



# Morrison Comprehensive School

## Key Stage 4 Options

2026-27

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# Headteachers Message

It gives me great pleasure to introduce our KS4 Prospectus. I hope it provides a clear and inspiring insight into the exciting opportunities and developments taking place at Morriston Comprehensive School.

At Morriston, we are an ambitious and forward-thinking community, dedicated to helping every pupil discover their strengths, develop confidence, and achieve their full potential. Year 9 is a particularly important stage in each pupil's journey, as they begin to think about their future pathways and the subjects they may wish to pursue as they move towards Key Stage 4.

We offer a broad and engaging curriculum taught by experienced staff who know our pupils well, maintain high expectations, and provide consistent, supportive teaching. Our aim is to ensure that every young person feels challenged, encouraged, and inspired in their learning.

We also recognise the importance of strong pastoral care. Our dedicated team of Heads of Year, form tutors, and wellbeing staff work closely with pupils throughout Key Stage 4, ensuring they feel supported academically, socially, and emotionally. As pupils begin to make decisions about their GCSE options, they receive tailored guidance to help them choose subjects that match their interests, strengths, and longer-term aspirations.

Our inclusive values and welcoming ethos ensure that all pupils feel part of a vibrant and caring school community. We are proud that Morriston pupils consistently demonstrate kindness, respect, and ambition—qualities that form the foundation of our school culture.

We warmly invite pupils and their families to explore what Morriston Comprehensive School has to offer. Throughout Key Stage 4, pupils are encouraged to set ambitious goals for themselves, with their progress monitored closely and shared regularly with parents and carers. Our mentoring and support systems help every pupil stay on track and thrive both in and beyond the classroom.

As pupils mature and prepare for the transition into Key Stage 4, we are committed to providing them with the skills, confidence, and opportunities they need to succeed.

- Dr Karen Williams





# Take the right path

## Year 9 Option choices

For the first time in their school life, learners will have a choice in the subjects they study. These are very important decisions that will influence their academic outcomes at the end of Year 11 as well as career choices in the future.

## What subjects will students study in Year 10 and 11?

Some subjects that learners have studied will continue into Key Stage 4 and will lead to GCSE or equivalent qualifications. There are four compulsory core subjects; Mathematics, English, Science and Welsh. In addition, it is a statutory requirement that students receive Relationships and sexuality education (RSE) and core PE lessons until the age of sixteen. All students complete the NCFE Equality and Diversity qualification in RE lessons. Learners, however, can also choose to study GCSE RE or GCSE PE within the option choices. All students will study the Welsh Bacallaureate qualification, worth one GCSE, as part of their curriculum.

Students will also have the opportunity to select three option subjects to study for the next two years. These will include subjects that your child has studied previously, along with subjects only offered from Year 10.

Over the coming weeks we will deliver a programme of advice and support so that your child is equipped to make an informed choice about their future studies and career plans. This programme has been adapted this academic year to reflect the development of the Curriculum for Wales and the new Qualifications for Wales. For more information, please follow this link:

[National Qualifications: GCSEs | Qualifications Wales](#)

## Careers Wales support

Careers Wales offer support materials and quizzes to help learners and parents through the options process. Our schools' Careers Advisors are available if you have any careers related queries.

The careers Wales website has a raft of links that will give careers advice and information relevant to future studies and career plans and is definitely worth a look. These are a good introduction:

[Year 8 and 9 Options \(Pupils\)](#)

[Year 8 and 9 Options \(Parents\)](#)

# Options Subjects

## CORE SUBJECTS

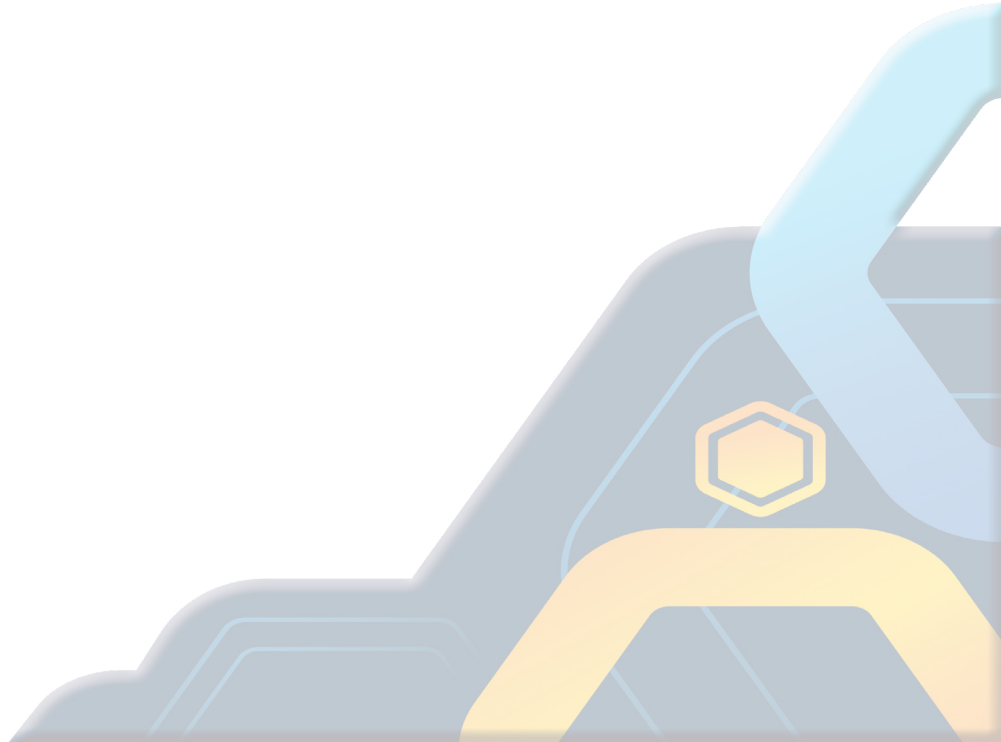
These subjects are taught as a mandatory part of the school curriculum

- A English
- B Mathematics
- C Science – Triple, Double, Applied Double, & Single Applied
- D Welsh
- E Equality and Diversity
- F Core PE
- G Welsh Baccalaureate

## OPTION SUBJECTS

Pupils are asked to choose THREE option subjects which are each taught over five hours a fortnight.

- A Art and Design
- B Photography
- C Business Studies
- D Construction
- E Computer Science
- F Digital Technology
- G Engineering
- H French
- I Geography
- J Graphic Design
- K Hairdressing
- L Health and Social Care
- M History
- N Hospitality
- O Physical Education GCSE
- P Performing Arts
- Q Personal Development & Employability (The Prince's Trust)
- R Product Design
- S Public Services
- TRE GCSE
- U Textiles





# Core Subjects



# English

## Introduction

Pupils study the WJEC GCSE English Language and WJEC GCSE English Literature specifications at Key Stage four.

## The course

The GCSE specification for English Language aims to address recommendation 18 of the final report of the Review of Qualifications for 14 to 19-year olds in Wales (Welsh Government, 2012). Pupils develop their literacy skills, build explicitly on the levels of literacy that are developed in Key Stage 3 and a greater emphasis is placed on the quality and accuracy of writing and on core writing skills such as spelling, punctuation and grammar than in previous specifications. The qualification is assessed predominantly through externally marked assessments that are consistent across Wales.

The questions and tasks on the exam papers are designed to enable candidates to demonstrate what they know, understand and can do.

The GCSE specification in English Literature is based on the conviction that the study of literature should centre on an informed personal response and a critical understanding of a range of texts in the genres of prose, poetry, and drama.

## Assessment

The English Language qualification is made up of two equally weighted externally assessed units, and one internally assessed unit. The two externally assessed units test reading and writing skills, whilst the internally assessed unit tests oracy skills. Varied question types and clear rubric will aim to make this un-tiered assessment accessible to learners of different abilities. A key aim of this specification is to encourage candidates to produce high-quality texts in their writing responses. To help learners achieve this, WJEC's assessment materials will ensure that high-quality writing will be studied as part of the Reading assessment which may be beneficial to learners as a model for their own Writing.

The English Literature qualification is made up of two externally assessed units, and one internally assessed unit. The two externally assessed units test learners' knowledge and understanding of a novel from different cultures, "Of Mice and Men", contemporary unseen poetry, a literary heritage text, "An Inspector Calls" and a contemporary novel, "Heroes". The internally assessed unit tests learners' knowledge and understanding of a play by Shakespeare and Welsh writing in English via the completion of two essays.

# Mathematics

## Introduction

Mathematics and Numeracy play an essential part in everyday life. Learners will need to be properly equipped and have the confidence to apply and adapt mathematical skills and techniques to new situations and context while developing the skills needed for future opportunities in life and work.

GCSE Mathematics and GCSE Numeracy are allocated a total of 7 hours teaching time each fortnight. Both qualifications build on the levels of Mathematics and Numeracy expected at the end of KS3.

## The course

The structure for both GCSE Mathematics and GCSE Mathematics - Numeracy is the same. There are 3 tiers of entry.

Higher Tier: Grades A\* – C 1hr 45mins 80 marks

Intermediate Tier: Grades B – E 1hr 45mins 80 marks

Foundation Tier: Grades D – G 1hr 30mins 65 marks

Pupils are taught in sets and are entered for Higher Tier, Intermediate Tier or Foundation Tier, depending upon progress. These sets are fluid and movements are made in response to pupil needs for further challenge or support. GCSE Mathematics is regarded as one of the key subjects as it is necessary for enhancing job opportunities and career prospects. Many careers require a formal qualification in Mathematics, namely Engineering, Banking, Business, Economics and Teaching. Higher Tier pupils have the option to gain a further qualification, the Level 2 certificate in Additional Mathematics in order to prepare them for A level studies.

## Assessment

There are 2 papers for each qualification, each paper counting for 50% of the final grade of both qualifications. Paper 1 is non-calculator and Paper 2 allows the use of a calculator. There are no controlled assessments or course work, but pupils are expected to complete a substantial amount of work at home, including past papers and other revision materials in preparation for their exams.

GCSE Mathematics – Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other curriculum areas. It will have an emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. The course will prepare learners to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problemsolving cycle will feature within the specification as well as the more numerical aspects of mathematics. Learners will make informed decisions about the use of technology, the management of money and the use of statistics.

Revision sessions are run by specialist teachers using past GCSE papers, revision CDs and web based resources such as Hegarty Maths and MyMaths

# Double Science

## Introduction

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 are taught essential aspects of the knowledge, methods, processes and uses of Science.

## The Course

The course is split into the three discrete sciences, Biology, Chemistry and Physics. Each science is taught by a specialist in that subject.

The course is allocated 9 hours of lesson time a fortnight (3 hours per subject).

## Assessment

All three sciences will be tested throughout the two years with external summer exams and a practical assessment. All exams are 1 hour 15 minutes and worth 80 marks.

# Applied Double Science

## Introduction

Studying the GCSE Applied Science (Double 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. It should also prepare candidates to make informed decisions about further study and training opportunities in applied science.

## The Course

The course is split into two units with two specialised teachers teaching the subjects. The course is allocated 9 hours of lesson time a fortnight.

## Assessment

All units will be tested throughout the two years with external summer exams, a task based assessment and a practical assessment. All exams are 1 hour 30 minutes and worth 80 marks.

# Applied Double Science

## Introduction

GCSE Triple Science gives students a good knowledge of Science by studying units extensively from each of the sciences. It is more suitable for students of higher abilities due to the academic demands of the course. Any student thinking of studying a science based subject post 16 should consider choosing Triple Science as it gives an excellent grounding.

## The Course

The course is split into the three discrete sciences, Biology, Chemistry and Physics. Each science is taught by a specialist in that subject. The course is allocated 12 hours of lesson time a fortnight (4 hours per subject).

## Assessment

All three sciences will be tested separately throughout the two years with external summer exams and a practical assessment. All exams are 1 hour 45 minutes and worth 80 marks.

# Welsh

## Introduction

The GCSE specification in Welsh second language will enable candidates to:

- Understand and use the language for a variety of purposes and audiences.
- Develop language learning skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified context.
- Develop language learning skills and strategies to enable candidates to develop their grasp of Welsh further.
- Develop listening, speaking, reading and writing skills in an integrated manner, emphasizing listening and speaking skills.
- Use Welsh in further studies, in the workplace and in their communities.
- Develop curiosity about the Welsh language.

## The Course

The qualification is made up of four units: Unit 1 and Unit 2 are non-examination speaking and listening assessments. Unit 3 and Unit 4 are reading and writing examinations. The course is suitable for teaching over two years within 120 guided learning hours. The context for learning the language is organized under three broad themes:

- EMPLOYMENT • WALES AND THE WORLD • YOUTH

Pupils will have come across these during their studies at KS3 and therefore should have a good base of knowledge to then build upon at GCSE.

## Assessment

### Unit 1: Oracy response to visual material

The assessment consists of two parts which are to be carried out in the following order:

- Watch a visual clip (twice) and fill in a sheet while listening to the stimulus.
- Discussion between the pair/group on what was watched.

### Unit 2: Communicate with others

A task for a pair/ group of three based on the stimuli provided by the WJEC to stimulate discussion.

### Unit 3: Written examination: 1 hour 30 minutes

Reading and writing tasks with non-verbal and written responses, including one translation task from English to Welsh and a proofreading.

### Unit 4: Written examination: 1 hour 30 minutes

Reading and writing tasks with non-verbal and written responses.

## Progression

The GCSE course will allow you to go on to study A-level and AS-level courses in Welsh Second Language which could lead to access onto a Welsh Language Degree Course at University. Completing the Full Course Welsh GCSE will also be very useful to anybody considering a career in the public sector in Wales and an increasing number of private sector companies in Wales have also adopted a Welsh Language Policy making this qualification more valuable than ever. The ability to teach basic Welsh is almost a prerequisite in Primary Teaching and a knowledge of Welsh would benefit anyone interested in almost any field, especially: education; publishing; journalism; tourism; secretarial work; office work; retail; industry; banking and so on.

# Religious Studies

## **Introduction**

The Equality and Diversity course is an interesting new course that aims to give an introduction to the issues around stereotyping, prejudice and discrimination.

## **The Course**

You will have the opportunity to identify the basic rights that all people should enjoy and the shared values people have, and to examine the responsibility that each person and organization has in ensuring that barriers to participation in society are removed. You will look at the various laws which affect equality and diversity, and how workplaces have to take account of them.

## **Assessment**

NCFE Equality & Diversity consists of three units that are all coursework based.

Unit 1: Equality & diversity in society

Unit 2: Equality & diversity in the community

Unit 3: Equality & Diversity in the workplace

## **Progression**

This is a qualification that it is recognized within the workplace and due to its relevance to all sectors, it may contribute to learners progressing onto qualifications in other relevant areas such as: youth work, community development work, health and social care, customer service/business subjects, early years care and education.

# Physical Education

## Introduction

Core Physical Education for learners in Key Stage 4 (Years 10 & 11) will continue to build on and develop their knowledge, physical skills and understanding across a range of activities. The emphasis will change to encourage student ownership of the learning process. It is essential that young learners understand the benefits of a healthy mindset towards engaging with physical activity. The ultimate aim is to lay the foundations of life long health and well-being.

## The course

The department will facilitate a wide range of activities at KS4, the curriculum will be led by 'learner voice.' This will mean that learners will take ownership of their activity choices with a view to developing competencies in at least two areas over the year. Such choices may range from fitness activity or running, Basketball, Netball, football, Touch Rugby, Athletics, Rounders, Baseball, Badminton, Table Tennis, Orienteering and 'team building' activities. This is not an exhaustive list. Pupils are required to choose activities through a democratic process, and commit to approaching these activities positively in order to build performance competence and also understand the longterm health benefits of physical activity.

Extra-Curricular provision at Morriston is where pupils have the opportunity to compete and represent Morriston Comprehensive school; frequently competing in competitions and tournaments at local level which further develops pupil character as well as their physical skills and tactical knowledge. The P.E. department actively encourages all pupils to attend extra-curricular clubs that take place both during lunchtimes and after school. Working alongside the Active Young Person (AYP) clubs and our own WRU hub officer we are pleased to offer our traditional sports as well as more innovative activities.

## Assessment

Due to the limited lesson time available assessment will be an informal but collaborative process between teacher and learner or groups of learners. The process will be aimed at determining not only agreed skill and competency targets, but also future pathways to life-long engagement.

## Progression

The ultimate aim of physical education at KS4 is to instil a positive attitude towards sport and/or physical activity with all the benefits for the mind and body they bring. Progression will be measured by a willingness to participate, an enthusiasm for improving skill/movement competency and a commitment to life long engagement.

# Welsh Baccalaureate

## Introduction

The Welsh Baccalaureate is a qualification for 14 to 19 year-old students in Wales. It combines personal development skills with existing qualifications like A levels, NVQs and GCSEs to make one wider award that is valued by employers and universities.

## The Course

The Welsh Bacc (as it's known!) will gain the student two qualifications.

1. The Skills Challenge Certificate
  2. The Welsh Baccalaureate Qualification
- The Skills Challenge Certificate consists of four components:
1. The Enterprise and Employability Challenge
  2. The Global Citizenship Challenge
  3. The Community Challenge
  4. The individual Project

Students' work for each component of the Skills Challenge Certificate is marked by teachers in schools and colleges, and after internal standardisation, a sample of work is moderated by WJEC. The Skills Challenge Certificate at Key Stage 4 is a standalone GCSE qualification. It can still be achieved and awarded even without the other qualifications that make up the Welsh Bacc. The Skills Challenge Certificate is graded as follows:

A Foundation level 1 – Pass\* and Pass

B National level 2 – A\* to C

## Assessment

To be awarded the Welsh Baccalaureate Qualification Level 2, learners must achieve the Skills Challenge Certificate at Level 2 and A\*-C in Mathematics or Mathematics-Numeracy, English Language and three other GCSEs A\*-C.

To be awarded the Welsh Baccalaureate Qualification Level 1, learners must achieve the Skills Challenge Certificate at Level 1 or 2 and D-G in Mathematics or Mathematics-Numeracy, English Language and three other GCSEs D-G.

## Progression

The Welsh Baccalaureate aims to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and nextstage educators value and which learners need for learning, work and life.

The seven essential and employability skills are:

- A Literacy
- B Numeracy
- C Digital Literacy
- D Critical Thinking and Problem Solving
- E Planning and Organisation
- F Creativity and Innovation
- G Personal Effectiveness



# Option Subjects



# Art and Design

## Introduction

Art and Design involves more than just learning and developing practical skills. It will help you notice, question and control the appearance of everything around us.

If you have an interest in drawing, painting, printing ,etc, an interest in making things, a curiosity about the environment around you and an ability to research information and communicate ideas, then you should consider Art & Design as an option for GCSE.

## The course

The syllabus covers the following:

- A Drawing
- B Painting
- C Illustration
- D Graphics
- E Printmaking
- F 3D Studies-Clay/Sculpture
- G Art History

Wherever possible we use the local environment to help our studies –through visits, workshops etc at local galleries and museums.

## Assessment

- 60% - Coursework
- 40% - Externally set task.

## Progression

After completing a GCSE in Art & Design there are a number of courses which you could undertake in order to specialize in this subject. The following careers require study in Art & Design:

- Advertising
- Fashion
- Interior/Industrial
- Community Art
- Publishing
- Design
- Broadcasting
- Art Therapy
- Artist
- Theatre
- Graphic Design
- Teacher

Remember

This is not a course for just a few talented individuals – you are always able to use Art in your leisure time as well as your working life. ART IS RELEVANT TO EVERYONE!

# Business Studies

## Introduction

The programme is built around creating a business plan, developing your vision, researching the market, financial modelling and pitching to investors. You will also learn more about yourself and how to develop an entrepreneurial mind-set.

Learning activities include team activities, discussions, debates, and case studies together with the setting up of an enterprise/business which will be the focus of your learning. A strong emphasis is placed on working and learning with others and you are regularly set tasks to complete in partnership with other students. You also need to be able to work independently and take responsibility for your own learning.

## The course

Throughout Year 10 and 11 you will study 5 units, the three core units:

A The Entrepreneurial Minds

B Creating a Vision for your Business Plan

C Preparing and Pitching a Business Plan

D And a further two optional Units

E The Business Environment

F The Marketing Plan

This is a Level 2 course and is the equivalent of two GCSEs

## Assessment

All five units are internally assessed by completing a number of assignments. These will be completed on computer and generated through a range of diverse activities, including project work, case studies and presentations.

## Progression

Upon successful completion of the course, you can progress to a Level 3 Business qualification. In addition, you can apply for work experience where you can apply your new business skills.

# Construction

## Introduction

WJEC Level 1/2 Awards in Constructing the Built Environment offer an experience that focuses on learning through application, i.e. acquiring and applying knowledge, skills and understanding through tasks set in sector or subject contexts from the construction industry that have many of the characteristics of real work. Each qualification is built from discrete units and the qualifications have been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning.

## The course:

The course contains a balance of development and knowledge requirements some of which is theoretical and the demonstration of practical skills. Students will make use of the facilities provided in the new construction block to carry out any practical activities. Several assignments are based on case studies of construction projects both locally and nationally.

## Assessment

WJEC Level 1/2 Awards in Constructing the Built Environment Units

Unit 1: Safety and security in construction: Externally Assessed = 60-minute examination

Unit 2: Practical construction skills – Three practical areas of study

Unit 3: Planning construction projects will be externally assessed, through a controlled assessment

WHO IS SUITABLE FOR THIS COURSE?

The course is particularly suitable for students with an interest in the construction industry. It is equally suited to boys and girls. Potential students must also be willing to produce a portfolio of practical and written evidence and engage in external tests which demonstrate an understanding of the learning they have achieved over the duration of the course.

## Progression

The course could lead to possible career pathways in civil engineering, quantity surveying, planning or skills trades

# Computer Science

## Introduction

Steve Jobs (Apple), Steve Ballmer (Microsoft), Sergey Brin (google), Mark Zuckerberg (Facebook) and Jeff Bezos (Amazon) are billionaires. Could you be the next tech billionaire?

Angry Birds, Call of Duty, Facebook, Twitter, Ebay, Amazon, Google's search engine, PowerPoint, IOS, Android, Office 365, Snapchat and many more. Computer programmers wrote the code to make them work. New cars, mobile phones, entertainment systems, fighter planes, power stations and space craft will all contain computers. Computer programmers will write the code to make them work.

In an increasingly technological age, computer programmers will be increasingly sought after. Futureproof yourself with a qualification in Computer Science. Computer Science is the course to choose if you want to learn how computers work, learn to write your own computer programs and make your own computer games.

## The Course

The course is split into two parts.

In the first part, you will learn to write computer programs using the Python programming language. You'll learn about the different parts of a computer, how computers store data, operating systems, application software, networks and data transmission.

In the second part, you will write HTML code to create web pages and learn to create two dimensional

Pacman style games using Greenfoot (a Java based game programming environment). You'll learn about the Internet, algorithms (how we develop ways of writing programs to solve problems), computer programming and legal & ethical issues related to our use of computers. The vast majority of Computer Science lessons is practical based.

## Assessment

A Python programming task, undertaken in the latter part of Year 10, will be worth 20% of the GCSE. At the end of Year 11 there will be a practical exam (HTML and Greenfoot) which will be worth 30% of the GCSE and a written exam worth 50% of the GCSE.

## Progression

GCSE Computer Science is the perfect preparation for studying A Level Computer Science or any other technical subject.

# Digital Technology

## Introduction

In February 2020, UK government figures showed that digital creative industries had grown nearly six times faster than the economy as a whole.

If you enjoy being creative and using computers, then a digital technology career could be the one for you. Studying GCSE Digital Technology will show that you have the knowledge and skills to work in this exciting and growing industry.

You will use industry standard software Adobe Animate, Adobe Premiere Pro and Adobe Dreamweaver.

## The course

In Unit 1, you'll learn about analogue and digital data, measuring and storing data, different digital devices, operating systems, types of software, backups, cloud services, systems development, digital communication methods, online sources of information, social networking practices, benefits of digital systems, working practices, monetising digital services, threats to data, cyber security, digital footprints, laws, evolution of computers and robots and emerging trends.

In Unit 2, you'll be given a spreadsheet of market research survey data. You'll clean up the data, format it to look nice and then analyse the data to identify trends, audience and needs. Informed by the spreadsheet data, you'll decide your own choice of a website and animation; and its target audience.

You will:

A plan your website

B create and edit images using Adobe Photoshop

C create your website using Adobe Dreamweaver

D storyboard your animation

E create your twenty to thirty second animation using Adobe Animate and include different scenes and sounds (e.g. background music, voiceover and sound effects).

In Unit 3, you will be given a scenario for a social media video campaign. You'll then research social media demographics, characteristics and features; look at different forms of digital marketing and their benefits and risks.

You will then:

- create a proposal for your video advert
- plan your video advert
- create your video advert using Adobe Premiere Pro software.
- evaluate how successful your advert is.

## Assessment

Pupils will complete Units 2 and 3 in-class. Unit 2 (website and animation) is worth 40% of the GCSE.

Unit 3 (social media video campaign) is worth 20% of the GCSE.

At the end of Year 11, pupils will sit the Unit 1 on-screen exam which is worth 40% of the GCSE.

## Progression

GCSE Digital Technology is the perfect preparation for studying A Level Digital Technology.

# Engineering

## Introduction

WJEC Level 1/2 Awards in Engineering offer a learning experience that focuses learning for 14-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

## The course

The qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful.

It is also the means by which learners are enthused, engaged and motivated to study engineering. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

Askills required for independent learning and development

Ba range of generic and transferable skills

Cthe ability to solve problems

D the skills of project based research, development and presentation

E the fundamental ability to work alongside other professionals, in a professional environment

F the ability to apply learning in vocational contexts.

## Assessment

Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Evidence must clearly show how the learner has met the standard for the higher grades.

WJEC Level 1 / 2 Award in Engineering		
Unit Number	Title	Assessment
1	Engineering Design	Internal
2	Producing engineering products	Internal
3	Solving engineering problems	External

## Progression

The qualifications have been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work

# Graphic Design

## Introduction

Do you ever wonder who is responsible for producing the jaw-dropping graphics of the latest blockbuster film poster or the latest console game sleeve? Are you compelled to buy your favorite magazine by the awesome front cover design?

If you are interested in graphical design and the use of graphical computer software, you might want to consider this level 1-2 course in Creative and Media.

## The course

The course is made up of three distinct units which help students develop their knowledge base and general skills in graphical design. As part of the program of study they will also investigate existing products, explore the target groups for their products and how to successfully market them.

The units studied are as follows:

Unit 1 – Creating a Proposal in Response to a Brief.

Through this unit, learners will apply their knowledge of professional practice in the graphic design industry in order to produce a creative proposal in response to a brief.

Unit 2 – Creating an Outcome in Response to a Brief.

Through this unit, learners will apply the skills needed to produce a creative outcome that meets a given brief.

Unit 3(o) – Skills Development in Print Media Production.

Through this unit, learners will identify skills for development and use a range of techniques to develop those skills to meet their own success criteria.

## Assessment

This course is assessed primarily through production of work for the units listed above and is project based.

Unit 1 is partly assessed as an “open-book” examination where pupils are asked questions about a task that they have researched. All units are assessed and graded and an overall grade for the qualification is awarded.

## Progression

This course provides the perfect foundation for the Level 3 BTEC National in Creative Media Production (Print-Based Media), which is also offered at Morriston C.S. in Years 12 and 13. Both courses form an introduction to any vocation that involves graphics, design, Computer Aided Design, digital publishing, advertising and a wide variety of other creative and design based careers.

# Hairdressing

## Introduction

This Level 2 Certificate will suit you if you're just starting out in Hairdressing, or have some knowledge and basic skills. You will have access to a realistic working environment where you will practice and demonstrate your skills.

## The course

5 mandatory units:

- Working in the hair industry
- Following Health and Safety in the salon
- Client consultation for hair services
- Shampoo and condition the hair and scalp
- The art of hairdressing

2 optional units:

- Create an image based on a theme within the Hair and Beauty sector
- Plaiting and twisting hair

## Assessment

The Hairdressing course is assessed through practical observations/assessments, coursework and written assignments.

There is no examination for this course.

Portfolios will be entered for a Level 2 Double Award and is equivalent to two GCSE's.

You can speak to Mrs. E. Rees in the Salon for more information about this course.

## Progression

There is potential for the qualification to prepare learners for employment in the hair and beauty industry and it is suitable for those who have decided that they wish to enter that particular area of work.

# Health and Social Care

## Introduction

The WJEC GCSE in Health and Social Care, and Childcare equips learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood.

## The Course

Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

## Assessment

There are two examination units:

Unit 1: Human growth, development and well-being Written examination: 1 hour 30 minutes 40% of qualification

Unit 2: Promoting and maintaining health and well-being Non-exam assessment: approximately 25 hours 60% of qualification

There are two coursework tasks to complete:

Task 1: Service Provision (approximately 10 hours) 40% of the marks within this unit are allocated to a service provision investigation which will assess the learner's knowledge, understanding and skills in relation to health and social care, and childcare service provision locally and nationally.

Task 2: Health Promotion (approximately 15 hours) 60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

## Progression

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

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

# History

## Introduction

History is a popular subject at Morriston Comprehensive School with a good track record of success. Students enjoy the study of interesting, relevant topics which have shaped the world we live in. History will help you progress in careers such as Law, Journalism, Teaching, the Police Force and any career where research and evaluation of evidence is required.

## The Course

4 units – 3 exams and 1 NEA

### UNIT 1 – Depression, War and Recovery 1929 - 1951

This unit focuses on the causes and impact of the Depression in the 1930's, the preparation and impact of the Second World War and how the country was rebuilt post-war. This unit is examined via a 1-hour exam with 5 questions.

### Unit 2 – Germany in Transition 1919 – 1939

This unit focuses on Germany in the aftermath of the First World War, how Hitler came to power, life under Nazi rule and Hitler's foreign policy. This unit is examined via a 1 – hour exam with 5 questions.

### Unit 3 – Changes in Health and Medicine 1340 – Present day

This unit focuses on how medical knowledge, the prevention and treatment of disease and public health and welfare has developed from the medieval period to the present. This unit is examined via a 1hr 15min exam with 7 questions.

### Unit 4 – Non – examined unit

This unit sees candidates write two extended pieces of writing on either Jack the Ripper or the First World War. Contemporary evidence is analyzed and evaluated, pupils must reach a judgement about an interpretation

## Assessment

Coursework will be worth 20% of the final mark and is assessed through two controlled assessments taken in Year 11.

Unit 1 = 25% of final grade Unit 2 = 25% of final grade Unit 3 = 30% of final grade

## Progression

History is an extremely popular option for further study at A/S and A2 Level. Students have achieved excellent grades over the past few years and the History Department is well resourced with experienced teachers. A number of staff have worked as Assistant Examiners with the WJEC which further enhances the experience of the Department.

### Has anyone famous or successful ever studied History?

The list is endless from pop stars like Chris Martin (Coldplay) and Nicky Wire (Manic Street Preachers) to DJs like Simon Mayo and even TV presenters like John Inverdale (BBC Sport) and Jeremy Bowen (BBC News). Some of the bosses of Britain's top companies like Barclays and even The Body Shop all have one thing in common – they have qualifications in History.

# Hospitality

## Introduction

Do you enjoy cooking? Have you ever thought of running your own business? If yes, Hospitality and catering is for you.

You will develop your culinary skills in our state of the art catering suite, alongside learning about customer service; finance; health and safety, event and business management. This is an extremely successful course, with pupils achieving 100% A\*-C.

## The course

This is a two-year course, consisting of two units. One of the units is assessed by controlled assignments and the other unit being a written external examination.

### Unit 1

The Hospitality and Catering Industry (40% external exam)

You will gain an understanding of how hospitality and catering provisions operate and the health and safety requirements of the industry.

### Unit 2

Hospitality and Catering in Action (60% controlled assessment)

During this unit you will learn culinary skills to be able to safely plan, prepare, cook and present nutritional dishes.

## Assessment

There will be a mix of written assignments/coursework, events, and practical cooking. There will also be an external written exam in year 10, with an opportunity to re-sit in year 11 if you want to improve your grade.

## Progression

This course provides the perfect foundation for the Level 3 BTEC National in Hospitality which is also offered at Morrision Comprehensive School in Years 12 and 13. Both courses form an introduction to any vocation that involves Hospitality, Catering or business management.

# The King's Trust

The King's Trust is a charity created by Prince Charles that works with young people and helps them fulfil their potential through a range of educational qualifications, one of which is the Level 2

## **Certificate in PDE.**

The qualification seeks to:

- Ensure learners have every opportunity to gain formal recognition of their skills and achievements
- Provide an alternative pathway from the traditional exam-based system

## **Aims of PDE**

Enable young people to investigate their own potential

Encourage young people to take responsibility for their own learning and development

Improve motivation and self-esteem

Improve attitudes

Promote inclusion

Recognise achievement

## **Qualification**

The course leads to a Level 2 qualification which sits at the same levels as GCSEs.

There are no external exams.

This course is recognised by Further Education colleges.

# Performing Arts

## Introduction

The BTEC Performing Arts course is a practical based subject, which provides you with the opportunity to develop skills that will offer you multiple opportunities to experience a variety of career options in the Performing Arts industry. Do you enjoy performing (acting, singing, dancing, playing and instrument) or maybe learning what goes on behind the scene as a technician on the lighting and sound box or even try make-up.

### Have you got:

- An interest in the theatre or in technological areas within the arts industry?
- An interest in acting/performing/music?
- An ability to research information and communicate ideas?
- An ability to work individually and with others to develop and create shows using our state of the art new theatre?

If yes, then you should consider taking Performing Arts as an option at Key Stage 4 The Course

## The Course

Pupils must complete two core units:

- Unit 1: Individual Showcase
- Unit 2: Preparation, Performance and Production And choose one other optional unit from various Performing Arts disciplines:
- Unit 3: Acting
- Unit 4: Dance
- Unit 5: Musical Theatre (Acting, Singing and Dancing)
- Unit 6: Music Performance (Instrumental or Singing)
- Unit 7: Production Skills for Performance (Sound, Lighting, Make-up and Costume Design)

## Assessment

- Pupils complete the two core units and one optional unit
- Unit 1 is the only external component and is worth 25% of the course
- All other units are internally assessed by the school and moderated by the exam board. These amount to 75% of the course.

## Progression

BTEC Performing Arts provides a good grounding for BTEC Performing Arts in Sixth Form. There are many professions linked to performing arts such as; actor, singer, dancer choreographer, teacher, costume design, entertainer, technician, hair and make-up artist as well as stage management. Any questions? Ask Mrs Diane John in the Music and Performing Arts Department. You could also look on the internet for information or even YouTube where there will be examples of performances and technician work so that you can make an informed choice.

# Photography

## Introduction

Do you enjoy getting behind your camera and snapping away? Then this GCSE is for you! You can now take your hobby and utilise it as a GCSE. You will even learn new skills to enhance and develop your own work through the use of Photoshop and computer skills.

## The course

The course begins with a coursework unit known as the Portfolio. You now get the chance to explore your own personal taste in art and experiment with your own individual styles. During this time you will develop and explore different Photography techniques through a variety of exciting workshops on Photoshop.

You then go on to the externally set task whereby you will explore different photography techniques to provide a body of work which would lead up to a final piece created in a 10 hour exam. There is no need to have any special equipment such as expensive cameras as long as you have a way of taking a photograph and transferring it onto a computer. You can even do this by using the camera on your mobile phone!

## Assessment

60% - Portfolio

40% - Externally Set Task

## Progression

After completing a GCSE in Photography you can go on to further develop your knowledge by completing an A level in Photography. This will build you a foundation for a career in the creative arts. There are a number of courses which you could undertake in order to specialise in this subject.

The following careers require study in Art & Design:-

Advertising	Fashion	Interior/Industrial
Community Art	Publishing	Design
Broadcasting	Art Therapy	Artist
Graphic Design	Teacher	Film/Animator

## Remember

This is not a course for just a few talented individuals – We all use photography in our everyday lives- So why not make yours into a GCSE!

# Physical Education GCSE

## Introduction

GCSE Physical Education and Health is a very successful and well-established subject within the school. Over the last five years, a high percentage of pupils have achieved grades A\*–C. This course is suitable for candidates who regularly participate in at least two sports and who have a genuine interest in all aspects of sport, training and human movement. Students should be physically fit and in good health as practical performance plays a significant role in the qualification.

## The Course

The course followed is the WJEC GCSE Physical Education and Health specification. The qualification is divided into two units, with a balance of theoretical knowledge and practical performance.

Assessment Breakdown:

- 40% Theory – 1 hour 30 minute written examination
- 40% Practical – Performance and knowledge in either: Two sports, or One sport and one coaching activity
- 20% Personal Training Programme (Coursework)

## Assessment

### Unit 1 – Written Examination (40%)

Unit 1 is assessed through one written examination paper and focuses on the following areas:

- Health, wellbeing, sport and physical activity
- The factors that impact on levels of activity and the relationship with physical, social and emotional health and well being such as:
  - Diet and nutrition
  - Exercise physiology
  - Psychological aspects
  - The socio-cultural influences on participation and performance

### Unit 2 – Non-Examination Assessment (60%)

Unit 2 is assessed through practical performance and coursework and consists of three components:

1. Performance in one sport or physical activity from the approved list (20% of the qualification)
2. Performance in a second sport or physical activity, or coaching in a sport or physical activity from the approved list (20% of the qualification)
3. Planning, implementing and evaluating a personal training programme (on self) over 8–10 weeks for a sport or physical activity from the approved list (20% of the qualification)

## Progression

After completing GCSE Physical Education, students can progress onto a range of Post-16 courses, including:

- BTEC Level 3 courses in Sport and Physical Activity
- A-Level Physical Education

# Physical Education - BTEC Leadership Through Sport

## Introduction

BTEC Leadership Through Sport is an excellent option for students who enjoy being physically active, working with others and developing confidence. This course focuses on practical leadership skills through sport and teamwork, allowing students to learn how to motivate, organise and communicate effectively. It is ideal for students who prefer a hands-on, coursework-based qualification and who are interested in future study, careers in sport, or roles where leadership skills are essential.

## The Course

BTEC Leadership Through Sport is a two-year course that is assessed entirely through coursework. The qualification consists of three units of work:

### Unit 1 – Planning and Leading Sports Activities

The aim of this unit is to give learners the opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sports activity or event.

### Unit 2 – Injury in Sport

This unit develops learners' knowledge of common sports injuries and illnesses, their causes and appropriate treatment. It also explores risk assessment and how risks can be effectively managed within sport.

### Unit 3 – Planning and Running a Sports Event

This unit gives learners the opportunity to be involved in the planning, organisation and delivery of a sports event, developing teamwork, communication and leadership skills.

## Assessment

All three units are assessed through assignments. These may include:

- Written work (Word documents)
- PowerPoint presentations
- Practical and video evidence

There are no examinations for this course.

The qualification is graded on a Pass or Fail basis. A Pass is equivalent to two GCSEs at grade B.

## Progression

Completion of BTEC Leadership Through Sport provides a strong foundation for further study at Post-16 level, including:

- BTEC Level 3 courses in Sport and Physical Activity
- A-Level Physical Education

This qualification or GCSE Physical Education can support progression into a wide range of careers, including:

- Sports Coaching
- Sports Psychology
- Sports Journalism
- Sports Nutrition
- Teaching (Primary or Secondary)
- Personal Training
- Physiotherapy
- Sport and Leisure Industry
- Leisure Management
- Sports Marketing

# Product Design

## Introduction

Have you ever considered how the everyday products such as your mobile phones and speakers you use are designed and manufactured? Have you ever thought about designing your own product? The product design course will develop your ability to produce creative design solutions to everyday problems that users face.

The course covers a range of theory and practical challenges. Pupils will produce products by following the design process, covering research, design, prototyping and modelling, manufacturing their product and evaluating it. Pupils will also cover core skills in the subject such as 3D printing and laser cutting.

## The course

Unit 1: Design and Technology in the 21st Century Written examination

This unit is a mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of product design.

Unit 2: Design and make task Non-exam assessment

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

- Identify, investigate, analyze and outline design possibilities
- Design and make prototypes and evaluate their fitness for purpose

## Assessment

The course is split into two units and both are worth 50% of the overall grade. Unit 1 is assessed externally and requires learners to sit a two hour exam. This will test their knowledge and understanding of manufacturing processes, materials, tools and their understanding of past and present designers in the industry such as James Dyson (Dyson vacuum cleaners) and Jonathan Ive (Apple).

Unit 2 is marked internally and will assess pupils on their ability to find a design problem, produce a design brief and research to develop their knowledge of the field that their product is based in. They will then explore design sketches and techniques to provide solutions and test by assembling prototypes and models of their designs. Pupils will then produce a final prototype and evaluate.

## Progression

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of design and technology at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. This course if undertaken can lead to art and design courses in university with opportunities such as product design and architecture.

# Public Services

## Introduction

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this qualification, the focus is on the development of practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship unit-based structure.

## The Course

This qualification will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take other assessments that will demonstrate your practical skills
- keep a portfolio of your assignments.

## Assessment

This qualification has been developed to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work in public services. The qualification contains both mandatory and optional units which relate directly to the skills, knowledge and behaviours expected by employers in the public services sector.

The areas covered include:

- Employment in the Uniformed Public Services
- Health and Fitness for Entry to the Uniformed Public Services
- Impact of Law on Public Services
- Crime and its Effects on Society
- Community and Cultural Awareness
- Attending Emergency Incidents in the Public Services
- Security Procedures in the Public Services
- Cyber Security & Crime.

## Progression

You can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to college, work or to an Apprenticeship – success in your BTEC Level 2 qualification will help you to progress to the next stage in your life.

Learners will develop transferable and practical skills in communication, professional behaviours in the workplace, reflective practice and preparing for interviews to secure employment.

# Religious Studies

## Introduction

Religious Studies is a popular and interesting subject. The new G.C.S.E. syllabus includes both religious and nonreligious beliefs including humanism. RS Full course will enable you to:

- Be enquiring, critical and reflective in your study of religions/philosophy.
- Explore religions/beliefs, reflect on fundamental questions, and engage with them.
- Intellectually and personally respond to various issues/ideas and debates.
- Develop a broader interest in religion and relate it to the wider world.
- Reflect and develop your own views, opinions and attitudes.

## The course

Topics studied include: Human rights, prejudice and discrimination, gender equality, crime and punishment, wealth and charity, animal rights, euthanasia and abortion. Learners study core beliefs/teachings of Christianity and another of the six main world religions.

Candidates must also consider non-religious beliefs, such as those held by Humanists and Atheists

## Assessment

Unit 1 Year 10

Written examination: 2 hours

50% of qualification 126 marks

Unit 2 Year 11

Written examination: 2 hours

50% of qualification 126 marks

## Progression

What jobs are linked with a qualification in Religious Studies?

Doctor, nurse, teacher, Police Force, Air Cabin Crew, Conference Organizer, Armed Forces, Diplomat, District Nurse, Health Promotion, Civil Servant, Hotel/Restaurant Manager, Politician, Journalism, Publishing, Social Worker, Travel Agent Tour Rep, Youth & Community Worker.

Did you know? You do not have to be religious to study R.S. You just need an open mind! You will be in good company opting for RS/Philosophy. Many famous people have studied Religious Studies, Theology and Philosophy!

These include:

Ricky Gervais (comedian) Dr. Martin Luther King (Civil Rights Leader), Bill Clinton (Former US President), Matt Groening (Creator of The Simpsons), Iris Murdoch (Author), Yann Martel (Author of Life of Pi).

# Spanish

## Introduction

In November 2013, BBC News reported on an 'Alarming shortage of foreign language skills in the UK' GLOBAL FUTURES: Bilingual Plus 1 The ambition is for Wales to become a 'Bilingual Plus 1' nation, with the learning of an additional modern foreign language. The Education Minister says, "I want our young people to understand that a sound knowledge of another language can help them get ahead in life, in education and the competitive world".

Many doors are open to the modern foreign linguist not only in terms of a wealth of career opportunities (international law, teaching, translating, interpreting, secretarial, international business, engineering...) but, also in terms of key skills such as problem solving, communication, ICT and working with others which are incorporated into our lessons. These skills are essential in the modern world as they are transferable to ANY career. It will ALWAYS be beneficial to employers and universities, if you have a foreign language qualification, as it shows commitment and ability to progress, even if you do not wish to use Spanish as a career or at university. Spanish is an important and enjoyable language.

There are many celebrities where languages have helped them progress in their careers, from the worlds of sport, journalism, film, TV, music and politics. For example, Serena Williams, Johnny Depp, Bradley Cooper, Hugh Grant, Mick Jagger, José Mourinho, Marlon Brando, Huw Edwards and Boris Johnson!

## The Course

At Spanish GCSE you simply need to build on what you have learned in previous years! In each lesson, opportunities are provided for you to develop your Key Skills. GCSE Spanish encourages you to enjoy and benefit from language learning and be inspired by following a broad and worthwhile course of study. Learners recognize that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society. The content that will be studied will cover the following broad contexts: Personal and Social Life, The local Community, The World of Work, The Wider World.

## Assessment

The four objectives (skills of Speaking, Listening, Reading and Writing) are equally weighted (25% each) and are assessed in exams at the end of Year 11 (Speaking is carried out by the class teacher).

## Progression

Students who have enjoyed the course and been successful at GCSE have the opportunity to further their knowledge of the Spanish language. During the course, there are many opportunities for pupils to utilize and further develop their key skills.

# Textiles

## Introduction

Do you enjoy creating, designing and making exciting products out of Textiles? Are you motivated, innovate and have a passion for fashion and trends. The Textile Design GCSE will develop your ability to design, decorate and construct high quality finished products that can be used for everyday use.

This course offers you the chance to explore your creative side. You will experiment with many textile techniques and study the work of famous fashion designers. The course offers you the opportunity to turn your design ideas into wearable fashion garments and accessories. This is a very successful subject with 95 % of pupils gaining an A\* to C last year. Please don't worry if you don't know how to use a sewing machine as I will take you through it all.

## The course

Unit 1: Design and Technology in the 21st Century Written examination

This unit is a mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of Textiles.

Unit 2: Design and make task Non-exam assessment

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

- Identify, investigate, analyze and outline design possibilities
- Design and make prototypes and evaluate their fitness for purpose

## Assessment

The course is split into two units and both are worth 50% of the overall grade. Unit 1 is assessed externally and requires learners to sit a 2hr exam. This will test their knowledge and understanding of manufacturing processes, materials, tools and their understanding of past and present designers in the industry such as Laura Ashley, Stella McCartney and Orla Kiely.

Unit 2 is marked internally and will assess pupils on their ability to find a design problem, produce a design brief and research to develop their knowledge of the field that their product is based in. They will then explore design sketches and techniques to provide solutions and test by assembling prototypes and models of their designs. Pupils will then produce a final prototype and evaluate.

## Progression

A GCSE in this subject can lead on to Textiles Art A-Level here in Morrision. There are many career options in fashion and design, including textile and surface pattern, fashion and journalism, celebrity stylist, buyer, marketing, interior designer and theatre set and costume design. We have previous students that are now working as fashion buyers for SuperDry, designers for Tui and even an editor at Vogue.





**Contact Us.**

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