

Ysgol Gyfun Gymraeg Glantaf



**OPTIONS BOOKLET
YEAR 9 2018**

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Courses noted with a * are vocational courses that lead to recognised qualifications in these fields. All other courses lead to GCSE awards from the WJEC. More details can be found on the WJEC website (www.wjec.co.uk).

Letter from the Headteacher

Dear Parent/Guardian,

CHOICE OF SUBJECTS

Year 9 pupils will be making important decisions regarding their GCSE and other courses during this term. We are following the requirements of the National Curriculum, discussing and giving individual advice in order to ensure that every pupil follows as broad and as balanced a curriculum as possible. Pupils will make these decisions in the middle of significant curriculum change in Wales. In September 2015 the new Welsh Bac qualification was introduced for all 14-19 learners in Wales. There were also changes to the content and focus of GCSE Welsh and English language and literature, with Mathematics expanded into two GCSE courses (GCSE Maths and GCSE Maths-Numeracy). In September 2016 and 2017 there were changes to the contents of many GCSE courses again, including the sciences and some areas of the humanities (History, Geography and Religious studies) and creative subjects (Music, Art, Drama). Further subjects change this September.

This is how we aim to provide a balanced curriculum:

- a basic, core curriculum for every pupil, namely Welsh Language and Literature, English Language and Literature, Mathematics, Science, Religious Education, Physical Education, Personal, Social and Health Education, Careers Education and the Welsh Bac.
- a broad choice of options with qualifications available at different levels of difficulty (GCSE, BTEC, ½GCSE, Entry Pathways, Vocational Qualifications)

Additional Notes

Science

The majority of pupils will study the GCSE Science Double Award course in years 10 and 11 which is a combination of Biology, Chemistry and Physics. Some will study towards Triple Science. The science department will base their recommendations on the attainment of pupils in the subject.

Practical Points

I would like to take this opportunity to explain a few practical guidelines :

- only one subject may be chosen from any one option group; an option group is often referred to as an option column. The reason why we restrict the choice to one subject from any option column is that all the subjects within an option column are taught at the same time. As you realise, more than 3,000 lessons are taught in Glantaf during a full week!
- you have to choose one subject from every column

- in order to ensure balance, you may not choose the same subject twice
- teachers responsible for new subjects, namely those that are not studied in Years 7 - 9, will explain the nature and purpose of those subjects in meetings held for that purpose in school
- the option form should be returned to the Form Tutor by the deadline **at the very latest**.
- the final choice of subjects on offer may change according to circumstances and demand; however no change will be made to the school policy or framework as I have outlined above
- full details for all subjects are contained in this booklet. The contents of some subjects are still under review, so it is possible that the contents of these will change.
- A copy of the booklet will also be available on the school website.

A Fundamental Principle

We believe that the most important principle is that pupils choose those subjects that they enjoy and in which they succeed. It is dangerous to start the option process by thinking of a possible career and then to select subjects that fit in with that career. In cases where attainment is high and matches a prospective career, then there is no conflict.

Further Enquiries

The Head of Year 9 will be pleased to discuss any difficulties that may arise. Our main objective is to help your child choose the most appropriate subjects, **within the policy and framework explained above in this letter.**

Yours sincerely



Alun Davies

Headteacher

WELSH BACCALAUREATE

The central focus of the Welsh Baccalaureate at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers.

Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. It provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

Contents of the Baccalaureate

The Welsh Bac lessons will concentrate on developing and applying skills to attain the skills challenge certificate. This is built of four parts:

Skills Challenge Certificate Components	Weighting	Skills Assessed
Individual Project	50%	<ul style="list-style-type: none"> • Planning and Organisation • Critical thinking and Problem solving • Digital Literacy
Enterprise and Employability Challenge	20%	<ul style="list-style-type: none"> • Creativity and Innovation • Personal Effectiveness • Digital Literacy
Global Citizenship Challenge	15%	<ul style="list-style-type: none"> • Critical thinking and Problem solving • Creativity and Innovation
Community Challenge	15%	<ul style="list-style-type: none"> • Planning and Organisation • Personal Effectiveness

To attain the Welsh Bac at National Level, learners must complete the skills challenge certificate and the following Supporting Qualifications:

- GCSE Welsh language or GCSE English language at grade A* - C;
- GCSE Mathematics - Numeracy at grade A* - C;
- A minimum of three further GCSEs grade A*-C, of which two may be equivalent qualifications.

To attain the Welsh Bac at Foundation Level, learners must complete the skills challenge certificate and the following Supporting Qualifications:

- GCSE Welsh language or GCSE English language at grade A* - G;
- GCSE Mathematics - Numeracy at grade A* - G;
- A minimum of three further GCSEs grade A*-G, of which two may be equivalent qualifications.

WELSH

All pupils in years 10 and 11 are taught Welsh and the ability to express themselves through the language is key to their success in all subjects in their time at school. Almost all pupils will follow the GCSE course in Welsh first language, with the majority also studying for the GCSE Welsh Literature qualification.

We aim to:

- Develop interest and enthusiasm for the Welsh language.
- Ensure pupils attain the information, understanding and skills that are needed to take their place in a bilingual society.
- Develop effective use of language to ensure pupils are able to use the language to express themselves and communicate effectively.
- Develop the skill of communicating orally to help pupils build their confidence in using the language.
- Develop the skill of writing, fostering awareness of the different contexts in which language is used and the ability to select the appropriate language for each context.
- To promote reading for pleasure and enjoyment and get them to realize that by reading information is gathered, a personal philosophy is built, and they reach an understanding of society and the development of new vocabulary.

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CYMRAEG GCSE : LANGUAGE

1. <u>Oral - 30%</u> a) Individual : Presenting Information b) Group : Expressing opinions	External Exam, April Year 11
2. <u>Written Examination 1 – 35%</u> a) Reading – Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions. This section will also include an editing task focusing on understanding short texts at word, sentence and text level. b) Writing - One writing task to be selected from a choice of two that could be either description, narration or exposition. This section will also include one proofreading task focusing on writing accurately. <i>Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).</i>	External Examination, Summer Year 11
3. <u>Written Examination 2 – 35%</u> a) Reading – Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions. b) Writing – One compulsory argumentation writing task and one compulsory persuasion writing task. <i>Half of the marks for this section will be awarded for writing accurately (language, grammar, punctuation and spelling).</i>	External Examination, Summer Year 11

The written and oral exams are not tiered with every grade (A*-G) available in each assessment.

CYMRAEG GCSE : LITERATURE

<p>1. <u>Poetry exam - 25%</u> Candidates will be expected to appreciate and compare one of the set poems and a poem not previously studied. Higher tier -10 poems, Foundation tier- 6 poems</p>	<p>External Examination. Either foundation tier (grades C – G) or higher tier (grades A * - D)</p>
<p>2. <u>Novel – 25%</u> Higher tier - 'Yn y Gwaed', 'Y Stafell Ddirgel' or 'O Ran' Higher or Foundation - 'I Ble'r Aeth Haul y Bore', 'Ac Yna Clywodd Sŵn y Môr' or 'Dim' Foundation tier - 'Bachgen yn y Môr', 'Llinyn Trôns' or 'Diffodd y Sêr'</p>	<p>External Examination. Either foundation tier (grades C – G) or higher tier (grades A * - D)</p>
<p>3. <u>Oral assessment – 25%</u> Group Discussion : 'Tylluan Wen' (Higher tier) 'Mynydd Grug' (Higher or foundation tiers) 'Dihirod Dyfed' (Foundation tier)</p>	<p>External Examination, April Year 11</p>
<p>4. <u>Written Tasks (controlled assessment) - 25%</u> Candidates will be assessed on two tasks: Task 1 Short stories – appreciation of prose Task 2 Drama – creative interpretation of a text</p>	<p>Controlled Assessment during the course.</p>

CYMRAEG ENTRY PATHWAYS

The entry pathways course meets the needs of pupils that do not reach the standard of any GCSE grade. It is also suitable for pupils that have the potential to reach the lowest GCSE grades.

The course teaches students to develop their communication skills so that they are able to communicate effectively orally and in writing and to listen with understanding.

ENGLISH

All pupils in years 10 and 11 follow a course in English with almost all undertaking the GCSE English language course and most also completing the GCSE English literature course.

ENGLISH GCSE : LANGUAGE

<p>1. <u>Oral - 20%</u> Internal assessment: Two tasks, an individual talk and group work, both to be set by the WJEC and recorded.</p>	Internal Assessment
<p>2. <u>Written Examinations - 80%</u> Two exam papers, both featuring comprehension material from at least three sources, with a range of questions requiring short and long answers, and both featuring writing tasks. Paper one will focus on description, narration and exposition, while paper two will focus on argumentation, persuasion and instruction. There will be two editing/correcting tasks in paper one, which add up to 5% of the entire grade.</p>	Two External Examinations, Summer Year 11

The written and oral exams are not tiered with every grade (A*-G) available in each assessment.

ENGLISH GCSE : LITERATURE

<p>1. <u>Internal Assessment - 25%</u> Internal assessment: One play by Shakespeare will be studied and a range of poetry as specified by the WJEC, from 'Poetry 1900 – 2000: 100 poets from Wales'. There will be two tasks: one based on Shakespeare (2 hours) and the other comparing at least two poems from the selection (2 hours).</p>	Controlled Assessment
<p>2. <u>Written Examinations - 75%</u> External exams: There are two papers of two hours each. Paper 1 will include the study of a novel by an author from a different culture, probably 'Of Mice and Men', and a comparison of previously unseen poetry. The second paper will include study of one novel and one play. No decision will be taken as to tiering until at least the end of the first term.</p>	Two External Examinations, Either foundation tier (grades C – G) or higher tier (grades A* - D) Summer Year 11

MATHEMATICS

All pupils will follow a suitable Mathematics course in years 10 and 11. Each course will contain arithmetic, algebra, geometry, measures and statistics.

The main aim of the course is to develop a pupil's Mathematical ability and knowledge so that he/she can apply Mathematics in everyday situations, and also to develop an understanding of the role mathematics plays in the world about us. The course should enable pupils to solve problems, to appreciate mathematical patterns and relationships, and to encourage discussions and awareness of mathematical skills.

The pupils will be entered for two GCSEs in Mathematics:

1. GCSE Mathematics-Numeracy, and
2. GCSE Mathematics.

In the GCSE Mathematics-Numeracy pupils will be given opportunities to build on and progress from the levels of numeracy achieved by the end of key stage 3. Pupils will work through problems encountered in their everyday lives, in the world of work and in other areas of the curriculum.

In GCSE Mathematics pupils will continue to develop their skills in all areas of Mathematics, covering the areas needed for progression to scientific, technical and further mathematical study.

GCSE MATHEMATICS - NUMERACY

In the GCSE Mathematics-Numeracy pupils will be given opportunities to build on and progress from the levels of numeracy achieved by the end of year 9. Pupils will work through problems encountered in their everyday lives, in the world of work and in other areas of the curriculum.

GCSE MATHEMATICS

In GCSE Mathematics pupils will continue to develop their skills in all areas of Mathematics, covering the areas needed for progression to scientific, technical and further mathematical study.

Assessment Schemes

There are two written papers in each qualification - 50% each paper.

Paper 1 (without a calculator) Paper 2 (with a calculator)

There are three tiers for each qualification: Higher tier (A*-C), Intermediate tier (B-E) and Foundation tier (D-G). Pupils will be advised during the course which tier is most suitable to meet their needs.

Mathematics Entry Level

Entry Level Mathematics is a course which meets the needs of pupils who appear to be below the standards required to gain a GCSE qualification, but at the same time it provides for those with the potential of progressing to GCSE. The Entry Level course will develop the whole range of students' mathematical abilities and develop their understanding of day-to-day Mathematics and how it is applied. Most entry level candidates are encouraged to attempt the Foundation tier GCSE Mathematics-Numeracy.

SCIENCE

In key stage 4 science is a core subject and all pupils will follow an appropriate course in the subject. Different courses are provided to meet the differing needs of pupils. Pupils in the main stream will all follow GCSE courses:

- The upper sets will follow a triple award course in science and receive separate GCSE grades in GCSE biology, GCSE chemistry and GCSE physics.
- The remaining sets will follow a double award course in science which is equivalent to 2 GCSEs and gives a pair of grades from A*-G.
- Occasionally an entry pathways course will be provided to a very small number of pupils.

Studying GCSE Science 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. They are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application. These key ideas include:

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

These key ideas are relevant in different ways and with different emphases in the three subjects as part of Science.

GCSE Double Award Science

Assessment Scheme

Unit		
Biology 1	Exam 1¼ hours (15%)	Summer Year 10
Chemistry 1	Exam 1¼ hours (15%)	Summer Year 10
Physics 1	Exam 1¼ hours (15%)	Summer Year 10
Biology 2	Exam 1¼ hours (15%)	Summer Year 11
Chemistry 2	Exam 1¼ hours (15%)	Summer Year 11
Physics 2	Exam 1¼ hours (15%)	Summer Year 11
Practical Assessment	Practical assessment that is undertaken in school, but is marked externally by WJEC. This assessment is untiered so all grades are possible in it.	January/February Year 11 (10%)

GCSE Biology, Chemistry and Physics - “Triple Award Science”.

Assessment Scheme for each of these GCSE courses

Unit 1	Exam 1¾ hours (45%)	Summer Year 10
Unit 2	Exam 1¾ hours (45%)	Summer Year 11
Practical Assessment	Practical assessment that is undertaken in school, but is marked externally by WJEC. This assessment is untiered so all grades are possible in it.	January/February Year 11 (10%)

Entry Pathways

This course may be offered to a small number of pupils that face significant challenges in coping with the demands of the GCSE course. It provides an opportunity to gain a relevant qualification in science.

More information will be provided regarding the arrangements for science teaching at the start of September.

GEOGRAPHY

Geography is a modern, exciting subject that allows pupils to look at the world around them and understand the issues that affect their futures. All pupils will study the core elements, with one optional area in each unit.

Unit 1: Changing Physical and Human Landscapes

Core units	Options
<ul style="list-style-type: none"> Landscapes and Physical Processes Rural-urban Links 	ONE out of: <ul style="list-style-type: none"> Tectonic Landscapes and Hazards Coastal Hazards and their Management
Assessment: Written Examination 1½ hours at the end of Year 11; 40% of the course.	

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Unit 2: Environmental and Development Issues

Core units	Options
<ul style="list-style-type: none"> Weather, Climate and Ecosystems Development and Resource Issues 	ONE out of: <ul style="list-style-type: none"> Social Development Issues Environmental Challenges
Assessment: Written Examination 1½ hours at the end of Year 11; 40% of the course.	

Unit 3: Fieldwork enquiry

Core fieldwork
Unit 3 requires a written report from the learner, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. In order to prepare for this report, learners are expected to undertake two fieldwork enquiries outside the classroom and school grounds, each in a contrasting environment: <ul style="list-style-type: none"> In one environment the focus should be on fieldwork methodology. The second fieldwork experience should take place in a contrasting environment. This fieldwork enquiry must be underpinned by geography's conceptual framework.
Assessment: Controlled Assessment; 20% of the course.

HISTORY

The GCSE History course is a vehicle to prepare candidates to meet the ever changing demands of the modern world. The candidates are encouraged to adopt an enquiring approach to the study of History. The syllabus provides candidates with opportunities to study a range of options, including non-British history as well as Welsh and British history.

The syllabus has been designed to make an important contribution to the whole school curriculum and can deliver a number of cross-curricular themes such as economic and industrial awareness and cross-curricular skills such as communication and information technology. The Department may organise visits appropriate to the courses offered.

Assessment Scheme

<p>1. <u>Paper 1; 1 hour Exam - 25%</u> Study in Depth 1: Depression, War and Recovery 1930 - 51 e.g. Britain's situation after the First World War, causes of the Second World War and life during the Blitz, and Britain after the War. The examination paper will assess knowledge, understanding and the candidate's ability to interpret sources.</p>	External Examination (Summer of Year 11)
<p>2. <u>Paper 2; 1 hour Exam - 25%</u> Study in Depth 2: The USA: A Nation of Contrasts 1910-29 e.g. Migration, leisure, the boom in the 1920s The examination paper will assess knowledge, understanding and the candidate's ability to evaluate sources.</p>	External Examination (Summer of Year 10, Re-sit opportunity in year 11)
<p>3. <u>Paper 3: 1 hour 15 min Exam -30%</u> Thematic study: Crime and Punishment since 1530 e.g. the causes of crime, crime prevention and methods of punishment</p>	External Examination, (Summer of Year 11)
<p>4. <u>Controlled Assessment</u> (20% of the final marks) The controlled assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history.</p>	Controlled Assessment during the course.

BUSINESS STUDIES

This course deepens candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice and reflects the integrated nature of organisations and their decision-making processes.

The course comprises of a Written Paper 75% (2 hours) 100 marks. There is one paper which will be targeted at the full range of GCSE grades [A* - G]. There will be compulsory short-answer questions and compulsory questions based on stimulus material. Some of the questions will require extended writing.

The controlled Assessment is worth 25% - 60 marks. WJEC set a different task each year, with 6 weeks to collate the research material and 3 hours to write up the task under examination conditions. The pupils will need to analyse and evaluate and prepare a project up to 2000 words.

<p>Unit 1 – The Business Framework The candidates need to understand</p> <ul style="list-style-type: none"> • Why and how businesses start • Business organisations • Business aims and objectives 	<p>Unit 2 – Businesses and their customers The candidates need to understand</p> <ul style="list-style-type: none"> • The importance of market research (field and desk) • Market segmentation • The Product Life Cycle • The Marketing Mix • Marketing constraints and pressure groups
<p>Unit 3 – Producing Goods and Services The candidates need to understand</p> <ul style="list-style-type: none"> • The difference between goods and services • Methods of production • Stock and quality control • Break-even analysis • Internal and external growth • The factors affecting location • International trade -0 the pros and cons • Membership of the European Union 	<p>Unit 4 – Human Resources The candidates need to understand</p> <ul style="list-style-type: none"> • The processes of recruiting staff • Training and re-training • Employers and employees responsibilities • Trade Unions • Organisational charts • Communication • Motivating employees • Gross and net pay
<p>Unit 5 – The External Environment The candidates need to understand</p> <ul style="list-style-type: none"> • The activities of competitors • The changing use of ICT • Sustainability, cultural and ethical issues • Government legislation • The macro-economic environment • Unforeseen events 	<p>Unit 6 – Business Finance The candidates need to understand</p> <ul style="list-style-type: none"> • Internal and external finance • The importance of the business plant • How to interpret cash flow • Profit and loss accounts and balance sheets

GERMAN and FRENCH

In these days of global trade and travel, the ability to communicate in a foreign language has become very important, and a language qualification will be extremely useful in many careers as well as in numerous social situations.

The course will lead to a GCSE in French and/or German. It is a challenging and enjoyable course of study for candidates of a wide range of ability.

The course aims

- Develop understanding of spoken and written French/ German in a wide range of situations.
- Develop the ability to communicate effectively in French/ German by means of both the spoken and written word.
- Develop knowledge and understanding of France/ Germany and French/ German speaking countries.
- Develop positive attitudes to foreign language learning.
- Provide a suitable foundation for further language study and practical use of the language abroad.

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Course Content

The following broad contexts will be studied: Personal and social life; The local community; The world of work; The wider world.

Assessment Scheme

Listening, Reading, Speaking and Writing are all assessed with each contributing 25% of the final marks. Each assessment has a higher tier (A*-D) and a foundation tier (C-G).

Unit 1: Speaking	Speaking exam (Higher Tier: 10-12 minutes; Foundation Tier: 7-9 minutes)
Unit 2: Listening	Written Examination (Higher Tier: 45 minutes; Foundation Tier: 35 minutes)
Unit 3: Reading	Written Examination (Higher Tier: 1¼ hours ; Foundation Tier: 1 hour)
Unit 4: Writing	Written Examination (Higher Tier: 1½ hours ; Foundation Tier: 1¼ hours)

Global Business Communication

In addition to the mainly exam based GCSE course, the departments offer an alternative qualification. The vocational **Level 1/2 award** in Global Business Communication is a vocational MFL qualification that will develop the learner's ability to work more effectively in the global economy. More details are available from the language departments.

School trips/ Exchanges

Both French and German departments have long-term school exchange partnerships with Lycée St Sébastien, Landerneau, Brittany and Wüllenweberschule, Bergneustadt in Germany.

Language assistants

We are very fortunate to have German and French language assistants working alongside us and our pupils.

INFORMATION TECHNOLOGY

WJEC Information and Communication Technology GCSE

A course in ICT offers an opportunity for students to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. ICT develops pupils' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

The specification encourages the investigation and study of ICT in a variety of contexts, where they are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information and communication systems.

Assessment

Unit 1: Understanding ICT 20% External Assessment: 1½ hours

This examination paper will assess the requirements of the Key Stage 4 Programme of Study for Information and Communication Technology and the functional elements of ICT in a home and school context.

Unit 2: Solving Problems with ICT 30% Controlled Assessment: 22½ hours

This controlled assessment consists of a portfolio of work which shows candidates' attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.

Unit 3: ICT in Organisations 20% External Assessment: 1½ hours

This examination paper will assess the 'application' content of ICT in a business and industry context.

Unit 4: Developing Multimedia ICT Solutions 30%

This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief issued by WJEC.

Contents

1. Data and Quality of data
2. Home entertainment
3. Home and Personal communication systems
4. Home business
5. Organisations: School, home, environment
6. Emerging Technologies
7. ICT and learning
8. Applications software
9. Information handling software
10. Email
11. Spreadsheet software
12. Data logging and Control
13. DTP Software
14. Web and Presentation Software
15. Multimedia
16. Digital imaging
17. Animation
18. Sound and music
19. Networks
20. Human Computer Interfaces (HCI's)
21. Organisations
22. Social and environmental impact
23. Legal and ethical issues
24. Staying Safe Online
25. Data protection issues
26. Health issues
27. Emerging Technologies

COMPUTING

The specification offers students the opportunity to gain an understanding of the way computers work, and to create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others.

This course provides students with a stimulating and motivating study of computer science fit for the 21st century.

A feature of the specification is the opportunity for students to demonstrate their programming and problem solving skills, assessed in Unit 2 and in Unit 3.

The depth of coverage means that it provides a solid foundation for either the study of A level Computing or employment.

Assessment

Understanding Computer Science (50%) – 1 hour 45 minute written examination.

Computational Thinking and Programming (30%) - 2 hour external assessment to assess the practical application of knowledge and understanding through a series of on-screen tasks. They will be expected to use the Greenfoot programming language (based on java).

Software Development (20%) - externally assessed and externally moderated 20 hour controlled assessment to develop a piece of work using programming software following a task brief issued by WJEC.

Unit 1 Contents

1. Hardware
2. Logical operations
3. Communication
4. Organisation and structure of data
5. Operating systems
6. Principles of programming
7. Software engineering
- 8 Program construction
9. Security and data management
10. Ethical, legal and environmental impacts of digital technology on wider society

Unit 2 Contents

1. Problem solving
2. Algorithms and programming constructs
3. Programming languages
4. Data structures and data types
5. Security and authentication

Unit 3 Contents

1. Software Development

ELECTRONICS GCSE

Electronics is a practically based subject where practical skills are developed alongside the theory to allow candidates to attain a deeper understanding. The course is structured to allow prominence to be given to technological aspects of studying electronics. The direction of development starts with real applications of electronics and then move towards the principles necessary to understand these applications and not vice versa. Candidates' capability is developed through a flexible and broad-based approach.

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Assessment Scheme

<p>Unit 1: Discovering Electronics (40%) Written Paper: 1½ hour 80 marks</p> <p>The unit covers: Electronic systems, components in circuits, Output, switching and sensing circuits, Combinational logic systems.</p>	<p>Written Examination: 1½ hour</p>
<p>Unit 2: Applications of Electronics (40%) Written Paper: 1½ hour 80 marks</p> <p>The unit covers: Timing circuits, Sequential systems, Interface circuits, Analogue communication, Programmable control circuits.</p>	<p>Written Examination: 1½ hour</p>
<p>Unit 3: Extended System Design & Realisation (20%) Controlled Assessment 40 marks</p> <p>Candidates/teachers devise a design task. They realise and write a report on the development of the task. The assessment is undertaken entirely under the supervision of the teacher.</p>	<p>Controlled Assessment</p>

DRAMA

Content

The drama syllabus contains a variety of practical work and a study of selected drama topics. Also visits to the theatre and seeing suitable drama productions on film and television are essential to understand and appreciate performance. The styles of several pioneers of the theatre are studied and candidates are expected to apply this knowledge in their work.

One play is studied in detail and therefore an opportunity is given to consider the various styles of writing of the dramatists, and the structure of the drama is discussed. A controlled assessment evaluating performance takes place following the first performance examination. The practical side of the course contains two practical examinations where the individual is expected to perform as a member of a group.

Objectives

The course should foster in candidates:

- (i) The ability to understand through group work the basic human experiences of characterisation and creating characters.
- (ii) An awareness of the elements which contribute to the complete dramatic presentation and the ability to use some of the skills which are found therein.
- (iii) An appreciation of dramatic literature as the raw material from which the performance is created.
- (iv) Enjoyment and informal appreciation of dramatic presentations in the theatre and other media.

ASSESSMENT SCHEME

Unit 1	Devising Theatre: Non-exam assessment Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC .	40%
Unit 2	Performing from a Text : Non-exam assessment Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.	20%
Unit 3	Written Examination(1½ hour) Section A: Set Text A series of questions on one set text from a choice of five: 1. Romeo and Juliet William Shakespeare 2. 1984 George Orwell, adapted by Robert Icke & Duncan Macmillan 3. Cysgod Y Cryman Islwyn Fowc Ellis, adapted by Sion Eirian 4. Dau Wynneb Manon Steffan Ross 5. 100 Imaginary Body (Nick Hern Books). Section B: Live Theatre Review One question from a choice of two requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.	40%

MEDIA STUDIES

The course aims to develop investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to learners and to the world in which they live. Learners will:

- develop their appreciation and critical understanding of the media and its role in their daily lives
- develop their practical and creative skills through opportunities for personal engagement and creativity
- understand how to use media concepts and ideas to analyse media productions in their various contexts.

ASSESSMENT SCHEME

Unit 1	<p>External Assessment: Written Examination (1 hours 30 min)</p> <p>Exploring the Media</p> <p>Section A: Music This section will assess knowledge and understanding of media language, representation, media industries and audiences. One stepped question and one two-part question.</p> <p>Section B: Representations – advertising, video games and newspapers One question from a choice of two. Each question will be set on a different media form (advertising, video games or newspapers) One stepped question based on unseen print-based resource material related to advertising, video games or newspapers.</p>	30%
Unit 2	<p>External Assessment: Written Examination (1 hours 30 min)</p> <p>Understanding Television and Film</p> <p>Section A: Wales on Television One stepped question on media industries and audiences. One stepped question on media language and representation.</p> <p>Section B: Contemporary Hollywood Film One stepped question on media industries and audiences. One extended response question on media language.</p>	30%
Unit 3	<p>Non-exam assessment: Creating Media</p> <ul style="list-style-type: none"> • A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts. • An individual reflective analysis of the production. 	40%

ART AND DESIGN

This Art and Design course covers most of the recognised components of Art, Craft and Design. These are fine art, graphic design, textile design, three dimensional studies, photography and critical and contextual studies. They encompass modelling, ceramics and sculpture, installation, graphic and product design, fashion and textile design, jewellery, film and video, theatre design, animation, lens based media, environmental design, architecture and historical and critical studies.

This Art and Design course gives students a very wide range of choice and the opportunity to develop their own direction and theme, with the aid of their teachers. The students may choose to study for a general Art and Design qualification (more than one discipline must be covered) or concentrate on one of the following areas of study to obtain a more specific qualification, for example Art and Design Graphics. The titles include:

- Fine Art: Drawing and painting: acrylic / oil / pastel /and a myriad more possibilities; Mixed media; Installation
- Graphic Design: Advertising / promotion; Package design; Computer graphics; Illustration; Letterform / Calligraphy
- 3 Dimensional studies: Ceramics; Jewellery; Product and Industrial design; Theatre design; 3D Crafts
- Textiles: Woven / knitted / embroidered textiles; Printed textiles; Creative Fashion; Batik
- Photography: Lens based media (traditional & digital techniques); Film and Video
- Critical and Contextual Studies: Investigating the work of cultures / movements / artists / designers /etc

All of the above subject areas contain a strong element of looking at artists' and designers' work, but the Critical and Contextual Studies course is specifically aimed at the more in depth study of artists and designers.

Assessment Scheme

<p>Unit 1: Portfolio This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.</p> <ul style="list-style-type: none"> • Work undertaken within the unit will be internally set, internally assessed and externally moderated. • Work will be selected, evaluated and presented for assessment by the student. 	60%
<p>Unit 2: Externally set assignment The Externally Set Assignment consists of two parts:</p> <p>Part 1: Preparatory study period</p> <ul style="list-style-type: none"> • Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. • One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. <p>Part 2: 10 hour period of sustained focus work</p> <ul style="list-style-type: none"> • The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work. • The period of sustained focus work must be completed under supervised conditions. 	40%

RELIGIOUS STUDIES

According to the 1988 Education Act, Religious Education is a statutory subject in secondary schools. Pupils will study one of two GCSE courses, in years 10 and 11. The department will decide which course is most suitable for every pupil based on their achievements in the subject. These two courses will result in a GCSE qualification at the end of year 11.

GCSE RELIGIOUS STUDIES (Full Course)

In this course pupils will study two units during the two years. The department's main emphasis will be on the study of Christianity and Islam. There are two final examination papers at the end of year 11. This course will be taught as an accelerated course.

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The themes studied are :

Unit 1 Philosophical Themes – the concept of God and worship, the world and life and death issues.

Unit 2 Ethical Themes – religious authority, life's journey, special places, relationships and human rights.

GCSE RELIGIOUS STUDIES (Short Course)

In this course pupils will study one unit during the two years. The department's main emphasis will be on the study of Christianity and Islam. There will be one final examination at the end of year 11.

The themes studied are:

Unit 1 Philosophical Themes – the concept of God and worship, the world and life and death issues.

ENTRY PATHWAYS – RELIGIOUS EDUCATION

The aim of the Entry Pathways qualification is to provide a course which is suited to the needs of the less academic pupil who might find difficulty in dealing with GCSE.

During the course the pupils will study five themes of religion:

Relations, Our World, Rights, Looking for Meaning, and Identity and Belonging

The department has chosen to study Christianity and Islam.

MUSIC

The course follows the national criteria as laid down by the Examinations Board, WJEC, and is a natural progression from KS3 activities. It is an opportunity to develop and nurture certain key skills.

Assessment Scheme

MUS 1: PERFORMING 35%

[Performance of not more than 10 minutes – approximately 3 pieces]

Candidates must present a solo instrumental or vocal performance and partake in an ensemble performance [3 or more players/ singers, although a bona fide duet e.g. piano or harp duet, is acceptable]. This element is externally moderated. A Grade 3 piece is regarded as a very good standard of playing. Candidate must present a detailed programme note on one of his/her chosen pieces.

Extra curricular work – School Choir, Instrumental Ensembles, Brass Bands, Jazz Bands, Musicals. The Music Department encourages and asks every pupil to be a member of one or more of these activities in order to broaden and develop a variety of musical skills.

A wide range of instrumental lessons are offered by an experienced team of peripatetic teachers e.g. saxophone, harp, voice, brass etc. More details are available from the Department.

MUS 2: COMPOSING 35% [Total duration of compositions: 3-6 minutes]

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief. The candidate must present compositional logs and appraisal of one composition.

Assessment will be continuous and moderated by an external examiner [April/ May Year 11]. The department uses software such as 'Sibelius' or Cubase as a useful resource for independent compositions.

MUS 3: APPRAISING 30% Exam paper

The pupils study a variety of music within these areas of study. The examination requires candidates to answer questions concerning musical elements, musicianship, style, period, etc whilst listening to a CD recording of musical pieces.

Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Study of two set pieces– 'Handbags and Gladrag's' by the Stereophonics and 'Rondeau' by Purcell. There will also be questions set on both set works on the appraising paper.

This paper will be marked externally in May/June.

DESIGN AND TECHNOLOGY

The Design and Technology Faculty offers the following subjects:

1. DESIGN AND TECHNOLOGY - GCSE Product Design
2. DESIGN AND TECHNOLOGY - GCSE Fashion and Textiles.

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All courses are assessed in a similar manner:

- A controlled assessment 'Design and Make' task (35 hours, 50%): This is undertaken in year 11 and is based on a brief provided by the exam board.
- Examination (2 hours, 50%): Learners usually attempt the examination at the end of year 10, with an opportunity to resit in year 11 to improve the grade if needed.

1. DESIGN AND TECHNOLOGY - Product Design

A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops candidates' interdisciplinary skills, all six Key Skills and their capacity for imaginative, innovative thinking, creativity and independence.

The syllabus is based upon the view that Design and Technology is essentially a practical activity concerned which develops candidates' competence to address a wide variety of design situations by drawing on a broad base of knowledge and skills. It is intended to develop candidates' design and technological capability through a flexible and broad-based approach.

Candidates will be presented with subject matter in a stimulating and interesting way to promote discussions and research, and to allow scope for both individual and group activities. They will be given the opportunity to experience the variety of roles involved in design and technology - client, designer, maker, manager, user etc. They should be encouraged to consider human values and attitudes inherent in a culturally-diverse society, develop economic awareness and examine the relationship between technology and society.

2. DESIGN AND TECHNOLOGY - Fashion and Textiles

This course gives good background knowledge of the Textile and Fashion industry. It encourages students to know about designing and gives students the opportunity to test out their design ideas. The course was designed around practical and written work. The students will follow a particular aspect for their final design and make project. They need to know and understand the importance of design in industry.

Assessment criteria

- (i) Controlled assessment task of Designing and Making – This project consists of 15 pages of A3 including research, designing, developing and evaluating ideas. Then making the actual item that has been designed. 30 hours are allowed for completing all this work, this generally consists of all the Year 11 lessons up to the end of March. 15-18 hours are allowed for the paper work and 10-12 for the practical work. The examination board offers 3 different briefs every year and the students are able to choose the brief best suited to their likes and strengths. This project is worth **50%** of their final mark.
- (ii) **Examination at the end of the course** this is 2 hours long. The paper is divided into 8 sections and questions are asked about every aspect of information about Textiles, the exam is worth **50%** of the final mark. We have been entering students for the exam at the end of Year 10 and if they are successful enough they do not need to re-sit, however they are also able to re-sit the exam at the end of Year 11.

HOSPITALITY AND CATERING

LEVEL 1/2 AWARD IN HOSPITALITY AND CATERING

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses and non-commercial establishments where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

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The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

In addition to development sector specific knowledge and understanding, these qualifications support learners to develop the essential employability skills that are valued by employers, further and higher education. WJEC Level 1/2 Vocational Awards:

- are designed primarily for 14-16 year old learners in a school environment
- include an element of external assessment through either a written exam or controlled assignment
- are graded L1 Pass (D) , L2 Pass (C), L2 Merit (B), L2 Distinction (A), L2 Distinction* (A*)
(These marks awarded carry the same points as GCSE grades)

The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry – 40% exam – digital paper in Year 10

The Learning Objectives are:

L01 - -Environment in which hospitality and catering providers operate -Structure of the Hospitality industry, job requirements, working conditions, factors affecting success of the business.

L02 - How hospitality as a business operates? – operation of the business front of house, meeting customer requirements (needs, equality, trends, rights)

L03-Health and Safety requirements – personal safety responsibilities in the workplace- legislation, risks.

L04 – How food causes ill health? – causes, various food legislation, role of environmental health officer, common food poisoning bacteria, food induced ill health.

L05 – Propose hospitality and catering provision to meet specific requirements - Review and recommend hospitality and catering provision

Unit 2 Hospitality and Catering in Action - 60% course-work and cookery practical exam

L01 – Nutrition– macro and micro nutrition, characteristics of unsatisfactory nutritional intake, impact of cooking methods on nutritional value.

L02 Understanding menu planning – factors influencing menu planning, how dishes on a menu address environmental issues, how menus meet nutritional and organoleptic needs of customers (taste, texture, appearance), planning and sequencing dishes.

L03 Cooking dishes – use techniques in preparation and cooking of commodities, assure quality commodities, complete dishes using presentation techniques.

Progression

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as level 3 courses in hospitality, catering, nutrition, as well as fields such as tourism, health and social care and childcare.

PHYSICAL EDUCATION

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

By studying GCSE Physical Education learners will:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport in Wales and the wider world.

Assessment Scheme

Unit 1: Introduction to physical education (Written examination: 2 hours) Learners will be assessed through a range of short and extended questions. The questions will be based on audiovisual stimuli and other sources.	50%
Unit 2: The active participant in physical education (Non-exam assessment) Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other. One activity will be a major activity which will have a personal fitness programme linked to the activity.	50%

- Team activities include Football, Baseball, Basketball, Cricket, Hockey, Lacrosse, Netball, Rounders, Rugby League, Rugby Union, Rugby Sevens, and Volleyball.
- Individual activities include Athletics, Cross-country, Biking, Diving, Golf, Gymnastics, Judo, Skiing, Squash, Swimming, Weightlifting, and Tumbling.
- Some activities may be considered as individual or team activities, such as Dance, Badminton, Tennis, Table tennis, Sailing and Climbing.

Any other activity that does not appear within the specification needs to be approved by WJEC. Candidates can offer a maximum of two off-site activities for assessment. Off-site activities are those that do not take place at the school campus and where candidates are not supervised, coached and assessed by the schools teacher.

Practical assessment is ongoing during the 2 years of the course, therefore it is essential for candidates to participate regularly in their chosen activities through practice/training sessions, games and competitions.

BTEC PHYSICAL EDUCATION

An alternative, coursework based BTEC course may be offered by the department. Further details may be obtained from the head of department.

Car Mechanics

IMIAl Level 2 Diploma in Vehicle Inspection (VRQ)

The learners on this course will learn the skills associated with car mechanics including how to repair and maintain cars. This will require them to work on both new and classic cars.

The course presents skills at a level acknowledged by world-leaders in the industry such as Ford.

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The course will be undertaken in the Ford car academy at Cardiff and the Vale College, with transport from school and back provided. Pupils will need to choose this course in two option columns in order to provide sufficient time to complete the course.

The vocational course provides valuable opportunities for pupils to develop skills and knowledge as well as a basic understanding that will support progression and access to the car industry.

This vocational qualification provides valuable opportunities to develop the skills and gain the basic knowledge and understanding that support progression and entry to careers in the car industry. These include:

- Repair and maintenance of normal light vehicles, including engine systems.
- Inspection, repair and replacement of normal and high performance tyres.
- Repair and maintenance of four-wheel drive vehicles.
- Inspection and replacement of exhaust systems, batteries and brake components and systems in light vehicles.

Learners also develop a wide knowledge and understanding of health and safety in the workplace as well as dealing with customers and other skills required for work in a garage.

Assessment

The assessment consists of two parts

- Practical tasks
- On-line tests

The qualification is equivalent to two GCSEs.

Hairdressing and Beauty Therapy

VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ)

This is a vocational award designed for students aged 14-16. The qualification supports young people in:

- Developing a wide-ranging understanding of the health and beauty sector
- Developing their knowledge of the place of the area in the overall vocational sector and allied professions.
- Developing academic and transferrable skills that will support progressions within the hair and beauty sector.

Hair and beauty therapy has been and remains a very popular vocational area that inspires many young people. The aim of the qualification is to use the hair and beauty sector to allow learners develop their wider skills. This will help them attain the knowledge, understanding and skills needed to follow a career in any area.

What will learners study as part of the qualification?

The qualification consists of two compulsory units that can be applied to any vocational sector. In this qualification learners will use hair and beauty therapy and allied industries (i.e. retail, leisure, fashion, media, business) to develop themselves and, especially, the skills and attributes valued by employers, FE colleges and HE establishments.

The two units that form this qualification are:

- Understanding the hair and beauty sector (compulsory) – In this unit learners develop an understanding of the structure and importance of the hair and beauty sector. They will also learn about the materials used, the services and treatments provided across the sector in addition to job prospects.

- Hair and Beauty research project (compulsory) – in this unit the learners will learn how to construct a research project in hair and beauty. Learners will then design and undertake research in a subject specific area.

The qualification is equivalent to two GCSEs.

Notes
