



Ysgol
Bae
Baglan

If you can dream it...

Ysgol Bae Baglan School

Ysgol Bae Baglan
Year 9 Learning Pathways
Option Information
2026 - 2028



Foreword

Introduction from the Headteacher

This is an extremely important time in your educational journey. The decisions you take now regarding which subjects you want to follow into Years 10 and 11 could, potentially, impact on the choices you make when you leave Ysgol Bae Baglan. Therefore, it is vital that you make the right choice for yourself – not because of what your friends are doing or because you think a subject will be easy.

Many of you will find this difficult because you do not know what you want to do when you leave school. Don't worry at this stage. Make sure you take lots of advice from your form teacher, Heads of Department, Head of School or Deputy Head. Keep your options as broad as possible so that you do not reduce the opportunities available to you after Ysgol Bae Baglan.

This booklet sets out to tell you and your parents more about what subjects and courses are on offer for you here at Ysgol Bae Baglan. Read it carefully. Some subjects change significantly between Years 9 and 10, so find out all about them before you decide. There are also some subjects on offer that you won't have studied before.

My goal is to ensure that all pupils at Ysgol Bae Baglan leave school and go onto further education, training or employment so it is essential that the courses you choose best suit you. I will ensure that you get the best possible teaching, facilities and support to help you achieve your potential and go on to play an active role in our society.

Remember if you are struggling with your choices – ask. We are here to help!



Richard Rees
Headteacher



The Aims of The School

As a comprehensive school, the basic aim at Ysgol Bae Baglan is to seek the maximum development of each and every pupil. To achieve this, we aim to provide a quality educational experience for all pupils in terms of the curriculum, styles of teaching and learning, resources and extra-curricular activities. The school seeks to provide equal opportunities for every pupil to pursue courses appropriate for their age, aptitude and interests in order that they might develop to their full academic potential.

In Years 10 and 11 pupils should follow courses which cover a wide range of disciplines in order to provide as broad a base of experience as possible. This will enable them to progress and take advantage of all the possible academic and vocational courses available post 16. Qualifications are vital in this process and it is therefore our expectation that all pupils will sit external examinations.

A Balanced Curriculum

The curriculum at Key Stage 4 has been designed to fulfil the aims of the school and to meet the statutory requirements of the National Curriculum.

(a) Core Subjects

Every pupil in Years 10 and 11 will follow courses in English Language and Literature, Mathematics and Numeracy, Science, Religious Education, Welsh and The Skills Challenge Certificate, with all leading to an appropriate qualification. In addition, there will be compulsory lessons in Physical Education / Health and Fitness.

(b) Option Structure

In addition to the compulsory subjects taken in Years 10 and 11, students must select three optional subjects to study and two reserve choices. At this stage of the process it is not possible to guarantee that 100% of the subject choices can be met.

Parental Support

If we are to try and get the best from each individual pupil, then it is very important that parents and the schoolwork closely together. Co-operation between the home and the school should ensure that pupils are well motivated, and that progress is carefully monitored. Parents' Meetings will be held when pupils are in both Years 10 and 11. However, parents should not hesitate to contact Mr. G Williams, Mrs. S Rogers or Mrs. L Preedy should they have concerns regarding their child and their selection of subjects. Subject teachers, for their part, will inform parents whenever they feel that the required progress is not being made.



Homework Policy

Homework is regarded as an essential part of the school day and is compulsory for all pupils. Whilst we do not believe in the inflexibility of a fixed homework timetable, we do expect our pupils to organise their time and complete the work set. Homework can be defined as any written or learning work set coursework by the subject teacher for completion at home. With nearly all examination courses, project work completed in the pupil's own time is increasingly expected. Therefore, as pupil's progress through the school they will receive an increased amount of homework which will take progressively longer to complete to the required standard. In addition, private study and careful revision are essential if pupils are to be successful. Parents will receive notification of any set homework via the Satchel 1 app that the school uses.

It is of the greatest possible help to the school and its pupils if parents encourage and take a positive interest in their children's work. If possible, parents should provide pupils with a quiet area or room in which to work. Also, they should check regularly all their children's exercise books and files to ensure that work is being properly completed to the appropriate standard.

Why Choose in Year 9?

Your child will have completed nearly three years at Secondary School and will have experienced a wide and varied curriculum and at this stage in their education they now have the opportunity to study fewer subjects but in more depth. In some cases, they may choose not to follow subjects they dislike or find difficult; they may also be able to study subjects that have not been offered until now. The aim is to secure a balanced curriculum which enables them to design a learning pathway for themselves which takes into consideration their interests and career aspirations.

Why Have Options?

We want to encourage our pupils to make decisions which will affect their future lives and to take responsibility for their own learning. In addition, giving pupils choices about what they study should mean that they are more motivated to work hard and do their best to succeed. It may help pupils to stay interested and engaged in learning and let them gain experience in making important decisions.



Choosing Subjects

The choice of subjects for the next two years requires much thought and consideration. Pupils will need to look at their own skill set, strengths and interests and match these to the subjects on offer. Every pupil will receive guidance to ensure that they have chosen wisely. They will receive advice from their subject teachers and form teachers. There will be opportunities for further discussion after option choices have been made to ensure that every pupil has chosen the subjects best suited for them. Decisions will lead to a two-year commitment, so a lot of thought and discussion is needed. Consider what you are good at and what you enjoy. Below is a list of questions which individuals might consider before committing themselves to subject combinations.

- **Do I enjoy the subjects I have chosen?**
You will probably try harder at subjects you like and will gain more enjoyment from doing them.
- **Am I good at them, especially in the examination situation?**
You will stand a better chance of getting good results and examination success in these subjects.
- **What kind of work will have to be done in the different courses?**
Some courses have controlled assessment tasks / coursework tasks and examinations, some examination only and some no examinations.
- **Have I chosen the best combination of subjects for my future career?**
Have you an idea of the career you might wish to follow? If so, you may need to select a specific combination of subjects.
- **Aim at a balance**
Try to choose a balance of subjects and also courses that suit your particular capabilities, work to your strengths.
- **Would all courses be suitable for you?**
Talk to your teachers about what level of course is appropriate for you. There are differentiated papers at GCSE, in most subjects, and your teachers will give you advice.
- **Can I choose the same subject as my friends?**
Friends often discuss choices and choose subjects together. This is fine if both of you really want to do the subject but remember the subjects you choose will be studied for 5 hours per fortnight for two years, which is a lot of lessons if you don't like a subject. It is a long time to be unhappy.

Remember do not choose a subject because your friend has chosen it and do not choose a subject because you like the teacher.

Making Choices Parent / Carer Support

As a parent / carer you have an important role to play in helping your child to make his / her own decisions. You as the parent / carer have the greatest influence on your child's decisions and future but remember it is your child who must do the course, and it is of no value if they do it for your sake and not their own.

How can you help?

Perhaps for the first time your child is being asked to make major educational decisions; decisions on subjects that may be completely new or at least may still not be fully understood. You can help by making the issues clear.

Which way now?

Please take time to go through this booklet with your child. It will answer many questions for you.

Which subjects are offered?

Take time to discuss with your child the content and nature of the subjects described in this booklet. Help them to make decisions on what is important for them. Help them to realise that they are making a commitment for at least two years.

What subjects does your child like?

This is a good indication of possible career paths. Make sure that your child understands why he / she likes or dislikes a subject. Reasons often given are the nature of the work suits them best; they find it interesting etc; I need the subject for my chosen career path, but sometimes they say that they like their teacher or that their friends are doing the subject. Ensure that a subject is chosen for the right reasons.

Which subject(s) does your child need?

This is most probably the most difficult area to give advice as children often change their minds as their knowledge and experience of the outside world widens. Even if your child does not have a definite idea on a career, and most don't, consider that if certain subjects are dropped now, it will be difficult to follow certain subjects in the future. Try to get your child to state interests in broad terms rather than specific subjects or occupations and help them to find out which subjects are needed for a particular career path.





Attendance

It is essential that students have good attendance records during their final years at school. Missing school means that valuable learning time has been lost, interrupting progress. We have set a target of 95% for all students and our strict monitoring procedures show the importance we attach to good attendance. There is a very clear link between good attendance and good results. Remember that 80% attendance means your child is losing a day a week of school – or a whole year out of five years at secondary school. We are sure you would not want your child to be at a disadvantage compared with others, so we expect your support in insisting on good attendance.

Public Examination Policy

The school prepares pupils for GCSE and Vocational examinations entering pupils with the relevant examining boards, depending on the subject taken.

The decision as to which examinations the pupils should take together with levels/tiers will be arrived at by consultation involving pupils, staff and parents.

Controlled assessment tasks, field studies, project work and practical work form an important part in individual subject assessment. Work not completed and not submitted for marking by the set deadlines will only be accepted in exceptional circumstances at the discretion of the school.

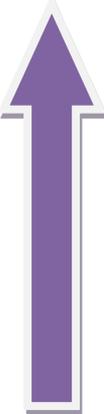
The decision to enter your child for public examinations is taken by the school.

There is a fee to be paid for each examination. The school meets the cost of this fee when your child is entered for the first time. If your child misses an exam, without a valid medical reason, then you will be liable for this fee. The school will be able to provide you with further details.



14-19 Learning Pathways

The Options Menu provided in Ysgol Bae Baglan addresses all learning domains and supports and meets the needs of pupil's post 16 pathway, providing the platform to continue their studies or training, or engage in employment opportunities. In addition to the more traditional G.C.S.E. options, Vocational based courses have been included within the Options Menu e.g. Sport, ICT, Engineering, Construction, Vehicle Technology and Hairdressing. These are now classified as IVET's which is either general or vocational education and training carried out in the initial education system, usually before entering working life.

	Level 2	GCSE Grades A*/ A / B / C Vocational Grades L2 Distinction* / L2 Distinction / L2 Merit / L2 Pass.
	Level 1	GCSE grades D /E /F /G Vocational Grade L1 Distinction* / L1 Distinction / L1 Merit / L1 Pass. Level 1 Pass
	Entry Level Qualification	Entry 1, Entry 2 or Entry 3

At post 16 pupils can continue with their individual learning pathway, progressing onto the next level e.g. from Level 1 to Level 2 or from Level 2 to Level 3.

On the following pages you will find all the subjects on offer listed alphabetically. To start there are also some compulsory subjects that all pupils must follow.

Equal Opportunities

We wish to draw to the attention of all parents that Equal Opportunities exist for all pupils to study any of the subjects on offer at YBB. Remember any subject is of little value if your child does not enjoy it and cannot achieve a high degree of success and enjoyment. Accept that your career aspirations for them and their aspirations for themselves may not be the same. Very few young people have definite ideas on which career path they want to take.

What do I do now?

Look through the subject's one at a time. Read the information very carefully, speak to your teachers and find out as much as you can about the subjects you are interested in.

At the end of this booklet is your choice sheet and it is here that you record your preferred choices along with 1 reserve choice. Once you are happy with your choices please ensure that they are submitted between **Monday January 12th, 18:30 and Friday January 23rd, 17:00 2026** using the Option selection form which can be accessed [here](#).

The Key Stage 4 Curriculum

Please note that any of the courses shown may be withdrawn if the group size is not viable

	Lessons per fortnight	Subjects
Compulsory Subjects	4/5	GCSE Core Cymraeg Craidd
	7	GCSE English Language and Literature (Double Award)
	7	GCSE Mathematics and Numeracy (Double Award)
	3	GCSE Religious Studies / Entry Pathways Humanities
	9	GCSE 'The Sciences' Double Award / GCSE Integrated Science (Single Award)
	3/2	Skills Challenge Certificate / Careers and Work Related Education
Optional Subjects	5	Additional Mathematics
	5	GCSE Art and Design
	5	GCSE Art – Photography
	5	GCSE Art – Textiles
	5	Level 1/2 Business and Enterprise
	5	GCSE in Digital Technology
	5	Level 2 Extended Certificate in IT User Skills in Open Systems and Enterprise
	5	Level 1/2 Award in Constructing the Built Environment
	5	GCSE Drama
	5	Level 2 in Engineering
	5	Level 1/2 Global Business Communication (French)
	5	GCSE Geography
	5	GCSE Health & Social Care & Childcare
	5	GCSE History
	5	Level 1/2 Award in Hospitality and Catering
	5	GCSE Music
	5	GCSE Physical Education and Health
	5	GCSE Product Design
	5	GCSE Science - Triple Award
	5	GCSE Spanish
	5	Level 1/2 Award in Sport and Coaching Principles
	5	Level 2 Vehicle Technology
	5	Life Skills / Basic Skills



Learning Pathways

Compulsory Subjects



Qualification type	GCSE
Exam board	WJEC
Assessment	2 Reading and writing examinations 25% each examination, 2 Oral examinations 25% each task.

Following this course will enable pupils to understand and use the language for a variety of purposes and audience. It will develop language learning skills to enable pupils to communicate and interact confidently and spontaneously. The course will enable pupils to use Welsh in further studies, in the workplace and in their communities.

Course outline

Unit 1 – Responding to a visual stimulus - 25% (Speaking 10% listening 15%)

Non- examination assessment: 6-8 minutes (pair) 8-10 (group of three)

The visual stimuli will be provided by WJEC, the assessment will consist of two parts –

- Watch a video clip (approx. 2 minutes) twice and complete the related sheet.
- Discussion between the pair/group on the topic viewed.
- Learners are not permitted to use dictionaries or any other resource.

Unit 2- Responding to various sources -25% (Speaking 20% listening 5%)

Non- examination assessment: 6-8 minutes (pair) 8-10 (group of three)

A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC.

Learners are not permitted to use dictionaries or any other resource.

Unit 3 – Preparing for the future

Written examination 1 hour 30 minutes - 25% (Reading 15%, writing 10%)

Reading tasks with non-verbal and written responses, for example descriptive, narrative, persuasive, informative, critical, analytical, opinion writing, correction and translation tasks.

Learners are not permitted to use dictionaries or any other resource.

Unit 4 – Literature and creative

Written examination 1 hour 30 minutes - 25% (Reading 10%, writing 15%)

Reading tasks with non-verbal and written responses, for example descriptive, narrative, creative, imaginative, persuasive, analytical writing, expressing opinion and responding to literature.

One set text will be assessed each series. Advanced information will be published regarding the set being examined.

Learners are not permitted to use dictionaries or any other resource.

Assessment

50% of the course is based on oral tasks. All pupils will be recorded as samples are required by the WJEC. The qualification is not tiered.

All assessments must take place in the final year of study.

Dates of the unit 1 and 2 assessments will be set by the WJEC

Career prospects

Most employers now state that Welsh is desirable for employees.

Link to exam board

<http://www.wjec.co.uk/qualifications/welsh-second-language/>



Qualification type	GCSE
Exam board	WJEC
Assessment	Written examination and Non examination assessments

Course outline

All pupils will study: Unit 1 Context and Meaning; Unit 2 Belonging; Unit 3 Influence and Power and Unit 4 Motivations. Most pupils will study: Unit 5 Continuity and Change and Unit 6 Connections. Where continuation to Units 5 and 6 is not possible, pupils will be entered for the Single Award.

Unit 1 Context and Meaning requires you to read an anthology of poems from the WJEC. This will be assessed via a 1 hour 30-minute exam in the summer of year 10. In the exam, you will be required to answer questions on a poem from the anthology and compare it to an unseen poem chosen by the WJEC. You will also be required to write either a piece of creative or non-fiction writing.

Unit 2 Belonging requires you to read a prose text on the concept of Belonging, write an essay about an aspect of the text and complete an individual oral presentation. The presentation will be linked to a theme, issue, representation or relationship that interests you from the studied prose text. This unit will be assessed via NEA completed in school and moderated by WJEC.

Unit 3 Influence and Power requires you to discuss, in a group, non-fiction texts supplied by WJEC and to write a piece of creative non-fiction informed by ideas and opinions gained from your reading of texts from the group discussion. This unit will be assessed via NEA completed in school and moderated by WJEC.

Unit 4 Motivations requires you to read a full text, possibly *An Inspector Calls*. This unit will be assessed via a 1 hour 30-minute exam in Year 11. In the exam you will answer a series of questions, write an essay and complete a piece of creative literary writing from a choice of two.

Unit 5 Continuity and Change (Double Award) requires you to study a Shakespeare play and record a paired poetry discussion on one poem from the WJEC anthology (1600-1900) and one poem prescribed by the WJEC. This unit will be assessed via NEA completed in school and moderated by WJEC.

Unit 6 Connections (Double Award) is assessed via a 1 hour and 30-minute exam and requires you to answer a series of questions and then compare non-fiction texts, one from the WJEC anthology and one prescribed by the WJEC. You will also complete a piece of non-fiction writing from a choice of two.

Assessment

The GCSE is assessed via a series of Non-Examination Assessments, (sat in school, marked by your English Teacher and moderated by WJEC) and 1 hour and 30-minute external exams (sat in school and marked by the WJEC). These vary in weighting depending on whether you are entered for the double award or the single award.

Career prospects

English Language and Literature is invaluable for your future no matter what you are aiming for. Studying English Language and Literature helps to sharpen your analytical skills. If you can take a text and find the themes plus connect it with other texts, theories and historical events,



you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context. You will also develop your planning and research skills. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, this GCSE is a must have subject for college, university, work and life!

From Architecture to Zoology, GCSE English Language and Literature will help you to:

- work independently
- be creative
- think critically
- communicate your ideas with confidence
- think logically.

Get your dream job! GCSE English Language and Literature is one of those subjects that employers like to see on a CV. The skills you learn are marketable in most careers and can be easily transferred from one role to another. This GCSE could help you land that dream job... sports journalist – lawyer – film director – public relations executive – fashion journalist – author – newsreader – politician – actor – architect – creative director – scriptwriter – teacher – marketer – communications and commercial writing.

Link to exam board

https://www.wjec.co.uk/qualifications/gcse-english-language-and-literature-double-and-single-award-teaching-from-2025/#tab_keydocuments





	GCSE Mathematics and Numeracy (Double Award)	13
Qualification type	GCSE	
Exam board	WJEC	
Assessment	Examination. Three Units, Unit 1 (30%) Unit 2 (30%) Unit 3 (40%)	

Course outline

The content of GCSE Mathematics and Numeracy (Double Award) qualification will be based on the following mathematical and numerical concepts that make up the Curriculum for Wales' statements of what matters for the Mathematics and Numeracy Area:

- Number
- Algebra
- Geometry and measures
- Statistics and probability

Aspects of each concept will be explored in every unit of the qualification, supporting the statement that 'the different areas of mathematics are highly interconnected and dependent on one another' included in the specific considerations for this Area. The qualification will also support key links with other Areas of the Curriculum for Wales, including developing learners' financial literacy in support of learner wellbeing.

Assessment

There are three units of assessment.

There are two tiers of entry for this qualification:

Higher Tier: A* - D

Foundation Tier: C - G

Unit 1: Financial Mathematics and Other Applications of Numeracy

Written examination: Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification

A calculator will be allowed in this paper.

Unit 2: Non-calculator

Written examination: Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification.

A calculator will not be allowed in this paper.

Unit 3: Calculator-allowed

Written examination: Higher Tier: 2 hours (90 marks)

Foundation Tier: 1 hour 45 minutes (75 marks)

40% of qualification

A calculator will be allowed in this paper.

Pupils will sit the units at appropriate times based on their in class progress across year 10 and 11. There is no hierarchy implied by the order in which the units are presented.



Career prospects

Mathematics is a subject that is necessary for a large range of careers and it can open up a variety of opportunities in many different fields. It develops skills in problem solving, logical thinking, communication, data handling and interpretation. These skills are useful in any career and as such Mathematics remains a requirement for the majority of employers and further education institutions.

Link to exam board

[GCSE Mathematics and Numeracy \(Double Award\) | Made for Wales](#)



Qualification type	GCSE	15
Exam board	WJEC	
Assessment	Examination and Non examination Assessments	

Course outline

Pupils study 4 units which combined create a full GCSE in Religious Studies. The course consists of 2 exam papers and 2 non-examination-controlled assessments. Unit 1 exam will be sat in the summer of year 10 and Unit 3 exam in the summer of year 11. Our schools focus will be on the religions of Christianity and Judaism and non-religious beliefs. Year 10 will cover units 1: Religious and non-religious beliefs, teachings and practices which covers topics such as belief in God; atheist and humanist beliefs. The Christian and Jewish attitudes towards life after death and faith in action in our community. Year 10's non-exam-controlled assessment will be on Unit 2: Religion and Relationships, the themes are set annually by the WJEC. The themes could be on marriage, same sex relationships or even non-religious perspectives on identity and morality. Year 11 pupils will cover Unit 3: Roles, Rights and Responsibilities. The topics range from the study of creation, animal rights and the use of animals in scientific experiments and medical research. To topics such as abortion and euthanasia. Year 11's non-exam-controlled assessment will be Unit 4: Human Rights. Examples of themes could be based on the importance of human rights or even contemporary issues such as LGBTQ+ rights or refugee and asylum seekers rights. Students must demonstrate an ability to argue their opinion on these themes and topics and must appreciate other points of views. Pupils are internally assessed throughout the key stage including annual examinations.

Assessment

WJEC Unit 1: Religious and non-religious beliefs, teachings and practices – Exam 30%

WJEC Unit 2: Religion and Relationships – Non-Exam – 20%

WJEC Unit 3: Roles, Rights and Responsibilities – Exam 30%

WJEC Unit 4: Religion and Human Rights – Non-exam – 20%

Career prospects

Teaching; Social worker; Medicine; Law; Police; Politics; Armed Forces; Public relations; Media studies; Religious worker; Charity work.

Link to exam board

[GCSE Religious Studies | Made for Wales](#)





Religious Studies

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Qualification type	Entry Pathways in Humanities
Exam board	WJEC
Assessment	Portfolio development

Course outline

Entry Pathways in Humanities is a qualification which can be achieved by pupils who find the GCSE course challenging. This course offers an Entry 3 in Humanities. Pupils study four units over a two year course, these are Religious Festivals, Places of Worship, Important Ceremonies and Prejudice and Discrimination. This course is 100% coursework which the majority of it being completed electronically.

Assessment

Portfolio of work for each unit

Link to exam board

<https://www.wjec.co.uk/qualifications/humanities/index.html>





Qualification type	GCSE (Double Award)
Exam board	WJEC
Assessment	See below

The Sciences

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Within the statutory Science requirements at YBB we offer 2 different qualifications designed to meet the ability level of each individual pupil.

Course outline

This WJEC GCSE Science (Double Award) specification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society.

Studying GCSE Science (Double Award) provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed
- diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

These key ideas are relevant in different ways and with different emphases in the three subjects as part of Science (Double Award): examples of their relevance are given for each subject in this specification.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1 – Biology 1 (Double Award) written examination worth 56 marks which is 14.3% of the final qualification.

Unit 2 – Chemistry 1 (Double Award) written examination worth 56 marks which is 14.3% of the final qualification.

Unit 3 – Physics 1 (Double Award) written examination worth 56 marks which is 14.3% of the final qualification.

Unit 4 – Biology 2 (Double Award) written examination worth 64 marks which is 15.7% of the final qualification.

Unit 5 – Chemistry 2 (Double Award) written examination worth 64 marks which is 15.7% of the final qualification.

Unit 6 – Physics 2 (Double Award) written examination worth 64 marks which is 15.7% of the final qualification.

Each of the 6 units is a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 7 - Practical Unit 10% of qualification. This practical assessment that will be carried out in school but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An un-tiered assessment.

Career Prospects

- Interested in people and how the mind works? You could become a clinical psychologist.
- Do you live for football? Then sports science could be the job for you.
- Like the idea of designing and building structures? Perhaps you are an engineer?
- If you want to be involved in combating diseases and treating people who are ill, how about a career in medicine?
- Dentistry is a great choice if you want to put a smile on people's faces.
- Love music, but don't fancy appearing on Pop Stars? Music technology is a very popular choice.
- Are you obsessed by animals? Animal health is a great career choice for anyone who wants to improve their lives

Link to exam board

https://www.wjec.co.uk/qualifications/gcse-the-sciences-double-award-teaching-from-2026/#tab_keydocuments



Qualification type	GCSE Integrated Science (Single Award)
Exam board	WJEC
Assessment	See below

Course outline

The WJEC GCSE Integrated Science (Single Award) specification utilises a context led approach to science learning and assessment. It provides learners with a broad, coherent, practical, satisfying and worthwhile course of study. This course does not allow progression to Science A-Levels.

Studying the GCSE Integrated Science (Single Award) provides insight into, and experience of how science works, whilst stimulating learners' curiosity and encouraging them to develop an understanding of science, its applications and its relationship to the individual and society.

This WJEC GCSE Integrated Science (Single Award) specification will enable learners to develop:

- knowledge and understanding of key areas of science and its application
- interest in, and enthusiasm for science
- understanding of the scientific process
- practical, problem-solving, enquiry and scientific modelling skills and understanding in laboratory, and work-related contexts
- understanding of the relationships between data, evidence and explanations and their ability to evaluate scientific methods, evidence and conclusions
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles set in meaningful contexts enabling them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: (Single Award) Written examination: 1 hour 30 minutes 45% of qualification 72 marks

- A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context.

Unit 2: (Single Award) Written examination: 1 hour 30 minutes 45% of qualification 72 marks

- A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context.

Unit 3: (Single Award) PRACTICAL ASSESSMENT 10% of qualification 28 marks

- Practical assessment that will be carried out in centres but will be externally marked by WJEC. It will take place in the first half of the spring term in Year 11 (January – February).

Link to exam board

https://www.wjec.co.uk/qualifications/gcse-integrated-science-single-award-teaching-from-2026/#tab_keydocuments

Exam board

WJEC

Assessment

Portfolio Development

Course outline

The Skills Challenge Certificate at Ysgol Bae Baglan consists of four components:

- Individual Project - 50%
- Enterprise and Employability Challenge - 25%
- Global Citizenship Challenge - 25%
- Community Challenge - 25%.

To achieve the qualification, learners **must** complete the Individual Project and **two** of the Challenge components. The combined outcomes of the three chosen components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level. In Year 10 learners will complete two out of three challenges.

The enterprise challenge allows learners the opportunity to work as part of a team with their peers, to create and develop a product idea, support team building, reflect on their personal effectiveness, creativity, innovation and team skills.

The community challenge supports organisations in the local community, whilst offering learners the chance to take part in ten hours of volunteering. Learners will produce a written project looking at the integral skills used throughout and reflect on their own personal effectiveness, planning, organisation and digital literacy.

The Global challenge offers learners the opportunity to explore issues that matter globally such as climate change, to build knowledge and understanding to make an informed decision. Learners have the opportunity to create a raising awareness campaign of their own choice. Learners will reflect on their understanding, critical thinking, problem solving, creativity and innovation.

In Year 11 learners will have the opportunity to research a topic of their own choice, linked to an area of personal interest or future education or career. This is a research project, where learners will explore relevant research to come up with solutions and ways to support or improve the topic. The individual project allows learners the opportunity to be independent, whilst researching and engaging in a topic that they are really interested in

Link to exam board

https://www.wjec.co.uk/qualifications/welsh-baccalaureate-national-foundation/#tab_overview



LEARNING PATHWAYS

OPTION SUBJECTS





Additional Mathematics

22

Qualification type	Level 2 Certificate in Additional Mathematics
Exam board	WJEC
Assessment	This is a unitised qualification – 100% examination.

Course outline

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. The qualification provides a suitable foundation for the study of Mathematics and other related subjects at either AS or A level. It is envisaged that the course will strengthen considerably the formal techniques necessary for further study and hence narrow the perceived gap between GCSE and post-16 qualifications. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not wish to progress to further study in this subject.

Assessment

The scheme is not tiered and a candidate's result will be reported as distinction, merit or pass. Candidates failing to achieve a pass will not receive an award.

To be awarded the qualification, the candidate must complete the two mandatory units of Algebra and Calculus plus one optional unit.

Career prospects

This course is designed to provide a route of progression through the subject leading to AS/A Mathematics. It will also help students prepare for some Higher Education courses with a mathematical expectation. It is an outstanding benchmark to determine suitable for study at Advanced Level.

Link to exam board

<https://www.wjec.co.uk/qualifications/level-2-additional-mathematics-teaching-from-2026>



Qualification type	GCSE
Exam board	WJEC
Assessment	Portfolio - 60% Exam - 40%

Course outline

The WJEC GCSE Art and Design provides engaging, challenging, clear and meaningful learning experiences through a flexible structure that develops pupils' creative skills. Our department offers a programme of study which broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the course is to continue pupils' enthusiasm for Art, Craft and Design and, through a broad introductory of creative, critical, practical skills that enable students to gain a clear understanding of a range of practices and contexts in the visual arts, crafts and design fields.

As a department, we will build on previous experiences at KS3 and develop the students' skills into a mature, imaginative and personal portfolio of outcomes. When possible, we shall arrange visits to local areas of interest to encourage students to use first hand experiences when producing outcomes and building up a successful portfolio. We will also plan gallery visits to ensure students can understand existing and traditional art practitioners.

Assessment

There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression of Art, Craft and Design. Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

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

Students must be aware that they should be able to work independently and demonstrate an enthusiasm for the subject. They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.

Career prospects

GCSE art and Design students will have the opportunity to develop a wide range of essential skills required for further and higher education, as well as employment. A selection of creative opportunities are:

Animator, Architect, Architectural technician, Art editor, Art therapist, Cake decorator, Ceramics designer-maker, Clothing alteration hand, Community arts worker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Furniture designer, Glass engraver, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Landscape architect, Make-up artist, Model maker, Museum curator, Photographer, Product designer, Prop maker, Set designer, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser, Web designer and much more.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>

Qualification type	GCSE
Exam board	WJEC
Assessment	Portfolio - 60% Exam - 40%

Course outline

The course is defined as the practice of creating still or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor.

Students undertaking the photography title are required to demonstrate the knowledge, skills and understanding set out through areas of study relevant to their unit title (provided by teacher). Areas of study include:

Documentary photography, Photo-journalism, Studio photography, Digital photography, Location photography, Experimental imagery, Installation, Moving image: film, video and animation.

Work is not limited to one area of study.

Any students opting for the course must consider the following:

- It is desirable that they have access to their own camera/camera phone along with access to those images through either a USB lead, internet access to send either at home, class or on the go.
- Should be able to work independently and demonstrate an enthusiasm for the subject.
- They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.
- Having access to a printer at home will extend their portfolio further.
- Students are required to produce extensive photographic images outside of the classroom. This means extra independent work in their own time. Lessons may often be aimed at theory and written analysis with an expectation of personal images being brought in to support lessons.
- An ability to draw ideas is essential and part of the mark criteria, the quality of their drawing is not important, it is an indication of the processes from idea through to outcome.
- Experimentation of techniques such as multimedia, mixed media and manipulation will be encouraged throughout the course.

Assessment

Unit 1 Portfolio - 60%

Unit 2 - Examination task - 40%

Career prospects

Students are encouraged to develop the experiences of the course at further and higher education. Many options are available to students after building up their knowledge and understanding of the subject. Examples of areas in employment are: Film and broadcasting, fashion, marketing, web design, wedding photographer, advertising, journalism, scientific and medical, cooperate design etc.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>

Qualification type	GCSE
Exam board	WJEC
Assessment	Portfolio - 60% Exam - 40%

Course outline

The course is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. There will also be a contemporary insight into the world of textiles and its relevance/importance on today's world. Students undertaking the textile design course are required to demonstrate the knowledge, skills and understanding of the subject through areas of study relevant to textile design. Areas of study can include:

- Fashion design
- Soft sculptures
- Costume design
- Wall hangings
- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Installed textiles
- Soft furnishings
- Hand and machine stitching.

Assessment

There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression of Art, Craft and Design. Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

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

Students must be aware that they should be able to work independently and demonstrate an enthusiasm for the subject. They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.

Career prospects

GCSE art and Design students will have the opportunity to develop a wide range of essential skills required for further and higher education, as well as employment. A selection of creative opportunities are:

Animator, Art editor, Art therapist, Cake decorator, Ceramics designer-maker, Clothing alteration hand, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Furniture designer, Glass engraver, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Landscape architect, Make-up artist, Model maker, Museum curator, Product designer, Prop maker, Set designer, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser and much more.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>

Qualification type	BTEC – QCF Extended Certificate Level 2 IVET
Exam board	EDEXCEL
Assessment	100% Portfolio (Double Award)

Course outline

The Entrepreneurial Mindset

Many people dream of running a successful business. Determination, vision, adaptability and a wide variety of skills are required to make a business successful. This unit will enable learners to investigate the qualities and characteristics of successful entrepreneurs, whilst developing the attributes needed to plan and run a business. The development of mindset and skills will, in part, depend on understanding that limits and constraints can be overcome with planning and determination.

Creating a Business Plan

Successful entrepreneurs develop ideas and turn these ideas into a product or service to which they can make a commitment. They do this by having a vision of the future of the product or service and by making this vision a reality. In the first part of this unit learners will explore successful and innovative business ideas. They will learn about how some ideas have been based on identifying new customer needs, whilst others have provided innovative means of satisfying established needs.

Marketing and Promotion

The marketing plan is one of the most important parts of a business plan because it directly communicates the nature of the intended business and the manner in which that business will be able to succeed. In this unit, learners will learn about the fundamental marketing concepts that any entrepreneur needs to master.

Finance

Business Finance provides an introduction to decision making and business finance. You will look at how businesses can measure their performance through keeping accounts and you will find out the value of ICT in helping them to manage their finances. You will learn about simple recording systems, how to interpret financial documents and how to identify different options for businesses when faced with financial decisions.

Career prospects

Students who have studied Business will have the necessary knowledge, understanding and skills required to progress to level 3 general qualifications within the national framework (including AS level Applied Business or Business Studies), appropriate vocational qualifications, training or directly into employment. Many business studies students go into management and administration jobs in businesses in commercial businesses, and a business studies qualification can also be helpful to get into finance, banking or insurance. But skills in management and marketing are also required in other areas such as charity, social work and local government, while a knowledge of business is also important for consultancy, certain teaching jobs and for financial journalists.

Link to exam board

<http://qualifications.pearson.com/en/qualifications/myskills/btec-enterprise-skills/enterprise-skills.html#tab-2>



Digital Technology

27

Qualification type	GCSE
Exam board	WJEC
Assessment	Examination 40% and Controlled Assessment 60%

Course outline

The WJEC GCSE qualification in Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

Assessment

Unit 1 – The Digital World (Assessment on-screen examination – 1 hour 30)

40% of qualification

This unit covers the theoretical aspects of digital technology to support your practical work in units 2 and 3. You'll learn about history, cybersecurity, data management, software, hardware, software applications, robotics and digital footprints.

Unit 2 – Digital Practices (Non-exam assessment – 20 hours)

40% of qualification

This unit is assessed through a practical project using a real-life pre-release brief and is divided into two sections; Section A: data analysis using spreadsheets and Section B: designing and creating a website, game or animation.

Unit 3 – Communicating in the Digital World (Non-exam assessment – 10 hours)

20% of qualification

This unit is about digital marketing, creating assets and using and researching a range of social media platforms. Finally, you will design and develop your own campaign using a real-life brief for a social media platform of your choice.

Careers with Digital Technology

The qualification will provide the necessary knowledge, understanding and skills required designed to progress into any Level 3 Computing and Digital Technology Courses. Selection of great career opportunities in Digital Technology: Software Developer, Data Scientist, Information Security Analyst, IT Manger, Computer Network Architect, Technical Support Specialist, Web Developer, Cybersecurity Analyst, AI and Machine Learning Engineer and Game Developer.

Link to exam board

[GCSE Digital Technology - Teaching from 2026](#)



Extended Certificate in IT User Skills in Open Systems and Enterprise

28

Qualification type	TLM Level 2 Extended Certificate
Exam board	TLM
Assessment	Coursework, E-assessment, Portfolio of Evidence, Practical Demonstration/Assignment

Course outline

The Level 2 Extended Certificate is a vocational qualification designed for people who require skills and competence in IT. The qualification consists of a mandatory unit and optional units to make up the 25 credits required. Each year will consist of an overarching project that will have 4 units of work.

Year 10

- Desktop Publishing Software
- Using Email
- Spreadsheet Software
- Database Software

Year 11

- Improving Productivity using IT (Mandatory Unit)
- Website Development
- Presentation Software
- Digital Audio Software

Assessment

Learners must demonstrate competence against the assessment criteria from their day to day work and the teacher assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.

Career prospects

This qualification will provide a basis for any other higher level qualification in the digital technology domain and is especially designed to underpin transition to higher level digital technology based qualifications at level 3 both in the user and practitioner sectors. Anyone that is interested in improving their productivity in other subject learning or at work will benefit. Anyone wanting to gain the knowledge to reduce their dependency on proprietary technologies to help themselves, their family and future employers save money associated with licensing software will be progressing further in that direction with this qualification. This course could set you on a path towards :

- IT Apprenticeship or Trainee IT Support Technician
- Computer Operator
- Multimedia Design
- Network Engineer
- Web Design
- IT Teacher

Link to exam board

[2020-L2-ICT-Extended-Handbook.pdf](#)



Qualification type

Constructing the Built Environment

29

Exam board

Level 1 and 2 Award IVET

WJEC

Assessment

75% Internal Controlled Assessment 25% External Controlled Assessment

Course outline

The WJEC GCSE in Built Environment offers a learning experience for 14 – 16 year olds which focuses on gaining and applying knowledge, skills and understanding through contextualised tasks and study. It provides an ideal introduction to the built environment.

The successful completion of this qualification, together with other equivalent qualifications, such as in maths and the sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications.

What will I study and how will I be assessed?

Unit 1: Introduction to the Built Environment 35%

In this examined unit you will develop knowledge, skills and understanding in the ideas and concepts related to the built environment. This will include the built environment life cycle, structures, materials, sustainability, careers and health & safety.

Unit 2: Creating the Built 40%

Environment In this non-examined assessment unit (NEA)

Constructing the Built Environment – focus is on the development of 2 practical skills

The tasks will assesses your knowledge, understanding and skills in relation to identifying, interpreting and calculating information; writing success criteria; carrying out a range of techniques appropriate to the pathway and evaluating tasks.

Unit 3: Exploring the Built Environment 25%

In this non-examined assessment unit (NEA) you will develop knowledge, skills and understanding in relation to the stages of the building life cycle; the stages and processes involved in the design, construction and value & use of the built environment.

Career prospects

There are many places where the construction process takes place. Bricklayers could be building a garden wall or a block work wall at the top of a new tower block. A plumber could be installing a new bathroom or fitting pipes in a petro-chemical plant. Plasterers could be working on walls that previously had asbestos and need to think about how they dispose of waste. A steel fixer could be working on a foundation or at the top of a multi-storey car-park. A roofer could be given construction drawings that contain confidential information that has to be kept secure. Trades people, inspectors, site supervisors, quantity surveyors, architects and project managers are all examples of those working construction processes take place.

Link to exam board

https://www.wjec.co.uk/qualifications/gcse-built-environment/#tab_overview



Drama

30

Qualification type	GCSE
Exam board	WJEC
Assessment	Practical non-examination assessment and on-screen examination

Course outline

Unit 1: Devising Theatre. Practical assessment and reflective log 40% of qualification Marked by centre and moderated by WJEC.

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre. Learners must create, refine and perform a practical piece of devised theatre, they must also produce a reflective log of the process.

Unit 2: Performance from text Practical assessment 30% of qualification. Marked by a visiting examiner.

Learners will be assessed on either acting or design. Each actor must interact with other actors/audience for a minimum of 5 minutes, designers will give a non assessed viva explaining their ideas.

Unit 3: Examination Written examination 30% of qualification Digital only examination, marked by WJEC.

Section A: Set Text

Section B: Unseen Theatre Response

Career Prospects

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Personal Skills

Creativity, empathy, confidence, an understanding of values, physical and perceptual skills, motivation, communication of ideas, opportunities for leadership, opportunities to work as part of a team, appraisal skills of appreciation and evaluation.

Career Opportunities

The media, theatre, television, radio, the film industry, arts administration, drama therapy, education.

Link to exam board

<http://www.wjec.co.uk/qualifications/drama/drama-gcse/>



Engineering

31

Qualification type	Level 2 Diploma in Practical Engineering
Exam board	EAL
Assessment	Portfolio of work – written and practical outcomes.

Course outline

The Skillstart engineering training vocational course offers an opportunity for a practical, hands-on approach to education. Through the completion of a series of carefully designed projects and underpinning knowledge worksheets, candidates can gain a level 2 diploma in practical.

These qualifications and experience, recognised by industry, are a potential stepping stone to employment and a career in many technological fields, which could include Electro/mechanical, Construction, Marine, Agricultural and Motor vehicle engineering as well as the Medical industry.

Learners will gain specialist skills in the following options:

Fitting: Students will learn to use hand tools and marking out tools to manufacture components to fine tolerances.

Sheet metalwork: Students will learn all the skills necessary to produce simple and complex shapes in thin sheet metal.

Mechanical Assembly: Students will learn to correctly position and secure components using various mechanical fastening devices, tools and techniques. You will be able to carry out visual and functional checks to confirm that the finished assembly meets the required standard.

Assessment

Assessment is through a portfolio of work. This will include written work demonstrating subject knowledge and practical work to demonstrate the skills of the subject.

The units covered in the level 2 qualification are:

Working safely in an engineering environment. (Mandatory)

Working efficiently and effectively in engineering. (Mandatory)

Using and communicating technical information. (Mandatory)

Producing components using hand tools and fitting techniques.

Producing sheet metal components and assemblies.

Producing Mechanical assemblies. (This unit is not required for L1)

Career prospects

These qualifications and experience, recognised by industry, are a potential stepping stone to employment and a career in many technological fields, which could include Electro/mechanical, Construction, Marine, Agricultural and Motor vehicle engineering as well as the Medical industry. These qualifications can also be developed on at level 2&3 at college in the engineering sector leading onto studying Engineering at University.

Link to exam board

<http://www.eal.org.uk/>

Qualification type	Level 1/2 Vocational Award
Exam board	WJEC
Assessment	75% Internal Controlled Assessment, 25% External Assessment

Course outline

The Vocational Award in Global Business Communication has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. It provides learners with a solid foundation on which to prepare them for future language study.

The course is divided into 4 Units

Unit	Unit Title	Description
1	Global Opportunities	Learners will gain knowledge and understanding of the benefits of language skills in a global economy both for individuals and for businesses. They will develop the skills to be able to identify and apply for jobs in French.
Internal Assessment - Controlled assessment (speaking, reading and writing)		25% of qualification
2	Global Customer Relationships	Learners will gain knowledge and understanding of the importance of building customer relationships in a global market. They will develop skills to be able to respond to and make customer enquiries, feedback and complaints in French.
Internal Assessment - Controlled assessment (listening, speaking, reading and writing)		25% of qualification
3	Global Marketing and Sales	Learners will gain knowledge and understanding of the principals of global marketing and some of the different strategies that can be used. They will develop an understanding of the use of social media to promote and sell products and services in global markets in French.
Internal Assessment - Controlled assessment (speaking, reading and writing)		25% of qualification
4	Global Travel	Learners will develop knowledge and understanding of how to research and book accommodation. They will gain cultural knowledge about various transport methods in France and understand travel information relating to places in a town or city, weather updates and transport issues in French.
External Assessment - On-screen (listening, reading and writing in French)		25% of qualification

Career prospects

Leisure and Tourism

Business

Link to exam board

[Level 1/2 Vocational Award in Global Business Communication French - Teaching from 2022 \(wjec.co.uk\)](https://www.wjec.co.uk)

Qualification type	GCSE
Exam board	WJEC
Assessment	60% examination across 2 exams and 40% fieldwork/NEA

Course outline

This GCSE Geography qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification.

Unit 1: Our Physical and Human World Written examination: 1 hour 30 minutes 30% of qualification. During this module pupils will learn about rivers and flooding. Coasts and how they affect the Welsh landscape and finally migration and settlement patterns around the world.

Unit 2: Developing Fieldwork Skills Non-examination assessment: 7 hours (not including the time it takes to undertake the fieldwork) 25% of qualification. Pupils will spend two days studying fieldwork research and techniques and go out to gain their data, fieldtrips have included visits to Cardiff Bay, River Ilston and Mumbles over last few Years.

Unit 3: Our Dynamic and Diverse World Written examination: 1 hour 30 minutes 30% of qualification. During this module we study exciting weather events from around the world and UK, climate change and human rights answering the question *why is there inequality?*

Unit 4: Sustainable Solutions Non-examination assessment: 6 hours (3 hours for research and 3 hours to respond to tasks) 15% of qualification. This module is looking at up to date sustainable solutions for several of the problems that both Wales and the wider world face. Pupils will write up their final decisions as part of a non-exam assessment.

Guided learning hours GCSE Geography has been designed to be delivered within 120 – 140 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11.

Career prospects

Geography is about the acquisition and development of skills and is not only one of the most up to date and exciting subjects to study today but encompasses many relevant topical issues such as Global warming, food production and natural disasters.

Geography GCSE develops higher order skills such as a problem solving, communication and analysing evidence as well as recall and revision skills. Geography is a well-respected academic subject and is valued by a wide range of employers and colleges. Pupils who study GCSE often go on to study a range of subjects at A level.

Employers prize the knowledge and skills that Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills. Geographers work in a wide range of jobs, from City to planning, working in the environment to travel and tourism, or in international charities or retail.

Link to exam board

wjec-gcse-geography-specification-e.pdf

Qualification type	GCSE
Exam board	WJEC
Assessment	Coursework (NEA) 60% Exam 40%

Course Outline

This course is intended to provide students with an introduction to health and social care services and an insight into factors affecting people's health. It enables learners to understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. Pupils will learn about PIES throughout the life stages, they will examine active participation in health care and consider both expected and unexpected life events. Pupils will develop their knowledge of ACE's and develop understanding of job roles within the health care profession and how these professionals support us. Pupils will have to investigate and discuss the current legislation by health care providers.

Assessment

Unit 1 (worth 40%) Health & Social Care, and Childcare in Wales in the 21st Century.
This is a written exam of one hour and thirty minutes.

Unit 2 (worth 30 %) Adult Health and Social Care.

This is a Non Examined Assessment with the task set by the WJEC.

Pupils will have time for preparation and planning but 12 hours to complete the task under examination conditions.

Unit 3 (worth 30 %) Childcare

This is a Non Examined Assessment with the task set by the WJEC.

Pupils will have time for preparation and planning but 12 hours to complete the task under examination conditions.

Independent research/investigation work will need to be carried out.

Career prospects

Learners progressing from this qualification may follow a career in:

Health care, social care, nursing, counselling, primary teaching and childcare. The career prospects are very varied, and these are just a few examples.

Link to exam board

[WJEC GCSE Health and Social Care, and Childcare Specification-e](#)



	History	35
Qualification type	GCSE	
Exam board	WJEC	
Assessment	Units 1 and 3 are examined units worth 30% each Unit 2 Online NEA worth 20% Unit 4 NEA class-based assessment worth 20%	

Course Outline

Unit One – An in -depth study on Welsh History

Wales in the Era of the Civil War -1 hour written examination worth 30%

In this unit pupils will study the reign and problems faced by King James such as the Gunpowder Plot. Pupils will investigate how the relationship between King Charles and Parliament descended into Civil War. Pupils will examine the important role Wales played in the civil war and the impact it had on the lives of ordinary people. Pupils will investigate what life was like under a Puritan Republic and how the monarchy was finally restored with King Charles II in 1660.

Unit Two – An in- depth study on European or World History

The Black Death 1330-1360 A case study in Medieval Society- 3 hour Onscreen NEA 20%

In this unit pupils will look at the causes of the Black Death and factors that allowed it to spread. Also, the impact and effectiveness of medicine, cures and ways to limit the spread such as magic and flagellation. Pupils will learn how people and society responded to the Black Death and will judge the legacy and long- term impact on communities

Unit Three – A study in a period of World History

Changes in US society 1880-1980 - 1 hour exam worth 30%

In this unit pupils will study race and immigration looking at the impact of slavery and the Jim Crow Laws and intimidation of the KKK. They will consider how the roaring twenties allowed America to 'boom' exploring how Jazz Music Radio, Cinema and the new speakeasy culture developed. Pupils will investigate the Civil Rights movement of the 1950s and 60s looking at key events and assessing the impact of Martin Luther King. Pupils will also look at changing attitudes towards the role of women and growth feminism in the 1970s with the equal pay act and changing attitudes to contraception, family and abortion.

Unit Four – A Changing Society non examined unit 4 hours 15 mins - completed under teacher supervision worth 20%

Pupils will study a 75-100 year period of British History and undertake a historical enquiry. Topic to be confirmed when more guidance is released from the WJEC.

Career prospects

History GCSE develops higher order skills such a problem solving, communication and analysing evidence as well as recall and revision skills. For this reason, it is associated with careers in the Armed Forces, Police, Law, Journalism, Teaching, Advertising, Public Relations and in the Media. However, History is a well-respected academic subject and is valued by a wide range of employers and colleges. Pupils who study GCSE often go on to study a range of subjects at A level. History is also regarded as a key subject by the top- ranking Russell Group universities and is accepted as an entry requirement for a variety of degree courses.

Link to exam board

https://www.wjec.co.uk/qualifications/history-gcse/#tab_keydocuments

Qualification type	IVET
Exam board	Level 1 and 2 Award IVET
Assessment	See below

Course outline

This course has been designed to develop in learners 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. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

What will I study?

Unit 1 The Hospitality and Catering Industry

Unit 2 Hospitality and Catering in Action

Assessment

External assessment

Unit 1. 90 minutes worth 90 marks

Internal assessment

Unit 2. 9 hours (5 for planning, 4 for the practical exam where 2 dishes need to be made)

Career prospects

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Link to exam board

<http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html>





Music

Qualification type	GCSE	37
Exam board	WJEC	
Assessment	35% Performing, 35% Composing and 30% Appraising	

Course outline

Unit 1: Performing 32.5% of final qualification

- Learners perform a minimum of **two** pieces of music giving a total performance time of 4-6 minutes (each piece should be a minimum of 1 minute).
- Learners can choose to perform solos or independent parts within ensembles, or a combination of both, in their chosen style(s) of music, without a conductor.
- Learners can choose to perform on any instrument or voice, or technology, or a combination of these.

Unit 2: Composing 32.5% of final qualification

- Learners compose two original pieces of music with a recommended total duration of between 3-6 minutes, one in response to their own devised brief and one in response to a brief set by WJEC.
- Learners present a reflective log based on the compositional process of either the composition in response to their own devised brief or the composition based on the brief set by WJEC.

Unit 3: Appraising - Digital examination, 35% of final qualification

Digital listening examination consists of questions requiring objective responses, short and extended answers, in response to the chosen set works and unseen extract relating to the musical elements of "Pitch, Duration, Dynamics, Tempo, Timbre/Sonority, Texture and Structure

Assessment

65% of this course is practical. The performance and composition units are moderated units; pupils will need to record all coursework which will be sent to the WJEC. The written exam is taken at the end of the course and is sent to the WJEC.

Career prospects

There are many opportunities for people with an interest and a talent in music. These vary from sound recording and theatre work, session musicians to performers. Music however, is recognised by many employers outside the industry as showing that candidates have confidence, self-belief and commitment.

Link to exam board

<http://www.wjec.co.uk/qualifications/music/>



Qualification type

Physical Education and Health

38

Exam board

GCSE

Assessment

WJEC

This is split between a written examination worth 40% and practical performance (NEA) worth 60%.

Course outline

Unit 1: Principles of Physical Education and Health

This focuses on knowledge and understanding of theory components which include

- **Factors that affect health and well-being** and the role of sports/physical activity in developing physical, social and mental well-being.
- **Physiological processes for health and sporting performance** (anatomy and physiology, fitness components, energy systems)
- **Socio-cultural, behavioural and environmental influences** on participation, health and decision making.
- **Reflection, evaluation, and decision-making** - own performance, health behaviours and in influencing the health of others (i.e. learning to reason about the consequences)
-

Assessment Unit 1

• **Digital examination:** 1 hour 30 minutes • Marked by WJEC • **40% of qualification** • 80 marks • Questions requiring objective response, quick responses, short and long answered questions.

Unit 2: Application in Physical Activities and Health

This focuses on practical performance in one or more sports/physical activities, coaching, plus planning/delivering/evaluating a personal training component. Learners will need to apply skills, techniques, tactics, decision making etc.

Assessment Unit 2

Non-examination assessment: internally assessed by your teacher and externally moderated by a WJEC visiting moderator • **60% of qualification** • 120 marks

- 1- Perform in one sport or physical activity from the approved list
- 2- Perform in a second sport or physical activity **or** provide coaching in a sport or physical activity from the approved list
- 3- Plan, implement and evaluate a personal training activity over 8-10 weeks for a sport or physical activity from the approved list.

***A high practical ability in at least two sports and confidence to coach is essential when considering GCSE P.E. due to its high practical/coaching content and the nature of the assessment.**



Career prospects

Cardiac Physiologist
Dietician/Nutritionist
Exercise Physiologist
Fitness Instructor / Personal Trainer
Lecturer in Higher Education
Performance Analyst
P.E. Teacher
Sport and Exercise Psychologist
Sports Development Officer
Strength and Conditioning Coach

Link to Options Evening Flyer

[physical-education-and-health-options-evening-flyer.pdf](#)

Link to exam board

[GCSE Physical Education and Health - Teaching from 2026](#)





Design Technology – Product Design

40

Qualification type	GCSE
Exam board	WJEC
Assessment	70% Coursework (NEA), 30% Examination

Course outline

Have you ever fancied becoming the next James Dyson or working as a designer for big companies such as Apple or Nike? Then this is the course for you.

Product design focuses on designing and making innovative prototypes that reflect developments in industry and the marketplace. You will have the opportunity to work with a variety of resistant and graphic design and development materials in order to develop a clear understanding of the varied role of a product designer

You will also have the opportunity to use ICT for the design, development and manufacture of the prototypes.

Year 10 comprises of a number of focused practical tasks allowing you to develop your skills and knowledge through hands on activities. Theory lessons will reinforce the subject knowledge gained and enable you to study the work of past and present designers and companies.

In Year 11 you are required to produce a non-exam assessment (NEA) comprising of a design folder and a high quality prototype from materials of your choice.

Assessment

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

This is a 1 hour 30 minute paper and makes up 30% of the final GCSE grade.

It is a timetabled examination and will be sat in May/ June along with any other GCSE courses you study at the end of Year 11.

Unit 2: Design and Make Project

This is a 40-hour non-exam assessment (NEA) which must be completed under supervision of the classroom teacher. This will run from September in Year 11 until the following March. It makes up 70% of the final GCSE grade. This aspect of the course is marked internally and a moderator from the WJEC visits the school to cross moderate during the month of May.

Career prospects

Further education can follow a number of paths:

AS and A Level in Product Design.

Apprenticeships

The career prospects are varied and include the following examples, Product designer, CAD Designer, Civil Engineer or an Architect.

Link to exam board

[wjec-gcse-design-and-technology-specification-e.pdf](#)



Qualification type	Triple Award Science GCSE
Exam board	WJEC
Assessment	See below

Course outline

This WJEC GCSE Triple award specification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society.

Studying GCSE Triple Award provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: Biology 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Biology 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment



Unit 1: Physics 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Physics 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment

Unit 1: Chemistry 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Chemistry 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment.

Link to exam board

[http://www.wjec.co.uk/wjec-gcse-biology-spec-from-2016%20\(27-05-15\).pdf?language_id=1](http://www.wjec.co.uk/wjec-gcse-biology-spec-from-2016%20(27-05-15).pdf?language_id=1)

<https://www.wjec.co.uk/qualifications/chemistry-gcse/>

<https://www.wjec.co.uk/qualifications/physics-gcse/>





	Spanish	
Qualification type	GCSE	43
Exam board	WJEC	
Assessment	Speaking 25%, Listening 25%, Reading 25%, Writing 25%	

Course outline

Learners studying a modern foreign language will develop their desire and ability to communicate with and understand speakers of Spanish in a variety of contexts and for a variety of purposes.

The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. It provides learners with a solid foundation on which to prepare them for future language study.

The course will cover 3 main themes:

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

Assessment

Unit 1 : Oracy

Non-examination assessment 30% of qualification

Unit 2 : Reading and writing

Non-examination assessment 15% of qualification

Unit 3 : Listening

Written examination 20% of qualification

Unit 4 : Reading and writing

Written examination 35% of qualification

Career prospects

Translating and Interpreting

Leisure and Tourism

Business

Teaching

Law

Hospitality

Link to exam board

<https://www.wjec.co.uk/qualifications/gcse-spanish-teaching-from-2025>



Vocational Award in Sport and Coaching Principles (Technical Award) 44

Qualification type	Level 1 and 2 Vocational Award
Exam board	WJEC
Assessment	60% Internal controlled assessment, 40% External controlled assessment

Course outline

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into sports performance and coaching. The qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify actions plans to develop physical fitness for sport or health, and how to coach different groups with different needs.

Mandatory Units

The Vocational Award in Sport and Coaching Principles is made up of three mandatory units:

Unit 1 – Fitness for Sport (External assessment 40%)

Unit 2 - Improving Sporting Performance (Internal assessment 25%)

Unit 3 - Coaching Principles (Internal assessment 35%)

Assessment/Grading

Pupils will be assessed by completing assignments internally and by completing an external examination. The assignments will be graded as follows:

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*

Career prospects

Progressing into Further Education and training. This could include:

- A Level in Physical Education
- Level 3 vocational qualifications in Sport.

Career opportunities may include the following:

- Fitness Instructor
- Leisure and Sports Manager
- FE Teaching Professional
- Secondary Education Teaching Professionals
- Physiotherapist
- Youth and Community Worker
- Sports and Leisure Assistant
- Sports Coaches, Instructors and Official

Link to exam board

[Level 1/2 Vocational Award in Sport and Coaching Principles \(wjec.co.uk\)](http://wjec.co.uk)

Qualification type	BTEC First Certificate
Exam board	EDEXCEL
Assessment	Portfolio

Course outline

The BTEC First Certificate in Vehicle Technology course is made up of five units – two core units and three specialist units.

The two core units are

- Vehicle Engine systems principles
- Vehicle Layout and operations of Vehicle systems

The first unit will give you an introduction to the fundamental principles of the internal combustion engine. The second unit will introduce you to automotive components and layouts within the vehicle.

The specialist unit are

- Unit 9 Routine Vehicle maintenance.
- Unit 12 Vehicle Fitting operations- Brakes
- Unit 13 Vehicle fitting operations -Exhausts

The purpose of these units is to enable learners to understand the procedures necessary for routine vehicle maintenance. Learners will also gain an understanding of the effective use of maintenance procedures, the selection of appropriate tools and equipment, and the appropriate completion of maintenance documentation.

The units will be taught largely through practical activities but do require a portfolio of written evidence to support the practical activity.

Assessment

This course is equivalent to 2 GCSEs grade A-C. Assessment is through coursework only. Assessment takes place throughout the 2 years and pupils' progress will be tracked throughout. The Assessment takes 3 forms, a written description of a procedure or system, a verbal description of what the pupil will do and an observation of the pupils working with pictures to provide evidence.

Career prospects

Students who have followed this course will have the necessary knowledge to progress onto further Qualifications at college in Automotive Maintenance and Repair following the national framework for training.

Vehicle Technology students have followed many different career paths into apprenticeships in engineering and Mechanics. Pupils have also progressed through apprenticeships or training onto courses in Automotive Engineering at University of Wales Trinity Saint David.

Link to exam board

<http://qualifications.pearson.com/en/qualifications/btec-firsts/vehicle-technology-2012-qcf.html>

Course outline

The Life Skills course is accredited to the ASDAN Living Independently short course. The course provides opportunities for the learner to develop living skills and how to use them effectively. Each pupil builds a portfolio of evidence recording a range of practical activities. Pupils will be required to keep records and take responsibility for gathering the evidence of the work they have completed.

Assessment

There is no formal examination with the pupils instead completing a variety of challenges. There is no set number of these challenges that must be completed and at the end of the course the pupils receive a Certificate awarded by ASDAN.

Evidence of challenges can be recorded as a log or diary, academic work, witness statements, surveys, research, photos, letters or e-mails, PowerPoint presentations, charts.

The course is designed to prepare pupils for a more independent style of learning. Topics included in the course are earning and spending money, a place of your own, health and wellbeing, cooking on a budget, practical cooking skills, career management and preparing for work, understanding personal hygiene, healthy eating and living and travel training.

Career prospects

The Living independently course is a generic course aimed at improving skills and confidence for the future.





Year 9 Learning Pathways 2026 - 2028

Please follow these instructions carefully before making your choices:

1. Look through the subjects listed, the Careers Wales website and your options booklet to make sure you understand each subject's requirements e.g. is it a GCSE, BTEC or Vocational Course? Does the subject have exams or is assessment based solely on coursework /portfolio development.
2. From the list of subjects below you must pick the three subjects that you would like to study.
3. It is our intention to match your requirements as closely as possible, but we **may not always** be able to provide a perfect match for you. Options will be grouped to accommodate the greatest number of pupils choices. If we can't give you your main choices, then you will be consulted over any difficulties that may arise.
4. Please complete your **choices online by 5pm, Friday January 23rd 2026.**

Additional Mathematics	GCSE Health & Social Care & Childcare
GCSE Art and Design	GCSE History
GCSE Art – Photography	Level 1/2 Award in Hospitality and Catering
GCSE Art - Textiles	GCSE Music
Level 1/2 Business and Enterprise	GCSE Physical Education and Health
GCSE in Digital Technology	GCSE Product Design
Extended Certificate in IT User Skills in Open Systems and Enterprise	GCSE Science - Triple Award
Level 1/2 Award in Constructing the Built Environment	GCSE Spanish
GCSE Drama	Level 1/2 Award in Sport and Coaching Principles
Level 2 in Engineering	Level 2 Vehicle Technology
Level 1/2 Global Business Communication (French)	Life skills / Basic skills
GCSE Geography	

My choices

Choice 1	
Choice 2	
Choice 3	

Now submit your choices by clicking [here](#)

