



YSGOL RHIWABON  
SINCE 1575



# Year 9 Options Information Booklet

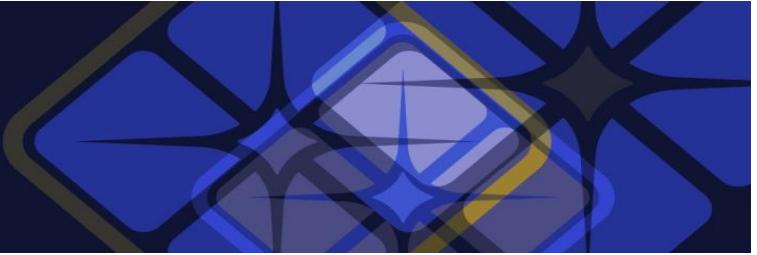
# 2026

**Ysgol Rhiwabon, Pont Adam, Ruabon, Wrexham, LL14 6BT**

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## Introduction

This booklet is designed to provide Year 9 students and families with all the information needed to make a wise and informed decision about subject choices for Key Stage 4. The choices are both important and an exciting opportunity. The broad range of subjects studied in Years 10 and 11 help all our students with future aspirations and next steps in the world of work or further education.

In the booklet you will find:

- The Options process and timeline
- An outline of every subject available as an option in the school
- An overview of College courses
- An outline of Core subjects that all students must study at Key Stage 4

It is important to read the information in the booklet very carefully. The course outline needs to be studied to ensure that you are fully aware of the type of learning and assessment required in each one, before making a decision. Please note that many examination subjects are following new specifications, some of which started last year, and some will be taught from September for the first time.

The Options Evening held in school on Tuesday 27<sup>th</sup> January 2026 provides an overview of the options process selection and the opportunity to discuss with teachers and find out more about each subject.

For the first time, the options selection process will take place through the **MCAS app**. A link will be **emailed to parents and guardians** the evening before the Options Evening, and it is important that this link is followed to access the form. Through the app, your child will be able to submit **three first-choice options along with two reserve choices**. All selections must be completed by the stated deadline to ensure the best chance of securing first-choice courses; late submissions may affect placement.

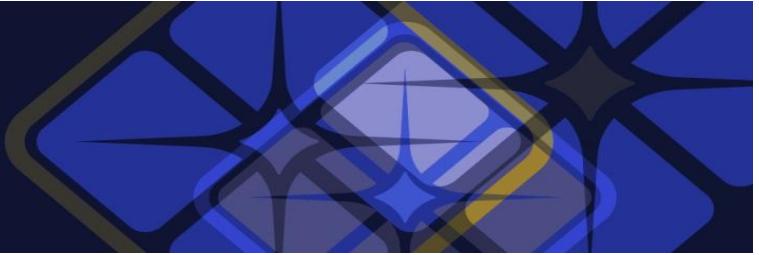
Once the online form has been received in school the process begins for school staff. We will aim to meet as many of our students' initial choices as possible. Follow up calls and interviews will take place to discuss any issues arising. In school, whilst we do our best to accommodate choices, some courses may be withdrawn if very few students opt for a particular subject; this is when your reserve choices become very important.

This is an important stage in your child's education so please use next week to read all the information and take time to talk to your child and any staff in school who can help you. We are here to support you if you are unsure of anything.

We look forward to receiving your child's choices by **Monday 2<sup>nd</sup> February 2026**.

With Best Wishes

**Mrs Ferron-Evans, Headteacher**



## **January 2026**

### **Year 9 Options Timeline**

#### **January – February**

- Full Reports for Year 9 issued
- Year 9 Parents' Evening
- Options Evening in school to launch the process
- Information booklet available on the school website and via the MCAS App
- Options to be submitted by **Monday 2<sup>nd</sup> February 2026**

#### **February–March**

- Senior Team begins processing student choices

#### **March–April**

- Options submitted for college courses
- Individual interviews for college courses take place
- College interviews include a student interview on-site at the college

#### **May–June**

- Individual student interviews to discuss option choices

#### **July**

- Confirmation letter sent home to parents/guardians



## Option subjects currently offered in Ysgol Rhiwabon

We offer a wide range of option subjects to suit different interests, abilities, and future pathways. This booklet, along with our Options Evening, is designed to give you the clear information you need to choose the subjects that are right for you. Make sure you speak to your teachers, ask questions about each course, and take time to understand what each subject involves. If you need extra guidance, our Careers Wales adviser is available in school to support you with your decision making.

Subjects	Teachers
Art GCSE	Mrs Madoc-Jones
Design & Technology GCSE	Mr Moultrie
Digital Technology GCSE	Mr Slater
French GCSE	Mrs Evans
Geography GCSE	Mrs White
Health, Social Care and Childcare GCSE	Mrs Davies
History GCSE	Mrs Wright-Davies/ Mr Edwards
Music GCSE	Mrs Tarver
Physical Education & Health GCSE	Mrs Jones/ Mr Tonks
Religious Studies GCSE	Mrs Savva
Separate Science GCSE	Mr Robinson and Science Staff
Sociology GCSE	Mr Forman



## Collaborative (College) Courses

Most options are provided in school, but some courses are run in collaboration with Coleg Cambria. You may select **one** of these courses, and it must be included within your **first three choices**. A college course **cannot** be chosen as a reserve option. To be considered for one of these courses, you must have excellent attendance and demonstrate excellent behaviour for learning. A college interview will also be required.

Collaborative courses take place at either one of the Coleg Cambria sites and will have a mix of learners from our school and other schools in the area.

These courses for Year 10 in September will take place on a Wednesday afternoon, from Period 4 until 4:30pm.

Students will be transported to college via bus but the expectation is that they will have to make their own transport arrangements home from Wrexham after-school.

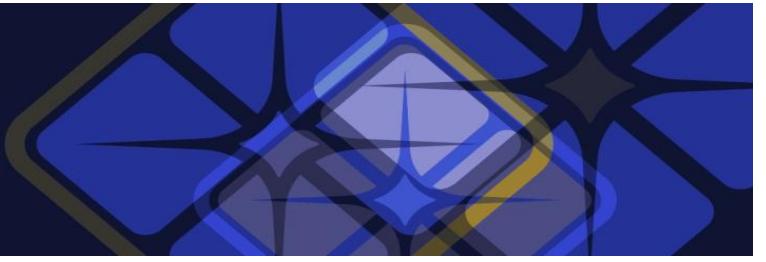
The Spanish course may be selected as a **fourth option**. This course will run as a **twilight session**, taking place at **Coleg Cambria Yale** from **4:30pm to 6:30pm** on one evening each week (day to be confirmed).

### College Courses Coleg Cambria

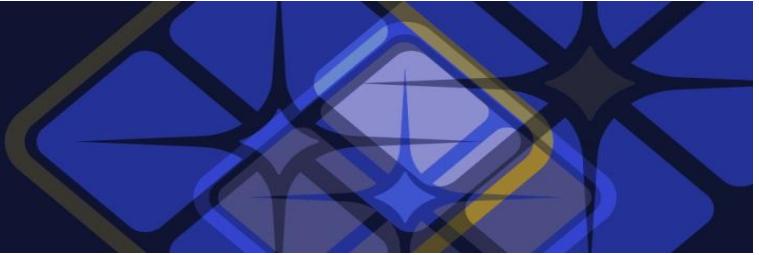
Courses	College Site
Business Studies Level 2	Coleg Cambria Yale Campus
Computer Science Level 2	Coleg Cambria Yale Campus
Construction Level 1 & 2	Coleg Cambria Bersham Road
Engineering Level 1 & 2	Coleg Cambria Bersham Road
Hair and Beauty Level 2	Coleg Cambria Yale Campus
Hospitality and Catering Level 2	Coleg Cambria Yale Campus
Performing Arts	Coleg Cambria Yale Campus
Public Services Level 2	Coleg Cambria Yale Campus
Spanish (Twilight) GCSE	Coleg Cambria Yale Campus



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# Options Subjects Overview



## **GCSE Art and Design** **(Art, Craft, and Design)**

### **Course Outline**

The WJEC GCSE Art, Craft and Design pathway is to provide and promote learning across a variety of different experiences. Candidates have the opportunity to explore a broad range of media, techniques, tools, digital technologies and processes appropriate to the students learning experience and intensions. This will also provide students with the opportunity to create artefacts, develop processes through evidence, working method and outcomes.

The qualification is underpinned by the Curriculum for Wales framework that allows learners to continue to progress using the four purposes for this qualification. The emphasis is placed on the quality of analytical understanding, practical experimentation, researching and individual expression required at GCSE level.

The Art, Craft, and Design title offers the opportunity to explore and create across pathways. Learners could pursue areas of study from the following- Fine Art, Graphic communication, Textile Design, Three-dimensional design and Photography.

### **Assessment**

The GCSE award incorporates two units of work over a period of two years.

Unit 1 – Portfolio 60% - internally assessed, externally moderated.

Unit 2 – Externally Set Assignment 40%- Internally assessed, externally moderated. 10 hours sustained focus, plus preparatory study.

**Curriculum Leader:** Mrs L Madoc-Jones



## **GCSE Design & Technology**

### **Course Outline**

Over the course of two years, students will be given the opportunity to solve real life problems by designing and making products. They will also learn about the properties of materials and the processes involved in an increasingly technological world.

The subject offers students opportunities for creativity and they will be expected to come up with a range of design ideas to solve a problem that will be set by the exam board in April. This will be done by using a combination of hand drawings, computer aided designs as well as card modelling before students produce a final outcome that can be manufactured in a range of materials including wood, metal and plastic.

### **Year 10**

Students work on a series of mini 'design and make' projects that increase their knowledge and understanding of the subject. These are also a practice run for **Unit 2** that starts in April of Year 10.

### **Year 11**

**Unit 2:** Non-examined assessment NEA (coursework) - Students produce a design portfolio and a prototype to solves a real life brief that is set by the exam board.

The students are also taught the theory aspects to prepare them for the **Unit 1** exam.

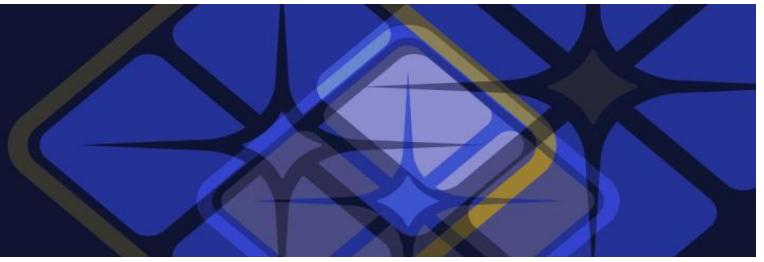
### **Assessment**

**Unit 1:** 25% of GCSE - External Exam 2 hours (June Year 11)

**Unit 2:** 75 % of GCSE - Non-Examined Assessment NEA (coursework) 'design and make' task.

**Curriculum Leader:** Mr J Moultrie

**Subject Link:** [https://www.wjec.co.uk/qualifications/design-and-technology-gcse#tab\\_overview](https://www.wjec.co.uk/qualifications/design-and-technology-gcse#tab_overview)



## **GCSE Digital Technology**

### **Course Outline**

Students opting to study GCSE Digital Technology will undertake a two-year course covering a modern qualification designed for students in Wales to develop high-level digital skills, including data analysis, website design, animation development and social media marketing coupled with a media advert.

We live in the digital world and an I.T. qualification will be a highly prized certification all employers would like to see.

The course will consist of 2 units of work and 1 exam (1hr 30mins)

### **Why Choose This Subject?**

- **Future Careers:** It prepares students for paths in web development, data analysis, digital marketing, and software engineering.
- **Hands-on Learning:** A majority of the grade is based on practical projects rather than a traditional written paper.
- **Transferable Skills:** Develops problem-solving, project management, and critical thinking skills using industry-standard digital tools.

### **Year 10**

**Unit 1:** Learning theory on Digital data, Data storage, Networks, Implementing digital systems and preparation for formal examinations.

**Unit 2:** Course Scenario set by WJEC (development of a website with an embedded animation)

### **Year 11**

**Unit 3:** Course scenario set by WJEC (research in social media and its influence on people's lives).

**Unit 1 continued:** Learning theory on Operating Systems, Threats, Life Cycle, Artificial Intelligence and preparation for formal examinations.

### **Assessment**

**Unit 1** 40% Formal examination (marking 80)

**Unit 2** 40% Time based controlled assessment (marking 80)

**Unit 3** 20% Time based controlled assessment (marking 60)

**Curriculum Leader:** Mr P Slater

Subject Link: [https://www.wjec.co.uk/qualifications/gcse-digital-technology-teaching-from-2026/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/gcse-digital-technology-teaching-from-2026/#tab_keydocuments)



## GCSE French

### **Course Outline**

*"Learning another language is not only learning different words for the same things but learning another way to think about things."*

**Flora Lewis**

Over the course of two years, students will not only learn about the French language, but also about the culture, history, and traditions behind the language. The focus of the course is not just mainland France, but all French speaking countries and nations within the Francophonie world.

The aim of the 2-year course of study is for students to both use and understand the French language, within a multitude of contexts. Therefore, over the 2 years, students will not only study French texts, but also French films, music, and places of interest.

Being able to converse in more than one language is a very sought-after skill, which can lead to many exciting career opportunities, in fields such as:

- . Journalism
- . Travel
- . Game/Software development
- . Interpretation / Translation
- . Sport
- . Government Intelligence

At Ysgol Rhiwabon the WJEC specification is followed at GCSE, therefore the themes studied, and assessment elements are:

#### **Year 10**

**Broad theme:** Identity and Culture – Youth Culture and Lifestyle

**Broad theme:** Wales and the World – The Wider World

**Broad theme:** Current and Future Study – Current Study

#### **Year 11**

**Broad theme:** Current and Future Study – Post-16 and Career Plans

**Broad theme:** Wales and the World – Global Sustainability

**Broad theme:** Identity and Culture – Customs and Traditions

### **Assessment**

**Unit 1:** 7-12 minutes oral examination – 25%

**Unit 2:** 35-45 minutes listening examination – 25%

**Unit 3:** 60-75 minutes reading examination – 25%

**Unit 4:** 75-90 minutes written examination – 25%

**Curriculum Leader:** Mrs S Evans

**Subject Link:** WJEC website: <https://www.wjec.co.uk/qualifications/french-gcse/>  
(select GCSE French Specification)



## GCSE Geography

### Course Outline

Students opting to study GCSE Geography will benefit from the links with other subjects in Science and Humanities. This GCSE is a valuable opportunity for students to learn more about the world around them and about major global issues such as climate change and population patterns. The two-year course covers human, physical and environmental units, as well as practical research and analysis through the fieldwork project. The range of skills developed in the geography course support in a variety of careers, as well as those more closely related to the subject such as urban planning, development aid, hydrologist and conservationist.

#### **Unit 1 – Our physical and human world**

- River processes and landforms, hydrological cycle, and river management.
- Changing trends and patterns of migration. Impacts of migration.
- Rural and urban change in Wales.
- Urban issues in contrasting global cities. Global patterns of urbanisation and how global cities are connected.
- Coastal processes and landforms. Challenges of coastal erosion. Managing coastal areas.

#### **Unit 2 – Developing fieldwork skills**

- Planning an enquiry.
- Collecting data – fieldwork trips.
- Data presentation and analysis
- Drawing conclusions from data
- Evaluation of fieldwork enquiries

#### **Unit 3 – Our dynamic and diverse world**

- Weather patterns and processes.
- Climate change from the Quaternary Period.
- Impacts of climate change.
- Responding to climate change.
- Measuring development. Causes of global and local inequalities and how to reduce them.

#### **Unit 4 – Sustainable solutions**

- The Three Pillars of Sustainability.
- The UN and Welsh goals on sustainability.
- How to make sustainable decisions.

### **Assessment**

Unit 1 Exam 30%

Unit 2 School based assignment 25%

Paper 2 Exam 30%

Paper 3 School based assignment 15%

**Curriculum Leader: Ms White**

**Subject Link:** [https://www.wjec.co.uk/qualifications/gcse-geography-teaching-from-2025/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/gcse-geography-teaching-from-2025/#tab_keydocuments)



## **GCSE Health, Social Care and Childcare**

### **Course Outline**

**Health, Social Care and Childcare** is an engaging and practical course that introduces learners to the knowledge, skills and values needed to work with people in real-life care settings. The course explores how individuals grow and develop throughout life, how health and wellbeing can be supported, and the vital role of professionals working in health, social care and childcare services. Through a combination of coursework and examination, learners develop key skills such as communication, empathy, problem-solving and teamwork, while gaining an understanding of safeguarding, equality and person-centred care. This qualification provides a strong foundation for further study and a wide range of future careers in health, education and care-related fields.

### **Unit 1: Health and Social Care, and Childcare in Wales in the 21<sup>st</sup> Century**

#### **Written examination: 1 hour 30 minutes (40% of qualification)**

Set and marked by WJEC. The assessment will include questions requiring objective responses, short and extended answers, with some based around applied situations.

### **Unit 2: Adult Health and Social Care**

#### **Non-examination assessment: 12 hours (30% of qualification)**

Set by WJEC, marked by the Centre and moderated by WJEC. The assessment brief, which will include a choice of case studies and several tasks, will be available via the WJEC Portal.

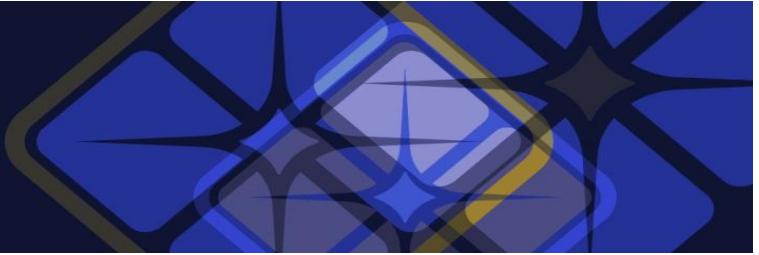
### **Unit 3: Childcare**

#### **Non-examination assessment: 12 hours (30% of qualification)**

Set by WJEC, marked by the Centre and moderated by WJEC. The assessment brief, which will include a case study and several tasks, will be available via the WJEC Portal.

**Curriculum Leader:** Mrs N Davies-Bottomley

**Subject Link:** [https://www.wjec.co.uk/qualifications/gcse-health-and-social-care-and-childcare/#tab\\_overview](https://www.wjec.co.uk/qualifications/gcse-health-and-social-care-and-childcare/#tab_overview)



## **GCSE History**

Over the course of two years, students will study a wide variety of British, European and World History at GCSE level. Students will extend their knowledge of historical events and gain a deeper understanding of how history has shaped the world in which we live. At Ysgol Rhiwabon, the WJEC specification is followed at GCSE.

### **Course Outline**

#### **Year 10**

**Unit 1:** An in depth study on Welsh history: **Wales and the early Tudors**

**Unit 2:** Non Examined Assessment (coursework) An in depth study on World History: **The Black Death**

#### **Year 11**

**Unit 3:** A study of a period in world history: **Changes in US society c.1880-c.1980**

**Unit 4:** Non Examined Assessment (coursework)

### **Assessment**

**Unit 1:** 1 hour examination – 30%

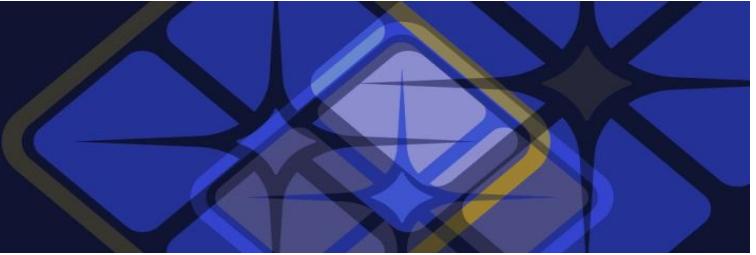
**Unit 2:** Online NEA (class based) – 20%

**Unit 3:** 1 hour examination – 30%

**Unit 4:** Written NEA (class based) – 20%

**Curriculum Leader:** Mrs V Wright-Davies

**Subject Link:** WJEC website: [wjec-gcse-history-specification-e.pdf](http://wjec-gcse-history-specification-e.pdf)



## **GCSE Music**

### **Course Outline**

During the course students will be given opportunities to develop musical sensitivity, creativity and aural perception. This course provides the opportunity to develop personal musical interests within the framework of the three-strand approach – Performing, Composing and Listening. Even if a student has not yet started on any formal instrumental or vocal training, it is possible to choose the course as a way of making very fast progress on a chosen instrument or voice, as time is given each week for performance. This is a very practical course. Students who opt for GCSE Music will have the opportunity to have free instrumental or vocal lessons.

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

The GCSE Music qualification supports the Curriculum for Wales by supporting the statements of what matters for Music within Expressive Arts. These are:

**exploring** the Expressive Arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals,  
**responding and reflecting**, both as artist and audience, is a fundamental part of learning in the Expressive Arts and  
**creating** combines skills and knowledge, drawing on the senses, inspiration and imagination.

### **Assessment**

#### **Unit 1 – Performing 32.5%**

For this assessment learners are required: to 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). This can either be a solo or an ensemble (group piece).

#### **Unit 2 – Composing 32.5%**

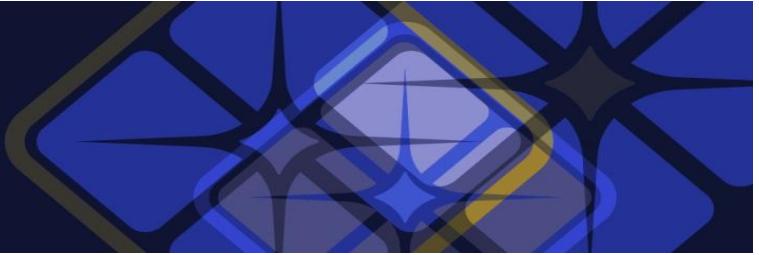
For this assessment learners are required to: compose two original pieces of music with a recommended total duration of between 3-6 minutes, one in response to their own devised brief and one in response to a brief set by WJEC, present a reflective log based on the compositional process of either the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

#### **Unit 3 – Appraising 35%**

Digital only examination lasting 1 hour 30 minutes (approximately) Marked by WJEC. Questions requiring objective responses, short and extended answers, in response to the chosen set works and unseen extracts. There are two set works to study.

**Curriculum Leader:** Mrs S V Tarver

**Subject Link:** WJEC website: [https://www.wjec.co.uk/qualifications/music-gcse/#tab\\_overview](https://www.wjec.co.uk/qualifications/music-gcse/#tab_overview)



## **GCSE Physical Education and Health**

### **Course Outline**

Through studying this WJEC GCSE Physical Education and Health students will develop a deeper understanding of all aspects of Physical Education, including both practical and theoretical assessment. Over the two year course students will acquire the knowledge, understanding, skills and values to develop and maintain your performance in sports or physical activities and understand the benefits to health, fitness and well-being.

#### **Year 10**

Unit 1 – Health, wellbeing, sport and physical activity. Sport Psychology

Unit 2 – Practical Performance. Non-examination assessment – **PPP coursework**

#### **Year 11**

Unit 1 – Exercise physiology. Socio-cultural influences.

Unit 2 – Non-examination assessment - **Practical Performance**

### **Assessment**

#### **Unit 1: Principles Of Physical Education And Health**

- 40% of qualification
- **Externally assessed in Summer Term of Year 11**
- Digital examination: 1 hour 30 minutes - Questions requiring objective response, quick responses, short and extended answers

#### **Unit 2: Performance And Personal Training**

- 60% of qualification
- **Internally assessed and externally moderated in February of Year 11**
- Perform in 2 sports **OR** Perform in 1 sport and coach in a sport
- Coursework – plan, implement and evaluate a personal training activity

**Curriculum Leader:** Mrs A Jones

**Subject Link:** WJCE website GCSE Physical Education ([wjec.co.uk](http://wjec.co.uk)  
(Select New GCSE Physical Education Specification)



## **GCSE Religious Studies**

### **COURSE OUTLINE**

The new WJEC GCSE Religious Studies course has been designed to help young people understand the world around them — its beliefs, values, cultures, and the big questions that shape human life. It is not about telling students what to believe. Instead, it encourages them to think deeply, explore different viewpoints, and develop the skills needed for life in a diverse society and the wider world.

### **What students will study:**

The course is built around four units:

**Unit 1:** Religion, Ethics and Philosophy in Practice Students explore key ideas such as identity, meaning, morality, and how different worldviews influence the way people live.

**Unit 2:** Non-Exam Assessment (NEA) A research project where students investigate a theme of their choice linked to religion, ethics, or philosophy. This develops independence and enquiry skills.

**Unit 3:** Religion, Ethics and Philosophy in Action A deeper look at contemporary issues such as human rights, relationships, justice, and the environment. It also explores how different beliefs shape responses to them.

**Unit 4:** Non-Exam Assessment (NEA) A second investigative task completed later in the course, allowing students to explore another area of interest.

### **Why choose Religious Studies?**

Students gain skills that are valued in many future pathways:

- Critical thinking and problem-solving
- Understanding of different cultures and perspectives
- Ethical reasoning and decision-making
- Confidence in expressing ideas clearly
- Independent research and analysis

These skills support careers in law, medicine, education, social work, public services, journalism, business, and any role that involves working with people.

### **ASSESSMENT**

The qualification is assessed through a combination of written exams and research-based tasks.

Examinations

Unit 1 – Written exam

Unit 3 – Written exam

### **Non-Exam Assessments (NEA)**

- Unit 2 – Research project
- Unit 4 – Research project

Students choose a topic, carry out research, and present their findings. This allows them to explore an area they genuinely care about and develop valuable independent learning skills.



## GCSE Separate Science

### **Course Outline**

Students wishing to undertake Science A-Levels with a view to a career in medicine, nursing, midwifery, teaching, engineering, architecture or Level 3 apprenticeships related to engineering and construction should consider this option.

The GCSE Separate Science involves the study of all three sciences. These are individually assessed and result in three separate qualifications. The course will develop your understanding of Biology, Chemistry and Physics whilst also developing your practical and problem-solving skills.

Studying the Separate Sciences provides the foundations for understanding natural, chemical and physical processes in a real-world context. 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. Practical investigation and the skills associated with this are an intrinsic part of this course.

### **Assessment – Foundation and Higher Tier available**

<b>Unit 1: Biology Year 10</b> Cells, organ systems and ecosystems – assessed by examination and is worth 45% of the final grade.	<b>Unit 2: Biology Year 11</b> Variation, homeostasis and micro-organisms - assessed by examination and is worth 45% of the final grade.	<b>Unit 3: Biology Year 11</b> Practical assessment – worth 10% of final grade
<b>Unit 1: Chemistry Year 10</b> Chemical substances, reactions and essential resources – assessed by examination and is worth 45% of the final grade.	<b>Unit 2: Chemistry Year 11</b> Chemical bonding, application of chemical reactions and organic chemistry - assessed by examination and is worth 45% of the final grade.	<b>Unit 3: Chemistry Year 11</b> Practical assessment – worth 10% of final grade
<b>Unit 1: Physics Year 10</b> Electricity, energy and waves – assessed by examination and is worth 45% of the final grade.	<b>Unit 2: Physics Year 11</b> Forces, space and radioactivity - assessed by examination and is worth 45% of the final grade.	<b>Unit 3: Physics Year 11</b> Practical assessment – worth 10% of final grade

**Curriculum Leader:** Mr. M Robinson

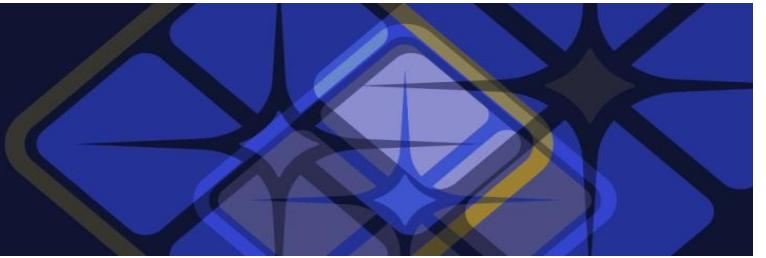
#### **Subject Links:**

**Biology** – [https://www.wjec.co.uk/qualifications/biology-gcse/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/biology-gcse/#tab_keydocuments)

**Chemistry** - [https://www.wjec.co.uk/qualifications/chemistry-gcse/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/chemistry-gcse/#tab_keydocuments)

**Physics** - [https://www.wjec.co.uk/qualifications/physics-gcse/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/physics-gcse/#tab_keydocuments)

**Useful links** – [www.Tanio.cymru](http://www.Tanio.cymru)



## **GCSE Sociology**

### **Course Outline**

Sociology is a subject that asks questions that relate to all of us. It is the study of how we live and why we do things in society. It will help students gain an understanding of why people commit crime, why we have school and why we even have families.

The lessons use a variety of techniques from studying the views of others to discussing events that affect us all. It provides the opportunity to voice opinions on topics and learn how to put forward reasoned arguments to make a point.

The subject links closely to History, Religious Studies, Politics, Science, Geography and Health and Social care.

Sociology is an excellent academic subject that requires students to have good theoretical understanding and be capable of arguing different points of view.

### **Assessment**

#### **Paper 1 – 50%**

- The Sociology of Families - Function, men and women, change.
- The Sociology of Education - Role, purpose and function of education.
- Social Theory and Methodology - different theoretical perspectives within sociology.

#### **Paper 2 – 50%**

- The Sociology of Crime and Deviance – the causes of crime and impact on society.
- The Sociology of Social Stratification - different theories of how society is divided.
- Social Theory and Methodology - different theoretical perspectives within sociology.

**Curriculum Leader:** Mr J Forman

**Subject Link:** [https://www.wjec.co.uk/qualifications/sociology-gcse/#tab\\_overview](https://www.wjec.co.uk/qualifications/sociology-gcse/#tab_overview)



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# Core Subject Overview



## **GCSE Mathematics and Numeracy (Double Award)**

### **Course Outline**

The content of GCSE Mathematics and Numeracy (Double Award) qualification is 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

The course is spread over three years as students start looking ahead towards their GCSE examinations at the start of Year 9. The course will look to assess students' mathematical knowledge in a variety of different ways including

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

### **Assessment**

**Unit 1** - Financial Mathematics and Other Applications of Numeracy – 30%

**Unit 2** – Non-Calculator Mathematics – 30%

**Unit 3** – Calculator Allowed Mathematics – 40%

Examinations will be taken in the May, June and November of Years 10 and 11 and will combine together to make one grade. This course is worth two GCSEs as it is a Double Award GCSE.

**Curriculum Leader:** Mrs E Beveridge

**Subject Link:** [wjec-gcse-mathematics-and-numeracy-specification-e.pdf](http://wjec-gcse-mathematics-and-numeracy-specification-e.pdf)



## **GCSE English Language and Literature (Double Award)**

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

### **Course Outline**

#### **Unit 1 – Context and Meaning**

Students will study a range of poetry from a WJEC anthology.

#### **Unit 2 – Belonging**

Students will study a prose text exploring the concept of Belonging and themes of community and citizenship.

#### **Unit 3 – Influence and Power**

Students will study a range of non-fiction texts exploring the ways in which writers use language for influence and power.

#### **Unit 4 – Motivations**

Students will study a play or a prose text, exploring reasons, attitudes, behaviours and beliefs.

#### **Unit 5 – Continuity and Change**

Students will study a Shakespeare play and pre-20<sup>th</sup> poetry and consider how attitudes, ideas and language have changed over time.

#### **Unit 6 – Connections**

Students will study non-fiction texts, exploring links relating texts to time, place, language and relationships.

### **Assessment**

Units 1, 4 and 6 are **examination** units, together worth **60%** of the qualification.

Each exam lasts 90 minutes and will consist of extract-based questions, an extended essay, and a piece of creative writing.

Units 2, 3 and 5 are **non-examination** assessments worth **40%** of the qualification.

Each unit will consist of **two** tasks, one that will assess written responses to texts and one that will assess oracy skills.

**Curriculum Leader:** Ms A Wild

**Subject Link:** [GCSE English Language and Literature \(Double and Single Award\) | Made for Wales](#)



## **GCSE The Sciences (Double Award)**

### **Course Outline**

GCSE The Sciences (Double Award) involves the study of all three sciences. These will be assessed in separate units but will result in one qualification worth two GCSEs. The course will develop understanding of many areas of science and also develop students' practical and problem-solving skills.

Studying GCSE The Sciences (Double Award) provides the foundations for explaining how the world works, constructing and evaluating designs for scientific enquiry, interpreting scientific data and evidence critically, and researching, evaluating and using scientific information to make informed decisions.

There are two tiers of entry for each unit of qualification.

**Higher Tier: A\*– D and Foundation Tier: C – G.**

Students may be entered at different tiers across units.

### **Assessment**

<b>Year 10 Examinations</b> June 2027 (Units 1-3)	<b>Year 11 Examinations</b> February 2028 (Unit 7) May 2028 (Units 4-6)
<u>Unit 1: Biology - Basis of Life</u> Assessed by exam 14.3% of the total marks.	<u>Unit 4: Biology – Continuity of Life</u> Assessed by exam 15.7% of the total marks
<u>Unit 2: Chemistry – Chemical Substances and how they Behave</u> Assessed by exam 14.3% of the total marks.	<u>Unit 5: Chemistry – Chemical bonding, Reactions and Resources</u> Assessed by exam 15.7% of the total marks
<u>Unit 3: Physics – Forces, Motion and the Universe</u> Assessed by exam 14.3% of the total marks.	<u>Unit 6: Physics – Waves, Electricity and Energy</u> Assessed by exam 15.7% of the total marks
	<u>Unit 7: Scientific Enquiry (Practical Exams)</u> Assessed by exam 10% of the total marks

**Curriculum Leader:** Mr. M Robinson

**Subject Link:** [https://www.wjec.co.uk/qualifications/gcse-the-sciences-double-award-teaching-from-2026/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/gcse-the-sciences-double-award-teaching-from-2026/#tab_keydocuments)

**Useful Link:** [www.Tanio.cymru](http://www.Tanio.cymru)



## **Core Cymraeg GCSE**

### **Course Outline**

GCSE Core Cymraeg is a two year course that aims to develop an understanding of the Welsh language so learners can communicate clearly, accurately and creatively in Welsh. Learners will develop knowledge and understanding of the vocabulary, grammar and structure of Welsh and will be able to express themselves in a range of contexts for different audiences and purposes, and will be able to contribute spontaneously to discussions.

### **Assessment**

All examinations will take place during Year 11.

#### **Autumn Term Year 11- Unit 1** oracy exam worth 25% of overall GCSE award

Learners will watch a short DVD clip and will respond to the clip in groups of 3 ( 8-10 minute conversation).

#### **Spring Term Year 11- Unit 2** oracy exam worth 25% of overall GCSE award

Learners will discuss the themes of a poster in groups of 3 (8-10 minute conversation).

#### **Summer Term Year 11-Unit 3** written exam worth 25% of overall award

Written examination paper focusing on descriptive, narrative, persuasive, informative, critical, analytical, opinion writing and translation tasks.

#### **Summer Term Year 11 – Unit 4** written exam worth 25% of overall award

Written examination paper focusing on descriptive, narrative, creative, imaginative writing and responding to literature.