



"Learning Together, Working Together, Succeeding Together"

" Cyd-ddysgu, Cydweithio, Cydlwyddo"

OPTIONS BOOKLET

COURSES FOR YEARS 10 & 11 2017 - 2019

Argoed High School
Bryn-y-Baal, Mold
Flintshire
CH7 6RY
01352 756414
e-mail: argoedhigh@hwmail.net

ARGOED HIGH SCHOOL

COURSES FOR STUDENTS IN YEARS 10 & 11 2017 - 2019

This booklet contains details of the courses which we intend to provide for our students who are moving from Year 9 to Year 10 in September 2017.

This is the time when students progress from Key Stage 3 of the National Curriculum to Key Stage 4.

- *Students can have some choice in the subjects which they study.*
- *From September, most schoolwork will be in preparation for the GCSE and other examinations which are taken throughout Year 10 and at the end of Year 11.*
- *The school also begins to prepare students in earnest for their move into further education, training or employment in the summer of 2019.*

Students, Staff and Governors at Argoed take pride in the excellent academic results which have been achieved.

Our GCSE results are amongst the best in Flintshire and consistently above the National Average for Wales.

We have a policy of entering all students for GCSE.

Students at all levels of ability achieved outstanding levels of success.

One of the reasons for this success is that students made careful choices of courses when they moved from Year 9 to Year 10.

Our aims for Key Stage 4 are that all students develop as responsible and knowledgeable young people in preparation for their future roles in the family, community and workplace.

Parent/Teacher Discussion

An information evening for Year 9 parents has been scheduled for **Tuesday, 28th February**. There will be an opportunity to discuss with Mr Smith and other members of the SLT any issues arising from this booklet. There is also a Year 9 Parents' Evening on **Tuesday, 14th March**. Final option choices are to be inputted through the school website and guidance on how to do this will be given to pupils, along with log in details, in their PSE lesson; and to parents on the evening. If anyone requires a paper copy, please contact Mr Smith. The deadline for final choices is **Friday 24th March**.

Which courses are compulsory?

The **National Curriculum** requires students in Wales to follow the following subjects **by law**:

English
Mathematics
Science
Physical Education
Welsh
WBQ

A separate law requires students to follow a course in:

Religious Education

Which courses can I choose?

Depending on the route chosen, a number of subjects can be chosen from the following list:

Art
GCSE Business Studies
Design and Technology (Product Design)
Drama
Engineering
French
Food and Nutrition
Geography
German
Health and Social Care
History
Music
Physical Education
ICT
Computer Science
Mandarin Chinese
Tourism

Modified Programmes

Some students with particular individual needs may be able to follow a curriculum which is more suited to them. Details are discussed between parents, student and teacher between March - May.

EXAMINATIONS

General Certificate of Secondary Education

The **GCSE** is awarded for most of the examinations which students take at the end of Year 11. In several subjects students are entered for an earlier examination and some subjects have unit exams at the end of Year 10.

The examinations test memory of **facts** but more particularly test **understanding** and the ability to use a range of **skills**.

All GCSE courses in England and Wales follow agreed guidelines known as the **National Criteria**. These dictate much of the course content and the form of the examinations.

The main examination board we use is WJEC, in light of the revised curriculum for Wales. The board is responsible for setting exams and awarding grades.

In some subjects, all students are examined in the same way. In others there are **'tiered' papers** with two different levels of entry - Higher and Foundation. The different papers examine the same work but with different styles and depth of questioning. The following individual subject pages state which subjects work in this way, and which grades can be awarded in each tier.

Several subjects include some form of **Controlled Assessment** as part of the final examination. This can become a heavy burden for students and demands a lot of organisation and commitment. This should be considered when making subject choices.

GCSE **grades** for a pass are A*, A, B, C, D, E, F, G. **A* to C** are known as **higher grades** and are normally expected of students hoping to study for Advanced level and progress to higher education. Students who do not reach G standard in the examinations are 'Ungraded'.

Science is a double award, **two GCSEs** and two grades are awarded, although the more able Science students study all three separate sciences and gain three GCSE's (Biology, Chemistry and Physics).

There are also some **Short Courses** which are graded in the same way but are considered to be **half of a GCSE** pass.

There are a range of other courses available at level 1 and level 2. Level 1 qualifications equate to GCSE grades D-G and level 2 courses equate to GCSE grades A*-C.

The Welsh Baccalaureate

The Welsh Baccalaureate was introduced to students at age 14 to 19 from September 2016. The Welsh Baccalaureate will help students develop the skills they will need for college, university, employment and life. It will be studied alongside learners' traditional choices at GCSE.

All Year 10 are to follow **The Welsh Baccalaureate** course as well as their chosen route. It aims to combine personal development skills with existing qualifications and gives the student an additional qualification which covers:

- Literacy
- Numeracy
- Digital literacy
- Critical thinking and problem-solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness

Learners will develop and use these skills, and the skills will be assessed, by completing an individual project and three 'challenges'.

- Global citizenship challenge
- Enterprise and employability challenge
- Community challenge
- Individual Project

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National or Foundation level.

The Welsh baccalaureate is based on a skills challenge certificate, alongside 'supporting qualifications'. The requirements of both the skills challenge certificate and supporting qualifications must be met in order to achieve the overarching Welsh Baccalaureate.

The supporting qualifications include two mandatory GCSE's of English language or Welsh language together with Mathematics numeracy or Mathematics. A further three GCSE's are also required, of which two may be of equivalent qualifications.

To meet the National Welsh Baccalaureate requirements all five of the supporting qualifications must be achieved at grades A*-G.

Independent Learning

The development of student initiative is a feature of Key Stage 4 learning. Students are expected to develop their research, experimentation, design and presentation skills and to begin to develop their studies beyond teacher direction.

Computer and Library facilities are available during and after school hours for individual use by students. A number of subject lessons will continue to take place in these areas.

Careers

A comprehensive programme of Careers Education is provided, with specialist lessons as part of Personal and Social Education. Each student is guaranteed individual advice from a Careers Wales adviser assigned to the school. There is a one-week Work Experience programme in Year 10. Year 10 students are encouraged to volunteer for the Young Enterprise scheme, setting up and running their own company in competition with other schools. The need for competence in Welsh in a bilingual community is stressed.

Careerswales.com

Students will be able to access information on line at www.careerswales.com

Further information about careerswales will be available at the Year 9 information evening.

Pupils will have the opportunity to access the website in school with the guidance of their form tutors and Mr Smith.

Learning Pathway Plan / Progress File

With the support of their teachers, form tutors and mentors, students identify their own progress, achievements and strengths, and are encouraged to set targets for their further progress. This is summarised in a final document - the Learning Pathway Plan - which students will continue to update until they are 19 and it is likely to be required by prospective employers, Further Education Colleges and Sixth Form Centres.

SCIENCE

| | |
|---------------------|--|
| HOURS PER WEEK | 5 teaching hours a week to study the New GCSE Science courses. Top set will have their extra lessons within the options lesson time. |
| GROUPS | SET BY ABILITY |
| EXAMINATIONS | GCSE – WJEC are the awarding body |
| GCSE ENTRY LEVELS | HIGHER GRADES A* - D FOUNDATION GRADES C - G |
| COURSEWORK | 2 GCSE grades awarded (Double Award). Top Set (Single Sciences, 3 GCSEs awarded in Biology, Chemistry and Physics). 10% of grade – Practical work followed by a written test. This is completed in Jan/Feb in Year 11. |
| Modular EXAMINATION | Year 10 and Year 11 Three exams on each of Biology, Chemistry and Physics (all papers are 1hr 15 minutes long). Single sciences 1 exam in Year 10 and 1 in Year 11 for each subject (All papers are 1hr 45 minutes long). |

NOTE: The course will begin in the summer term in Year 9. This is to ensure all content can be completed in time for the Year 10 module exams.

CONTENT

Learners should be prepared to apply the knowledge, understanding and skills specified in a range of theoretical, practical, industrial and environmental contexts. Practical work is an intrinsic part of this specification. It is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of science. The practical skills developed are also fundamentally important to learners going on to further study in science and related subjects, and are transferable to many careers.

All content in the specification is introduced in such a way that it develops learners' ability to:

- understand scientific concepts through the specific disciplines of biology, chemistry and physics.
 - understand the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

TEACHING AND LEARNING

Modules will be taught by specialist teachers. You will study all three sciences throughout the course. Lessons will consist of both theory and practical work. You will develop your practical skills, building on those you have acquired up to and including Year 9. These will involve careful observation, measurement, communicating in different ways, problem solving, and fair testing. You will be encouraged to think for yourself, question what is happening, and suggest reasons why things happen. You are studying for the new WJEC Science GCSEs which are regulated by Qualification Wales.

NOTE: The courses have yet to be regulated and approved, further information will follow.

| | |
|----------------------------|--------------|
| FURTHER INFORMATION FROM : | MR H GOODSON |
|----------------------------|--------------|

ENGLISH & ENGLISH LITERATURE

| | |
|--------------------------------|---|
| HOURS PER WEEK | 7 OVER TWO WEEKS |
| GROUPS | SET BY ABILITY |
| EXAMINATIONS | GCSE ENGLISH LANGUAGE, GCSE LITERATURE |
| GCSE ENTRY LEVELS | HIGHER GRADES A* - D Literature only |
| | FOUNDATION GRADES C – G Literature only |
| ENGLISH LANGUAGE GCSE | Not tiered |
| Controlled assessment | Unit 1 Oracy 20% |
| Examinations | Unit 2 (Reading imaginative writing, exposition writing) 40% Unit 3 (Reading and explanatory/persuasive writing) 40% |
| ENGLISH LITERATURE GCSE | |
| Controlled assessment | Poetry and drama (Shakespeare) (25%) |
| Examinations | Prose and Poetry (35% - 2hours) Drama and prose (40% - 2hours) |

Content

There is an integrated approach to Speaking and Listening, Reading, and Writing which allows learners to develop their knowledge, skills and understanding of language and its use.

Reading

- Edit text/understand the reliability and purpose of texts – compare at least two non fiction texts
- analyse written language, exploring impact and how it is achieved
- evaluate the ways in which texts may be interpreted differently according to the perspective of the reader
- summarise/synthesise information from text

Writing

- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

Speaking and Listening

- individual presentation/group discussion
- respond appropriately to the questions and views of others
- make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas

TEACHING AND LEARNING

Through whole class teaching and group work you will develop your skills to communicate effectively in speech and writing, to listen with understanding, and to become an enthusiastic and knowledgeable reader.

You will be able to develop your skills to:

- read, understand and respond to a variety of literary texts, in class and independently
- appreciate the ways in which authors achieve their effects
- understand the social, cultural and historical influences on literature
- match your style to your audience and purpose in written and spoken tasks

There may be Videos, Live performances and Workshops related to the texts.

| | |
|----------------------------|-------------|
| FURTHER INFORMATION FROM : | MR M. LOFTS |
|----------------------------|-------------|

MATHEMATICS

| | | |
|-------------------|--|---------------|
| HOURS PER WEEK | 3.5 | |
| GROUPS | SET BY ABILITY | |
| EXAMINATIONS | GCSE (WJEC) | |
| GCSE ENTRY LEVELS | HIGHER | GRADES A* – C |
| GCSE MATHEMATICS | INTERMEDIATE | GRADES B – E |
| | FOUNDATION | GRADES C – G |
| GCSE NUMERACY | TWO WRITTEN PAPERS | |
| | <ul style="list-style-type: none"> • Paper 1 – Calculators NOT allowed • Paper 2 – Calculators allowed | |

CONTENT

The mathematics GCSE course is based around four different areas of mathematics:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measures
- Data Handling

The focus will be on using and applying mathematical skills and techniques to solve typical problems.

In studying the new numeracy GCSE, there is a focus not only on mathematical skills and techniques, but also on the application of mathematics to solve “real-life” problems. The mathematical content and skills required for the numeracy GCSE will be relatively more straight-forward than the mathematics GCSE, however, the questions will be more open and literacy-rich. The students will need to be able to interpret questions and pick out important information in order to answer questions thoroughly.

All students will study for both GCSEs in mathematics and numeracy simultaneously. There is no controlled assessment and both GCSEs are 100% examination. Both GCSEs will be taken during Year 11.

More able students will be given the opportunity to study towards a GCSE in additional mathematics by the end of Year 11. The additional mathematics course is extremely useful for students thinking of studying mathematics at a higher level.

TEACHING AND LEARNING

Throughout Key Stage 4 we continue the system of teaching in sets according to ability, with the same teacher in both Years 10 and 11 where possible, and each set is aimed at a particular level of entry (see above).

Internal assessments are completed at regular intervals to assess students’ progress and check that the level of entry is appropriate. Students will be expected to actively engage in the lessons. Whole class teaching will be combined with group work and independent learning.

As well as the usual classroom equipment, students are expected to provide their own specialist mathematical equipment such as scientific calculators, protractors and pairs of compasses in all lessons.

| | |
|---------------------------|-------------|
| FURTHER INFORMATION FROM: | Ms J. Grice |
|---------------------------|-------------|

WELSH - Second Language GCSE

Under the new guidelines from the Welsh Government it is now mandatory for all learners to study the new Welsh GCSE

The context for learning the language is organised under three broad themes:

- EMPLOYMENT
- WALES AND THE WORLD
- YOUTH

When studying this qualification candidates will be required to cover the following areas:

Listening: understand and respond to different types of spoken language

Speaking: communicate and interact effectively in speech

Reading: understand and respond to different types of written language

Unit 1: Oracy response to visual material

Oracy exam (25%)

(10%) Speaking (15%) Listening

Unit 2: Communicate with others

Oracy exam (25%)

(20%) Speaking (5%) Listening

Unit 3: Report, specific and instructional

Written Examination (25%)

(15%) Reading (10%) Writing

Unit 4: Descriptive, creative and imaginative

Written Examination (25%)

(10%) Reading (15%) Writing

| | |
|-------------------|----------------------------------|
| Hours per week | 2 |
| Groups | Set according to ability |
| Examinations | GCSE |
| GCSE Entry levels | Grades A* - G (un-tiered papers) |

In class we will be talking a lot of Cymraeg in order to build confidence and we expect all pupils to engage and participate in conversations on many different topics. It's essential that pupils allow themselves time to develop their speaking skills and try to extend contributions as much as possible in order to gain top grades. We will be concentrating on the skill of using the language in a natural way in order to prepare pupils for the world of work.

FURTHER INFORMATION FROM :

MRS N SMITH

PHYSICAL EDUCATION – CORE

| | |
|----------------|---------------|
| HOURS PER WEEK | 1 |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | NONE |

CONTENT

In year 10 students follow selected units of work in:

Team Games - Hockey, Netball, Football, Rugby, Basketball.

Athletics

Tennis and Badminton, Table Tennis

Striking Games - Cricket, Rounders, Softball

Health-related fitness. Martial Arts, Dance

Students follow at least two units of work, one being health and fitness. There is **some** choice of activity, to follow particular strengths, interests and also perform to a higher standard. This choice depends on the availability of facilities and the staff expertise in sporting activities.

TEACHING AND LEARNING

Games are taught separately to boys and girls but other activities are mixed.

You will be encouraged to raise the quality of your performance, building on skills you have already developed, and in the Games units there will be an emphasis on tactics and strategies.

| | |
|----------------------------|---------------|
| FURTHER INFORMATION FROM : | MR. M. HANSON |
|----------------------------|---------------|

RELIGIOUS EDUCATION

| | |
|-------------------|---|
| HOURS PER WEEK | 1 |
| GROUPS | ORGANISED WITH THE ENGLISH DEPARTMENT |
| EXAMINATIONS | GCSE SHORT COURSE – Religion and Life Issues |
| GCSE ENTRY LEVELS | ALL STUDENTS PREPARE FOR THE SAME EXAMINATION |
| COURSEWORK | NONE |
| FINAL EXAMINATION | ONE WRITTEN PAPER 1 HOUR 45 MINS |

CONTENT

Your R.E. course follows the WJEC specification 'religious responses to philosophical themes'.

While studying these units you will investigate the beliefs, values and traditions of **Christianity, Buddhism, Islam and Judaism**.

TEACHING AND LEARNING

Lessons will be mainly teacher-led with some paired/group and individual study.

You will be expected to think about a number of moral issues and to understand the approaches of different religions towards these, and also to consider the fundamental issues about Life arising from Human experience.

There will be a variety of classwork and homework tasks. Pupils will be assessed in each topic. They will play an active part in their own assessment. Guidance and opportunities will be given by the teacher so that pupils are able to assess their own learning and of others. End of unit assessments will take place in Years 10 & 11.

| | |
|----------------------------|--------------|
| FURTHER INFORMATION FROM : | MRS S HANSON |
|----------------------------|--------------|

ASDAN Certificate of Personal Effectiveness (CoPE) L1/L2 Skills (vocational)

| | |
|-------------------|--|
| GROUPS | MIXED ABILITY |
| QUALIFICATION | Level 2 = GCSE Grade B Level 1 = GCSE Grade E |
| COURSEWORK | 100% |
| FINAL EXAMINATION | NONE |

CONTENT

Communication
Sport and Leisure
The Environment
Health and Fitness
International Links
Expressive Arts
Citizenship and Community
Independent Living
Vocational Preparation
Work Related Learning and Enterprise
Science and Technology
Beliefs and Values

The aims of the course are to help students develop and demonstrate a range of skills, including Wider Key Skills such as Improving Own Learning and Performance, Working with Others and Problem Solving. These are taught alongside the modules above.

These modules are divided into three sections or challenges, each taking at least ten hours to complete. These challenges may be completed in a variety of situations: in school, in the wider community or at home.
The course will be taught across two Options.

| | |
|----------------------------|-------------|
| FURTHER INFORMATION FROM : | MRS A SLINN |
|----------------------------|-------------|

FRENCH

| | |
|------------------|--|
| Hours per week | 2 / 3 alternate weeks |
| Groups | Mixed ability |
| Examination | GCSE (WJEC exam board) |
| GCSE Entry Level | Higher Grades A* - C |
| | Foundation Grades C - G |
| Unit 1 Speaking | 25% of qualification Three tasks: role play, photo card discussion and conversation |
| Unit 2 Listening | 25% of qualification Listening comprehension tasks with non-verbal and written responses |
| Unit 3 Reading | 25% of qualification Reading tasks with non-verbal and written responses, including a translation task from French into English |
| Unit 4 Writing | 25% of qualification Writing tasks including one translation task from English into French |

CONTENT

You will develop your understanding of the language in a variety of contexts and enhance your language learning skills. You will learn to communicate effectively in the language and develop an understanding of the target language countries-through the following contexts:

- Identity and culture
- Wales and the World – areas of interest
- Current and future study and employment

You will also learn dictionary skills and the grammar necessary to enable communication and understanding of the structure of the language.

TEACHING AND LEARNING

You will be expected to build on the skills and knowledge from previous lessons in French. You will be encouraged to enjoy language learning and to relish the linguistic challenge, which will give you skills for future use in this multilingual global society.

You will use interactive textbooks, custom-made booklets, authentic music, clips and DVDs, dictionaries, digital voice recorders, Interactive White Board, IT software, the department website, Hwb and our VLE, Edmodo.com

We have close links with partner schools in France which may lead to exchanges and trips.

| | |
|---------------------------|----------------|
| Further information from: | Mrs J. Kelsall |
|---------------------------|----------------|

GERMAN

| | |
|------------------|--|
| Hours per week | 2 / 3 alternate weeks |
| Groups | Mixed ability |
| Examination | GCSE (WJEC exam board) |
| GCSE Entry Level | Higher Grades A* - C |
| | Foundation Grades C - G |
| Unit 1 Speaking | 25% of qualification Three tasks: role play, photo card discussion and conversation |
| Unit 2 Listening | 25% of qualification Listening comprehension tasks with non-verbal and written responses |
| Unit 3 Reading | 25% of qualification Reading tasks with non-verbal and written responses, including a translation task from German into English |
| Unit 4 Writing | 25% of qualification Writing tasks including one translation task from English into German |

CONTENT

You will develop your understanding of the language in a variety of contexts and enhance your language learning skills. You will learn to communicate effectively in the language and develop an understanding of the target language countries-through the following contexts:

- Identity and culture
- Wales and the World – areas of interest
- Current and future study and employment

You will also learn dictionary skills and the grammar necessary to enable communication and understanding of the structure of the language.

TEACHING AND LEARNING

You will be expected to build on the skills and knowledge from previous lessons in German. You will be encouraged to enjoy language learning and to relish the linguistic challenge, which will give you skills for future use in this multilingual global society.

You will use interactive textbooks, custom-made booklets, authentic music, clips and DVDs, dictionaries, digital voice recorders, Interactive White Board, IT software, the department website, Hwb and our VLE, Edmodo.com

We have close links with a partner school in German and there is the possibility to take partner in a trip to the German Christmas markets.

| | |
|----------------------------|--------------|
| FURTHER INFORMATION FROM : | MRS V BUTLER |
|----------------------------|--------------|

HISTORY

| | |
|---------------------|---|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE |
| GCSE ENTRY LEVELS | ALL STUDENTS ENTER THE SAME EXAMINATION |
| INTERNAL ASSESSMENT | 20% OF EXAMINATION |
| | TWO ASSIGNMENTS |
| FINAL EXAMINATION | THREE WRITTEN PAPERS |

CONTENT

Module 1: **A Study in Development** Crime and Punishment c.1530 to present day – 30%.

Students study the key issues relating to types and causes of crime, methods of policing to combat crime and differing approaches to methods of punishment.

Module 2 : **A study in depth** Germany in transition 1929-1939 - 25%

Students study the rise of the Nazi Party, life in Germany during the 1930s and the impact of World War II.

Module 3 : **Depression, War and Recovery, 1930-1951** – 25%

Students will study the impact of the Great Depression, World War Two and life for British people after the post-war reforms were implemented.

Internal Assessment: 20% Research tasks of topics given by WJEC.

TEACHING AND LEARNING

The course builds on the skills and knowledge that have developed during Key Stage 3. Lessons are teacher-led but pupils are encouraged to take an active role in discussion and group work. Primary and secondary sources are investigated and critically analysed. IT skills are used for research and presentation. Class work and homework assignments are assessed regularly.

| | |
|----------------------------|--------------|
| FURTHER INFORMATION FROM : | MRS S HANSON |
|----------------------------|--------------|

GEOGRAPHY

| | |
|--------------------|---|
| HOURS PER WEEK | 2/3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE |
| FINAL EXAMINATIONS | COMPONENT 1 - 1HR 30 MINS (35%) COMPONENT 2 - 1HR 30 MINS (35%) COMPONENT 3 – 1HR 30 MINS (30%) |

CONTENT: The course is divided up into three components:

COMPONENT 1 Changing physical and Human Landscapes:

Section A: Core Themes. Theme 1: Landscapes and Physical Processes (UK landscapes, rivers and coasts) and Theme 2: Rural-urban Links (Population and urban change, urban issues in contrasting global cities).

Section B: Options: *Either* Theme 3: Tectonic Landscapes and Hazards (Processes, landforms, impacts and hazard reduction) *or* Theme 4: Coastal Hazards and their Management (Coastal erosion and flooding, managing coastal hazards).

COMPONENT 2 Environmental and Development Issues:

Section A: Core Themes. Theme 5: Weather, Climate and Ecosystems (Climate change, weather patterns, large and small-scale ecosystems and human activity) and Theme 6: Development and resource Issues (Global inequalities, water resources, regional economic development).

Section B: Options: *Either* Theme 7: Social Development Issues (Measuring social development and a study of uneven social development in Less Economically Developed Countries) *or* Theme 8: Environmental Challenges (The impact of consumerism on the environment and managing ecosystems for the future).

COMPONENT 3 Applied Fieldwork Enquiry (based on two pieces of fieldwork)

Part A will assess approaches to fieldwork methodology, representation and analysis.

Part B will assess how fieldwork enquiry may be used to investigate different aspects of geography.

Part C will assess the application of broad geographical concepts to a wider UK context and will involve making and justifying a decision.

| | |
|---------------------------|----------------------------|
| FURTHER INFORMATION FROM: | MR A BUTLER OR MR A McCORD |
|---------------------------|----------------------------|

ART

| | |
|--------------------|---|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE |
| GCSE ENTRY LEVELS | ALL STUDENTS ENTER THE SAME EXAMINATION |
| COURSEWORK | 60% OF EXAMINATION |
| TYPE OF COURSEWORK | TWO ASSIGNMENTS, EACH 10% |
| FINAL EXAMINATION | 40% OF EXAMINATION – 10 HOUR PRACTICAL EXAM |

CONTENT

In this course you will develop your skills within a broad range of art, craft and design with the aim for you to express your own individuality and ideas. Coursework is based on the theme of identity

You will learn to use a variety of materials, tools and techniques.

You will be introduced to the work and method of artists, from modern times and from historical periods.

You will develop your skills in analysis, interpretation, and presentation of artistic ideas.

The work will build on your previous knowledge and achievements.

TEACHING AND LEARNING

The work is mainly practical with some written work and research. There will be visits to exhibitions and galleries, and investigations into the work of other artists, to stimulate and inspire your own studies.

At the start of the course there is class-teaching and a project that guides you through the assessment objectives of GCSE Art and Design. Later, you take more responsibility for managing your work and your time, with individual guidance from the teacher.

Overall you should develop creative and imaginative use of practical skills, learn skills in design, research and become an enthusiastic and confident artist.

FURTHER INFORMATION FROM :

MRS R GORDON

DRAMA

| | |
|-------------------------------------|---|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE (WJEC) |
| GCSE ENTRY LEVELS | NO TIERING |
| COURSEWORK (INTERNALLY ASSESSED) | 40% DEvised PERFORMANCE AND WRITTEN EVIDENCE |
| EXTERNAL ASSESSMENT | 20% PERFORMANCE FROM A TEXT |
| FINAL EXAMINATION | 40% WRITTEN EXAMINATION BASED ON A SET TEXT |

CONTENT

The course consists of a range of practical work and written work. Pupils have the option of either acting or focusing on a technical element of theatre. The course is examined in 3 units, two of which are practical units examined in school and one written exam on a set text. You will study and perform famous plays, devise your own plays and study a variety of theatre styles and practitioners. Pupils will build an awareness of the development of theatre in correlation with history. Pupils who choose a technical element will have the choice of lighting design, set design or costume and makeup. Pupils will have many opportunities to visit live theatre productions.

This course fosters pupils' creativity, personal growth, self confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination.

You will be required to work in groups and rehearse in your own time as well as in lessons. High attendance is required to allow all pupils to rehearse. Please see the school website for more information including what jobs it develops skills for, what past pupils have said, pictures and more!

TEACHING AND LEARNING

Following a course in GCSE Drama will enable students to:

- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- reflect on and evaluate their own work and the work of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;
- consider and explore the impact of social, historical and cultural influences on drama texts and activities.

FURTHER INFORMATION FROM :

MISS S JONES

GCSE – FOOD AND NUTRITION

| | |
|--------------------|---|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE |
| GCSE ENTRY LEVELS | ONE PAPER GRADES A* - G |
| UNIT 1 | WRITTEN PAPER 1.5 HOURS 40% |
| UNIT 2 | NON EXAMINATION ASSESSMENT (30 HRS 60%) |
| ASSESSMENT 1 Yr 10 | (20%) 10 HOURS APRIL – JULY |
| ASSESSMENT 2 Yr 11 | (40%) 15 HOURS OCTOBER - MARCH |

CONTENT

- You will study Healthy Nutrition and Diet, and the effects of modern technology on food preparation.
- You will develop food preparation, cooking and presentation skills and you will need to enjoy practical work, which will be held weekly. Note that you will **have to pay for ingredients** yourself.
- You will also study the characteristics of different foods and analyse the functions of food, through experiments and practical procedures.

TEACHING AND LEARNING

There will be some class teaching but much of the work is practical. You will develop some of the skills you have begun to acquire in Design and Technology.

You will work through the Design process, and keep a folder with records of all your activities.

A variety of books and other resources are used.

The coursework is as above, assessment 1 & 2, in which you develop your own ideas, plan and carry out the food preparation.

| | |
|----------------------------|---------------|
| FURTHER INFORMATION FROM : | MRS P ROBERTS |
|----------------------------|---------------|

LEARNING SUPPORT

| | |
|----------------|-----------------------|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |

Some pupils may prefer to take a reduced option package. Instead they can choose Learning Support or 'Groupworks'.

CONTENT

These sessions will be used to:

- develop basic skills e.g. literacy and numeracy
- support coursework
- support revision
- consolidate learning in lessons

Groupwork sessions are overseen by teaching staff but led by the teaching assistants. Each pupil has an individual plan according to their specific needs.

If staff feel it is appropriate for a student to take Learning Support then it will be discussed with parents prior to the options choices being finalised.

FURTHER INFORMATION FROM :

MRS A SLINN

MUSIC

| | |
|--------------------|--|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE |
| GCSE ENTRY LEVELS | ALL STUDENTS TAKE THE SAME EXAMINATION |
| PERFORMANCE | 30 % OF EXAMINATION |
| COURSEWORK | 40 % OF EXAMINATION |
| TYPE OF COURSEWORK | TWO COMPOSITIONS |
| FINAL EXAMINATION | ONE PAPER – 30% OF EXAMINATION |

CONTENT

You do not have to be able to read Music to start this course but you will be expected to learn some basics during the first eight weeks. It is essential that you make a commitment to attend instrumental/vocal lessons for the duration of the two year course.

The GCSE Music course is very popular and you will be given the opportunity to develop your passion for music through performing, composing and listening. **The focus in lessons is on enjoying music through analysis and creation.** The course is based on four areas of study: Music in Wales, Musical Structure, Music for Stage and Screen and Music Evolution.

Performing: You will be assessed on two performances; one as a solo and one as a member of a group/ensemble.

Composing: An exciting opportunity to express your creativity through music in a variety of styles using fantastic notation/sequencing software packages. You even get the chance to take part in recording sessions where you can record the music that you create using multi-track recording equipment.

Listening: A wide range of Music is enjoyed by listening to recordings. Different styles of Music are investigated and the final examination is based on listening to extracts from the five areas of study.

TEACHING AND LEARNING

Performing: You will be expected to learn an instrument and have lessons from a specialist teacher for the duration of the course. There are opportunities to perform in lessons and also as part of the Junior/Senior Bands, String Group or Choir.

Composition: Composition is taught in the classroom with the aid of computer notational and sequencing software. You may choose to compose using live instruments and record your work.

Listening: A wide variety of music from areas such as film, musicals, modern, classical and jazz is analysed and their main characteristics are discussed.

FURTHER INFORMATION FROM :

MR C MILLARD

PHYSICAL EDUCATION - GCSE COURSE

| | |
|--------------------|--|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE (WJEC) |
| GCSE ENTRY LEVELS | STUDENTS TAKE THE FULL-COURSE |
| COURSEWORK | 50% |
| TYPE OF COURSEWORK | PRACTICAL PERFORMANCE – 42% PERSONAL EXERCISE PROGRAM – 8% |
| FINAL EXAMINATION | FULL COURSE - ONE PAPER (2 HOURS) FIVE TOPIC AREAS – <ul style="list-style-type: none"> • Health, training and exercise • Exercise physiology • Movement analysis • Psychology of sport and physical activity • Socio-cultural issues in sport and physical activity |

CONTENT

A keen interest in **ALL** aspects of PE is **essential**. Students will be expected to participate in some **very strenuous** physical activity.

Year 10: Badminton, Athletics, Tennis, Rounders, Gymnastics, Basketball.

Year 11: Badminton, Gymnastics, Basketball, Fitness Testing. Students can offer 2 off-site activities, which they follow out of normal school hours, as part of their practical assessment. Video evidence must be supplied throughout the course.

There is also a theory course, studied in the classroom.

This course includes five topics.

TEACHING AND LEARNING

Students are taught in a mixed group for most activities. If a large number of students choose this subject, it may be possible to provide two teachers, with a wider range of activities.

You are taught skills, tactics and techniques and will be expected to plan, practice and improve your own performances.

Written and practical work is designed to cater for students of all abilities.

Homework is expected, this includes an expectation to attend extra-curricular clubs.

For your coursework assessment you will be marked at the end of each unit of practical work.

| | |
|----------------------------|-------------|
| FURTHER INFORMATION FROM : | MR M HANSON |
|----------------------------|-------------|

WJEC DESIGN & TECHNOLOGY (Product Design) GCSE

| | |
|---------------------------------|---|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | GCSE |
| GCSE ENTRY LEVELS | UNTIERED GRADES A*- G |
| UNIT 2 CONTROLLED ASSESSMENT | 50% OF EXAMINATION CONTROLLED ASSESSMENT TASK |
| TYPE OF COURSEWORK | DESIGN AND MAKE TASK 50% |
| WRITTEN EXAMINATION – UNIT 1 | DESIGN AND TECHNOLOGY IN THE 21 ST CENTURY |

CONTENT

GCSE Product Design is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. Students will be expected to use their independent learning skills and be self motivated. Learning to keep to deadlines is an important skill.

In Year 11 pupils will complete their controlled assessment of Unit 2. Marks will be awarded for:

- Planning the make
- Making the product
- Evaluating the product
- Suggesting improvements

TEACHING AND LEARNING

Preparation for their controlled assessment task is delivered through a variety of design and make problems incorporating both designing and making skills.

The students then choose and develop these skills to produce their controlled assessment task given a choice of possible problems.

A range of ICT skills are fostered through Computer-aided design (CAD) and Computer-aided manufacture (CAM).

Possible career routes

A 'levels and A 'level product design, this may lead to a degree course in the areas of design and engineering, Engineering apprenticeships
College courses

| | |
|----------------------------|---------------|
| FURTHER INFORMATION FROM : | MRS R GRIFFIN |
|----------------------------|---------------|

GCSE Health and Social Care (Single Award)

| | |
|-------------------|-------------------------|
| HOURS PER WEEK | 2 / 3 ALTERNATE WEEKS |
| EXAMINATIONS | GCSE |
| GCSE ENTRY LEVELS | LEVEL 1 |
| | GRADES A* - G AVAILABLE |
| COURSEWORK | 60% |
| FINAL EXAMINATION | 1 IN Year 11 |

The WJEC Award is a qualification which covers levels 1 and 2. The full range of grades A* to G can be achieved as a single award. There is 1 external exam for this qualification.

This course will apply to you if you:

- Have a keen interest in the health and social care services and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.
- Want to find out more about how individuals at different life stages have different care needs to help them grow, develop and maintain a healthy lifestyle.
- Want to study a course that is active and enjoyable.
- Have an interest in working in social/childcare

The course is made up of the following units:

Unit 1: Health, social care and children's services.

Unit 2: Human Growth and Development.

Pupils gaining an Applied GCSE in Health and Social Care will have access to a range of career and further education opportunities. (For example: A levels, Diplomas, Modern Apprenticeships, or employment). You will use a variety of skills throughout the course, including collecting, interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised and valued by employers and colleges.

FURTHER INFORMATION FROM:

MRS P ROBERTS/MRS CRAUGHWELL

GCSE BUSINESS STUDIES

| | |
|-------------------|---|
| HOURS PER WEEK | 2/3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATION | AQA |
| COURSEWORK | CONTROLLED ASSESSMENT 25% |
| FINAL EXAMINATION | THEORY PAPER 40% CONTROLLED TEST 35% |

CONTENT:

UNIT 1 Setting up a Business

The Business environment, Marketing, Finance, People in Business, Operations Management. This is an introductory module and pupils sit a written exam which is worth 40% of the final mark.

UNIT 2 Growing as a Business

The Business organisation, Further Marketing, People, Finance and Ops Management. This is the second written exam which is worth 35% of the final mark.

UNIT 3 Investigating Businesses. This is a controlled assessment task and 25% of the final mark.

So, why take business? You may see yourself as the future Alan Sugar or Karen Brady? However, this course is suitable for anyone as we will all at some point in our careers either work for a business or own a business. You will develop leadership, team-working, oracy and organisational skills.

The aims of the course are to develop your knowledge and understanding of setting up your own business and to have a broad understanding of the four key functions of business:

Marketing

Finance

Human Resources

Production (Operations Management)

| | |
|---------------------------|-------------|
| FURTHER INFORMATION FROM: | MRS N PRICE |
|---------------------------|-------------|

WJEC LEVEL 1/2 ENGINEERING AWARD

| | |
|-------------------|---------------------------|
| HOURS PER WEEK | 2/3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATION | WJEC |
| COURSEWORK | CONTROLLED ASSESSMENT 60% |
| FINAL EXAMINATION | WRITTEN THEORY PAPER 40% |

This is a new qualification added to our options for September 2016.

The Level 1/2 Award in Engineering provides a more practical alternative to GCSE.

The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work related contexts.

The course consists of two units of work that will make up the final mark and grade awarded.

Unit 1: Internal Assessment

Engineering design
Controlled assessment
30 Guided learning hours

Unit 2: Internal Assessment

Producing engineering products
Controlled assessment
6 Guided learning hours

| | |
|---------------------------|---------------|
| FURTHER INFORMATION FROM: | MRS R GRIFFIN |
|---------------------------|---------------|

Edexcel GCSE in Chinese (Mandarin)

This course is only open to students who have studied Mandarin in Year 9

| | |
|---|--|
| Hours per week | 2 / 3 alternate weeks |
| Groups | Mixed ability |
| Examination | GCSE (Pearson/Edexcel exam board using grading 9-1) |
| GCSE Entry Level | Higher Grades 4-9 Foundation Grades 1-5 |
| Paper 1 Listening (25% of qualification) | Listening comprehension tasks with multiple-response and short-answer questions. |
| Paper 2 Speaking (25% of qualification) | Three tasks: role play, picture stimulus discussion and 2 conversations. Assessment conducted by teacher. |
| Paper 3 Reading (25% of qualification) | Reading tasks of authentic texts such as e-mails and advertisements with multiple-response and short answer questions. Also a short translation from Chinese to English. |
| Paper 4 Writing (25% of qualification) | Writing tasks and one translation into Chinese. (Dictionary is not permitted). |

CONTENT

You will develop your understanding of the language in a variety of contexts and enhance your language learning skills. You will learn to communicate effectively in the language, in the context of the UK and countries and communities where Chinese is spoken, by studying the following themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

You will also learn dictionary skills and the grammar necessary to enable communication and understanding of the structure of the language.

TEACHING AND LEARNING

You will be expected to build on the skills and knowledge from previous lessons in Mandarin. You will be encouraged to enjoy language learning and to relish the linguistic challenge, which will give you skills for future use in this multilingual global society.

You will use interactive textbooks, custom-made booklets, authentic music, clips and DVDs, dictionaries, tablets and apps, IT software, Hwb and our VLE, Edmodo.com.

You will have the opportunity to join a school trip to China in Y10 or Y11.

| | |
|----------------------------|-------------|
| FURTHER INFORMATION FROM : | MRS P LYNCH |
|----------------------------|-------------|

GCSE ICT (WJEC)

| | |
|--|-------------------------------------|
| HOURS PER WEEK | 2/3 ALTERNATE WEEKS |
| GROUPS | MIXED ABILITY |
| EXAMINATIONS | WJEC |
| CONTROLLED ASSESSMENT | 30% OF THE MARK |
| WRITING | 2 WRITTEN EXAMS (40% OF TOTAL MARK) |
| SOUND EDITING, MOVIE EDITING, ANIMATION | 30% OF THE MARK |

UNIT 1 Understanding ICT

UNIT 2 Solving problems with ICT – Spreadsheets, databases, publications, web design

UNIT 3 ICT in Organisations

UNIT 4 Developing Multimedia ICT solutions (sound-editing, movie-editing and animation)

The WJEC ICT course has been designed to prepare candidates for a future role in ICT, but is also equally relevant to anyone entering the modern workplace. An ICT qualification is useful for any job role and is a useful addition to your CV.

The course is mainly assessed through controlled assessment and is therefore a suitable option for those who struggle with exams. The Unit 1 exam will be taken in Year 10, with an option to re-sit in Year 11 if necessary.

| |
|---------------------------|
| FURTHER INFORMATION FROM: |
|---------------------------|

| |
|-------------|
| MRS N PRICE |
|-------------|

WJEC Level 1/2 Certificate in Tourism

Tourism operates in many different contexts, from local bed and breakfasts, to national parks, from large multinational companies to small specialist transport operators and includes the private, public and voluntary sectors.

The WJEC Level 1/2 Certificate in Tourism is designed to mainly support learners in schools and colleges who want to learn about tourism and may be interested in pursuing a career in this sector. Successful completion of the qualification could lead to learners starting a career in a junior role in a tourism organisation such as a trainee tourist guide or conservation assistant or an apprentice such as a Visitor Services Assistant. Alternatively, learners would be able to seek a more senior role such as a Museum Curator, Marketing and Brand Manager or Events Co-ordinator, if they have studied tourism and related subjects at a higher level.

This qualification, together with other relevant qualifications at Level 2 such as GCSE English and Maths, could provide progression to vocational qualifications at Level 3 related to Travel and Tourism, Tourist Guiding, Business and Environmental Conservation. Learners could also progress to GCE qualifications such as Business, Travel and Tourism, Geography and Sociology.

Qualification structure:

| WJEC Level 1/2 Certificate in Tourism | | | | |
|---------------------------------------|--|-----------|------------|-----|
| Unit number | Unit Title | | Assessment | GLH |
| 1 | Customer experience | Mandatory | Internal | 30 |
| 2 | The business of tourism | Mandatory | External | 30 |
| 3 | Developing UK tourist destinations | Mandatory | Internal | 60 |
| 4 | European tourism destinations | Mandatory | External | 30 |
| 5 | Events tourism | Mandatory | Internal | 30 |
| 6 | Promotional activities for tourism organisations | Optional | Internal | 60 |
| 7 | Sustainable tourism | Optional | Internal | 60 |

Learners must complete all mandatory units and ONE optional unit.

| WJEC Level 1/2 Award in Tourism | | | | |
|---------------------------------|------------------------------------|-----------|------------|-----|
| Unit number | Unit Title | | Assessment | GLH |
| 1 | Customer experience | Mandatory | Internal | 30 |
| 2 | The business of tourism | Mandatory | External | 30 |
| 3 | Developing UK tourist destinations | Mandatory | Internal | 60 |

| | |
|---------------------------|-------------|
| FURTHER INFORMATION FROM: | MR A McCORD |
|---------------------------|-------------|

GCSE Computer Science

Course breakdown:

- **Unit 1: Understanding Computer Science** - Written examination: 1 hour 45 minutes - 50% of the qualification
- **Unit 2: Computational Thinking and Programming** - On-screen examination: 2 hours - 30% of the qualification
- **Unit 3: Software Development** - Non-exam assessment: 20 hours - 20% of qualification

Overview

In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners. Computer science works well with other subjects across the curriculum e.g Science and Maths.

This course covers; how a computer works, the basics of network management and data security. Learners will also have some proficiency in at least two programming languages by the end of the two year course.

The WJEC GCSE in Computer Science encourages learners to:

- Understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science.

| | |
|--------------------------|-------------|
| FOR FURTHER INFORMATION: | MRS N PRICE |
|--------------------------|-------------|