasks will include designing and making products using computer aided design, manufacture and modelling to ensure high quality outcomes. After completing market research students will learn how to design products that will appeal to the intended user. They will gain an awareness of the difference between good and bad design and an understanding of the social, moral and environmental impact that design and manufacture can have.

Students will learn new graphic presentation and drawing techniques that will help them to communicate their design work effectively using a variety of media.

## Coursework

### Internally assessed Coursework Project 50%

In Year 11 each student completes a NEA (Non Examined Assessment) (in simple terms a design, make and evaluation task in approximately 40 hours). This consists of an A3 sketch book and a 3D product.

## Examination

### Externally assessed Written Examination 50%

The specification has been presented under the following headings:

- The impact of new and emerging technologies
- Energy generation and storage
- Developments in modern and smart materials
- The ecological and social footprint of materials and components
- The work of past and present professionals and companies
- Product Design in depth knowledge, understanding and skills.



## What can I do with it?

Product Design develops learners' interdisciplinary skills, all key skills and their capacity for imaginative, innovative thinking, creativity and independence. It is a relevant foundation for many careers and courses that can be pursued in higher education.

The course focuses on Product Design and manufacture and can lead to careers in engineering, web design and computer graphics, product design, architecture, graphic design, fashion design, interior design, buying, advertising and marketing.

“

Product Design has helped me to learn about products and materials. I have also improved my presentation.

Product Design is fun, exciting and you learn along the way.

Product Design is fun but harder than you think. I am really glad I did it though.

Choose Product Design if you want to have fun, do folder work and make things.

## Student Comments



# Religious Studies (EDUQAS)

## Should I choose this subject?

Are you interested in investigating and analysing people, their beliefs, attitudes and behaviours?

Do you enjoy discussing and debating?

Do you wish to take a subject that will allow and demand you to formulate self opinions with reasoned justifications?

If you answered 'yes' to some or all of these questions, then Religious Studies is the right choice for you.

## What is it about?

The course is split into three units:

- Religious, Philosophical and Ethical Studies in the Modern World
- Christianity
- Judaism

In Religious, Philosophical and Ethical Studies in the Modern World, you will gain an insight into how Christians and Jews answer some of life's most interesting and challenging questions. These include:

- Issues of Relationships: attitudes towards marriage and sexual relationships, attitudes towards women
- Issues of Life after Death: attitudes towards the afterlife, attitudes to sanctity of life; abortion and euthanasia
- Issues of Good and Evil: attitudes towards crime and punishment, forgiveness, good and evil
- Issues of Human Rights: attitudes towards human rights and social justice, attitudes towards wealth and poverty

In Christianity and Judaism you will explore fundamental beliefs, teachings and practices; including aspects of worship; rites of passage, festivals; the role of the community and faith leadership; pilgrimage and identity and belonging.



Religious Studies is a highly informative GCSE and it is compatible with numerous subjects. It is an academic subject with modern, cultural and social issues.

## Student Comment

## How will it be studied?

The study of religion encompasses a variety of teaching and learning styles. You will be encouraged to develop independent learning skills, acquire effective research and essay writing skills. You will be required to read around the subject area to develop a deeper level of knowledge and understanding. You will develop your range of key skills especially communication and ICT. You will regularly participate in class discussions, debates and presentations. You will develop the ability to consider and evaluate alternative viewpoints. Perhaps most important of all, you will be expected to present your own point of view with the expectation of reasoned justifications to back it up.

The department uses a variety of up to date textbooks, DVDs, artefacts and ICT resources. Students are encouraged to visit communities, places of worship and interview people from the faith traditions.

Recent trips have included visits to productions of 'Jesus Christ Superstar', and 'Joseph and the Technicolour Dreamcoat'. Further afield, there are visits to Golders Green's Jewish community in London.

The course is assessed by three external examinations at the end of the course.

Religious, Philosophical and Ethical Studies in the Modern World – two hour paper

Judaism and Christianity – one hour paper in each unit.

There are no internally assessed components in Religious Studies GCSE.



## What can I do with it?

Religious Studies enables you to develop valuable skills such as an enquiring mind, understanding and appreciation of other people's point of view, an ability to communicate and make clear and informed decisions.

Religious Studies GCSE allows you to continue your education and eventually pursue a variety of careers including Medicine, Law, Journalism, Dentistry, Criminology, Teaching, Philosophy, Archaeology, Marketing, Business, Personnel, Nursing, Social Work, Theology, indeed almost anything. Whatever A level choices or career path you intend to follow, Religious Studies could be the right choice for you!



Religious Studies is a highly informative GCSE and it is compatible with numerous subjects. It is an academic subject with cultural and social issues.

I recommend RS because it is academic and beneficial to modern life.

RS develops many useful skills such as debating, formal writing and ICT. It encourages me to appreciate and consider other cultures, lifestyles and practices.

## Student Comments





“

All three science subjects are interesting. They require a lot of work but are extremely rewarding.

Student Comment

## Combined Science (AQA Trilogy)

Science is a compulsory component of the National Curriculum and, therefore, you must follow a science course which covers Biology, Chemistry and Physics. Combined Science results in two GCSEs. This is taught in 10 hours.

### What is it about?

In all three of the subjects, you build on the work you have studied during your science lessons in previous years. In Biology you will study various topics such as cells, organisation, infection and response, bioenergetics, homeostasis, inheritance and ecology.

The Chemistry course covers a range of topics which include the study of reactivity and metals, rates of reaction, electron arrangement and the Periodic table, structure of substances and chemical bonding.

Physics involves the study of everything around us. The specification covers energy, forces and motion and electricity. You will also look at other units which include radioactivity, electromagnetic waves and ultrasound. You will carry out practical work throughout the course in all three sciences. This will enable you to design investigations, make measurements, present and analyse data and also to evaluate scientific evidence.

### How will it be studied?

Each science will be taught by a qualified subject specialist from the Biology, Chemistry and Physics departments.

The lessons will be varied and will include practical investigations, discussions, presentations, video clips, activity sheets and ICT work. The content of the specifications is taught within a particular context and this, therefore, addresses the Working Scientifically aspect of the course.

### Homework

This will involve answering questions, reading, researching and practical skills assessments.

### What can I do with it?

The Science courses are designed to give extensive background knowledge of Science for the life that you will lead, the part you will play in the community and the environment in which you live. It will give you a sound basis on which to build the next stage towards any career whatsoever.

**Any student completing this course and attaining high grade awards is certainly well qualified to study the separate science subjects at AS and A level.**

## Separate Sciences (AQA)

Science is a compulsory component of the National Curriculum and therefore you must follow a science course which covers Biology, Chemistry and Physics. Separate Sciences results in three GCSEs. This is taught in 15 hours.

### What is it about?

In all three of the subjects you build on the work you have studied during your science lessons in previous years. It is aimed at the science enthusiast and adds breadth to the Combined Science course. Separate Sciences is not a requirement to go on to study any of the three sciences at A level.

In Biology you will study the Combined Science topics and, in addition, learn about culturing microorganisms, the brain, the eye, thermoregulation, speciation and the flow of energy through ecosystems.

The Chemistry course includes all of the Combined Science topics including the study of reactivity, rates of reaction, structure of atoms and compounds, the earth's atmosphere and resources, and the periodic table. The additional content includes exploring further organic chemistry, polymers, chemical analysis, and the use of particular resources.

In Physics you will study the Combined Science topics and additional topics including space physics, nuclear physics (fission and fusion), turning forces and pressure with additional electromagnetism and waves.

You will carry out practical work throughout the course in all three sciences. This will enable you to design investigations, make measurements, present and analyse data and also to evaluate scientific evidence.

### How will it be studied?

Each science will be taught by a qualified subject specialist from the Biology, Chemistry and Physics departments. The lessons will be varied and will include practical investigations, discussions, presentations, video clips, activity sheets and ICT work. The content of the specifications is taught within a particular context and this, therefore addresses the working scientifically aspect of the course.

### Homework

This will involve answering questions, reading, researching and practical skills assessments. There will be a very high level of additional independent learning.

### What can I do with it?

The Science courses are designed to give extensive background knowledge of science for the life that you will lead, the part you will play in the community and the environment in which you live. It will give you a sound basis on which to build the next stage towards any career whatsoever. Any student completing this course and attaining high grades is certainly well qualified to study the separate science subjects at AS and A level.

“

Biology is brilliant, it opens your eyes to the wider world. We enjoy practical and non-practical exercises which help us to have a great understanding of this useful subject.

I really enjoy Chemistry: it is a fascinating subject and makes you look at the world from a different perspective.

Student Comments



# Welsh Second Language (WJEC)

## Should I choose this subject?

The purpose of the course is to create an awareness of the increasing use of Welsh in our society today and to foster a positive attitude towards the language and Welsh culture. By showing interest and enthusiasm when learning Welsh, we hope to develop confident and fluent speakers who will be able to understand and communicate effectively through the medium of Welsh.



We are well prepared for the GCSE course in the first three years at school.

I was really surprised at how quickly I began to speak fluently.

### Student Comments

## What is it about?

The 3 main themes are:

- Ieuenctid / Youth
- Cymru a'r Byd / Wales and the World
- Cyflogaeth / Employability

During lessons, time will be spent discussing the various topic areas and relevant grammatical points. A variety of materials will be used in order to promote discussion such as newspaper advertisements and articles, television and radio programmes and reports, poems and short stories. Students will be encouraged to contribute to discussions to express views and opinions in order to increase confidence, fluency and accuracy. Students will also be given the opportunity to use various styles of writing in Welsh.

## Homework

You will be expected to complete one written task per week, e.g. a letter or newspaper report and to learn vocabulary and complete reading tasks at your own pace. Any extra involvement with the Welsh language will be beneficial to you, e.g. listening to Radio Cymru, watching S4C programmes, reading Welsh publications and visiting Welsh theatre productions.

<b>Unit 1</b> Oral response to visual (Group)	(25%)
<b>Unit 2</b> Communicating with others (Group)	(25%)
<b>Unit 3</b> Written Paper 1½ hours	(25%)
<b>Unit 4</b> Written Paper 1½ hours	(25%)



I found that the lessons were fun and enjoyable and I was learning at the same time. I'd recommend it – the language is not dead and because there are generations who are passionate about it, it never will be.

### Student Comment

## What can I do with it?

At the end of the GCSE course, you should feel confident enough to converse quite naturally with other Welsh speakers and take advantage of all opportunities available to you in modern Wales today. If you stay in Wales or return here to work at a later date, you will find that many careers ask for knowledge of the language.

Students are encouraged to participate in Urdd Eisteddfod competitions and to attend Welsh language courses available at Glan Llyn Urdd Centre in North Wales.

# Welsh First Language (WJEC)

## Should I choose this subject?

This is a course for students who have followed the Welsh First Language programme of study or who are native speakers. During the course, students will be given the opportunity to further develop a range of skills including oracy (speaking and listening), reading and writing that are instrumental in communicating with others confidently, effectively, precisely and appropriately. The aim of the course is to nurture a positive attitude towards the Welsh language, appreciate the language and promote the effective use of the language. It is also hoped that students will develop an interest in and enthusiasm for the Welsh language that will enable them to contribute confidently to a bilingual society.

## What is it about?

In Language there are three units of study during the course. Unit 1 is an oral element including an individual researched presentation as well as group tasks focussing on responding and interacting skills. Units 2 and 3 focus on the various skills needed when analysing written texts and writing in different styles.

## Homework

A range of tasks will be set regularly during the course focussing on grammar and proof-reading elements, research and preparation for the oral presentation and non-examination literature tasks as well as examination practice questions. Students will also be expected to read widely during this period.

## Assessment

### Language

<b>Unit 1:</b> Non-examination Oral Assessment (30%) on an individual researched presentation and responding and interacting
<b>Unit 2:</b> Written Paper on Reading and Writing (Description, Narration and Exposition) 2 hours (35%)
<b>Unit 3:</b> Written Paper on Reading and Writing (Argumentation, Persuasion and Instructional) 2 hours (35%)



It is now very common for the Welsh language to be seen and heard in public life. Due to this, more and more public bodies and companies are using the Welsh language.

### Western Mail – Education Review

## What can I do with it?

At the end of the course students will have been able to develop their skills in order to meet their own personal needs as well as the needs of employers and further education so that they can fully participate in society and the world of work through the medium of Welsh.



# GCSE Subject Choices

You will receive an email containing a link to the online option choices. This will be sent to your school email address and not to your parents. Your option choices must be completed by Friday 26th January 2024.

## How to choose a subject

The **right** reasons for choosing a subject:

- ✓ You enjoy it and find the content interesting
- ✓ You can develop new skills
- ✓ You think you will do well in it
- ✓ It will give you satisfaction
- ✓ Your teachers think that it is a good choice for you
- ✓ It goes well with your other subjects
- ✓ You like the learning and assessment styles

The **wrong** reasons for choosing a subject:

- ✗ You want to do it because your friends are doing it
- ✗ You like the teacher you have now
- ✗ Your parents think you should do it
- ✗ You can't think of anything else to do
- ✗ You think it sounds easy

# How to Choose a Subject

Your aim in choosing your GCSEs should be to pursue a broad curriculum and choose subjects that you enjoy and do well.

Everyone is allocated the following core subjects:  
English Language; English Literature; Mathematics; Mathematics Numeracy;  
and Combined Science (2 GCSEs).

In addition, you can choose up to **four** further subjects.

If you want to study separate GCSEs in Biology, Chemistry and Physics, please select separate science as one of your options. Please note you only need Combined Science (2 GCSEs) to take sciences at A level or University, including medical courses.

If you have a particular career path or university in mind, you may want to look carefully at current information, and discuss your career path with Mr Allen.

List of subjects to choose four from:

- |   |   |
|---|---|
| <input type="checkbox"/> Art                | <input type="checkbox"/> PE                   |
| <input type="checkbox"/> Digital Technology | <input type="checkbox"/> Product Design       |
| <input type="checkbox"/> Drama              | <input type="checkbox"/> RS                   |
| <input type="checkbox"/> French             | <input type="checkbox"/> Separate Science     |
| <input type="checkbox"/> Geography          | <input type="checkbox"/> Spanish              |
| <input type="checkbox"/> History            | <input type="checkbox"/> Welsh                |
| <input type="checkbox"/> Latin              | <input type="checkbox"/> Welsh first language |
| <input type="checkbox"/> Music              |   |



## Notes

## Notes



## Notes





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Llandaff

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