

**COURSE DESIGN BOOKLET**

**YEAR 10 OPTIONS**

**SEPTEMBER 2018**



**Milford Haven School**  
Ysgol Gyfun Aberdaugleddau



## **LEARNING PATHWAYS**

The aim of this Course Design Booklet is to help you to set up a personally tailored learning pathway. Your choices need to match your interests and abilities and if you aren't sure yet what you want to do in terms of career, you need to leave open doors for the future.

The Options Programme at MHS offers variety and choice. Alongside traditional subjects, we have vocational courses such as BTEC Leadership through Sport and WJEC Engineering.

You have had Careers Education in your PSE lessons and through talks in Careers Assemblies. In addition, your Form Tutor, Head of Year and Senior Staff can provide advice and guidance. They act as your learning coaches: they know your attitudes and abilities well, and they can talk about the courses that best suit your interests. They will check that the courses you have chosen will give you a broad and balanced education.

Careers advice and guidance is available on the Careers Wales web site, which is an invaluable source of information. There is also a part time Careers Officer based at the school. Careers Wales can give clear and impartial advice about the qualifications you'll need for particular types of career.

As part of the options process you will already have had talks from subject teachers and have done a "Free Choice Survey." The Options Information Evening will give you a chance to talk in more detail to subject teachers about courses you are interested in and listen to a talk by Senior Staff about Key Stage 4.

After making your choices on the Careers Wales web site, you may be invited to a personal Options Interview.

I hope that you find this booklet useful in helping you to understand the courses on offer.

This is the first real choice you have had in your time in school. Think it through carefully, and use your choices wisely!

Mr A Miles  
Deputy Headteacher

## Information on Examinations

### **GCSE**– *General Certificate of Secondary Education*

These courses cater for most pupils and involve examinations and controlled assessments or practical assignments. The examinations are designed to test a wide variety of skills. There is also testing on the recall of facts. Some of these assessments take place in the school during the course so you must work conscientiously right through the whole course.

**Grades Available**                      A\*-G

### **BTEC**

These are work-related qualifications suitable for a wide range of students. They are built to accommodate the needs of employers and allow students to progress to post 16 qualifications and on to university. They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory. They can be taken alongside GCSEs.

BTECs are mainly assessed through assignments done in class. In most BTECs currently available there is also an examined element but this counts for a smaller proportion of the overall assessment than at GCSE

Students can gain the equivalent of one or two GCSEs depending on the course chosen.

**Grades Available**                      Pass, Merit, Distinction and Distinction \*

## YEAR NINE OPTION CHOICES

Most people don't know at the age of 14 what they want to do as a career, but you can think about what you enjoy, what you are good at, and why.

The Welsh Government recognises that career decisions must not be made too early, and has therefore made some subjects compulsory because they provide you with the skills you will need in all walks of life and they enable you to keep all your options open for the future.

Some of these **compulsory** subjects lead to a full GCSE qualification e.g.: -

English	seven hours per fortnight [Language and Literature or Language only equivalent to one or two subjects]
Mathematics and Numeracy	seven hours per fortnight [2 GCSEs]
Science	nine hours per fortnight [2 GCSEs]

Others are included to ensure a balanced and rounded education for the future citizens of our country:-

Religious Studies	two hours per fortnight [half course GCSE]
Welsh	three hours per fortnight [full course GCSE]
Welsh Baccalaureate	three hours per fortnight
Games	two hours per fortnight [no exam]

Remember when making your choices:-

- i) Not all subjects need to be studied at GCSE in order to study them at Advanced Level Subjects, which fall into this category, are:

History	Business Studies
Health & Social Care	Geography
Information Technology	Design & Technology
Religious Studies	

also

PE	
Music	providing you have some proven aptitude
Art	and have continued your interest in other ways.
Welsh	

- ii) The most important subjects for most careers are English, Maths and Science. Maths is essential for careers in Business or Computing, Science is essential for careers in Health, Environment and Medicine etc. English is essential for careers in Journalism, Law, Media, Communications and Drama.

It is not necessary to study Information Technology, Health & Social Care, and Geography in Key Stage 4 in order to pursue careers in those subjects, but at 'A' Level they become advisable.

That is why we allow pupils to pick up these subjects at 'AS' Level without having first studied them at GCSE.

- iii) You must remember that if you choose two subjects of a similar kind then you will deprive yourself of another area of experience. At this stage **breadth** and **balance** are the most important. Do not limit yourself in this respect unless you are very sure already of your strengths and likely career path.
- v) French is a progressive subject like Maths, and is very difficult to pick up at 'A' Level without having taken it at GCSE, unless you are a gifted linguist or are able to keep the language alive in some other way.

BTEC courses are more closely related to the practical aspects of the subject that you would come across in the world of work.

**All pupils will do the Welsh Baccalaureate. This is a key indicator of successful study for the Welsh Government and many employers.**

We will use the online Options package on the Careers Wales website this year to make student choices. More information will be made available at the Information Evening.

**Please note that subjects which are under-subscribed may not run.**

Mr A Miles  
Deputy Headteacher

## **COURSE DESCRIPTIONS**

Subjects are listed in alphabetical order and are grouped in the following categories:

Welsh Bacculaureate

Optional Courses

Compulsory Core Subjects

Compulsory Subjects

<b>SUBJECT:</b>	<b>Welsh Baccalaureate National and Foundation levels</b>	
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

The Welsh Baccalaureate Qualification (WBQ) National and Foundation Diploma programme is studied over a two year period by Key Stage 4 students. The WBQ provides students with a wide range of experiences that will equip them for life in the modern world.

Pupils can gain a Skills Challenge Certificate by completing four challenges. It is awarded at A\* to G and is equivalent to a GCSE.

These challenges are

1. **Enterprise and Employability** – Pupils will have an opportunity to design and make a product in a group as well as learning employability skills.
2. **Global Citizenship** – Pupils will research topics such as climate change, poverty, gender, equality and other global issues in order to plan a raising awareness campaign.
3. **Community Participation** – Pupils are expected to plan and take part in ten hours activity to help the school or the town.
4. **Individual Project** - Pupils will complete an extended project on an area of their choice

To gain the WBQ pupils must complete the skills challenge certificate at Level 1 Foundation (D-G) or level 2 National (A\*-C)

To gain the WBQ at **Foundation Level**, students must pass the 4 challenges at level 1. They must also achieve:

GCSE English Lang or Welsh Language (A\*-G) and GCSE Mathematics (A\*-G) or GCSE Mathematics or Numeracy (A\*-G) as well as 3 other GCSE's at grade A\*- G, or equivalent.

This is awarded at GCSE D-G

To gain the WBQ at **National** level, students must pass the 4 challenges at level 2. They must also achieve:

GCSE English Lang or Welsh Lang (A\*-C) and GCSE Mathematics (A\*-C) or GCSE Mathematics or Numeracy (A\*-C) as well as 3 other GCSE's at grade A\*- C, or equivalent.

This is awarded at GCSE A\*-C

### Delivery:

The 4 Challenges will be taught in dedicated Welsh Baccalaureate Lessons throughout year 10 and 11. In addition to this pupils will have two activity weeks in the summer term to complete the Enterprise and Employability challenge.

Pupils are also required to undertake regular homework and independent activity.

## **OPTIONAL COURSES**

<b>SUBJECT:</b>	<b>ART AND DESIGN</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

**Course Description:**

The WJEC GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a structure that supports the development of creative practice. The programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain an understanding of a range of practices and contexts in the visual arts, crafts and design fields. As well as class focused activities students will be expected to develop ideas independently and visit Galleries. It is naturally assumed that by opting for GCSE Art and Design students will have already reached a satisfactory standard in Art, or proven their commitment to succeed.

**Particular features of study throughout the course:**

- Art and Design
- Fine Art
- Textile/Pattern Design
- Graphic Communication/Illustration
- Three Dimensional Design

**The course is separated into two main elements:**

- Unit1: Portfolio 60%
- Unit 2: Externally Set Assignment 40%

**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. Work undertaken within the unit will be internally set, internally assessed and externally moderated.

**Unit 2: Externally Set Assignment.** This unit is externally set by the examination board and consists of two parts. Assignment materials will include images, themes, and tasks. Candidates must choose one assignment and give a clear account of their intentions. There will be a period of preparation and 10 hours of sustained focus work, under controlled conditions. All work must be presented by the candidate for moderation. Work undertaken will be assessed by the teacher and externally moderated. Both the preparatory work and sustained focus work will be assessed together.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>Coursework</b>	<b>Practical Exam</b>	<b>% Weighting of each element</b>
Unit 1		√		60%
Unit 2			√	40%

<b>SUBJECT:</b>	<b>CHILD DEVELOPMENT</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

The syllabus is designed to enable candidates to acquire appropriate skills, knowledge and understanding of the development and care of children from conception to the age of five years and will enable candidates to develop their design and technological capability.

The subject content promotes an understanding of the social, emotional, physical and intellectual development of the child which is interlinked through the study of the family, community and the responsibilities of parenthood.

It provides a suitable basis for further study at 16+ offering progression onto academic and vocational courses including BTEC Health and Social Care.

The syllabus content is divided into six compulsory core units.

Unit 1 - Family and Child

Unit 2 - Food for Health

Unit 3- Pregnancy

Unit 4 - Physical Development

Unit 5 - Intellectual Development

Unit 6 – Social and emotional Development

#### Family and Child

Types of Family

Functions and responsibilities of parenthood

Roles and Relationships

Disability

Support for the family and child

#### Food for Health

Principles of a Healthy Diet

Dietary aims and goals

Special dietary needs

Food safety

#### Pregnancy

Preparation for pregnancy

Foetal development

Ante-Natal Care

Birth of the Baby

Post-natal Care

#### Physical Development

Stages of Physical Development

Factors affecting Physical Development

#### Intellectual Development

Stages of Intellectual development

Learning Aids

Learning through play

Factors affecting learning

#### Social and Emotional Development

Stages of Social Development

Factors affecting Social Development

Stages of Emotional Development

Factors affecting Social Development

#### Assessment

(i) Theory paper (40%). This is a 1½ hour paper. All questions will be compulsory.

(ii) Controlled Assessment – Child Study (30%). One task to be completed out of three set by the WJEC, to include investigation and production focusing on a child’s development. 15 hours to be completed in Year 10. The pupil must have access to a child aged 0-5 to base this study on. 3-5 visits will take place.

(iii) Controlled Assessment - Child Focused Task (30%). One task to be completed out of two set by the WJEC to include researching planning, making and evaluating. 15 hours to be completed in Year 11.

ASSESSMENT	Written Exam Paper	Controlled Assessment	Practical Exam	% Weighting of each element
	1 Paper			40%
			Child Focused Task	30%
		Child Study		30%

<b>SUBJECT:</b>	<b>COMPUTER SCIENCE</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

This course relies heavily on programming. Programming draws upon different skills such as high level language skills, complex mathematical skills similar to algebra and logical thinking skills.

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You'll also do some fascinating in-depth research and practical work. For example, some of the current investigations look at Linux, encryption and assembly language programming.

This three unit course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. Assessment is based on a written exam, a practical on-screen exam and programming assessment.

The course will help you learn about critical thinking, analysis and problem solving, which can be transferred to other subjects and even applied in day-to-day life.

- The 'Understanding Computer Science' unit will teach you the theory about a wide range of issues such as hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.
- The 'Solving Problems Using Computers' unit will consist of a series of tasks set by the exam board and completed on-screen. These tasks will assess the practical application of programming knowledge. This includes problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.
- The 'Developing Computer Solutions' unit will call on you to produce a programmed solution to a problem. You must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development.

<b>ASSESSMENT</b>	<b>External Assessment</b>	<b>Controlled Assessment</b>	<b>% Weighting of each element</b>
Understanding Computer Science	1 hour 45 minutes Written Exam		50 %
Solving Problems Using Computers	2 hour On-screen		30 %
Software Development		20 hours In Class	20 %

<b>SUBJECT:</b>	<b>CONSTRUCTION AND BUILT ENVIRONMENT</b>	<b>LEVEL 1&amp;2</b>
<b>EXAM BOARD:</b>	<b>LEVEL 1 / 2</b>	<b>AWARD</b>
	<b>WJEC</b>	

### Course Description

The Construction and Built Environment Level 1/2 Award is a qualification that allows for both practical learning and theoretical assessment in the study of how buildings are designed, constructed and maintained. The Construction Industry Training Board have endorsed the Qualification :

*"CITB are delighted to have been able to work with WJEC to develop the Level 1/2 Construction Qualifications which are based on industry approved content and provide the opportunity to inspire the next generation of young people to consider Construction in its widest context as a Career of Choice."*

The WJEC Level 1/2 Award in Construction and Built Environment is designed to support learners to develop an awareness of key considerations in the construction trades. It supports learners in schools who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. It is mainly suitable as a foundation for further study. This further study could provide learners with the awareness of the work of different types of job roles in the sector such as plumbers, carpenters and bricklayers. As a result, they may wish to start an apprenticeship or continue with their studies in order to pursue those job roles. The successful completion of this qualification, together with other equivalent qualifications, such as in Maths and the Sciences could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications

- **Unit 1 Safety and Security in Construction (30 Guided Learning Hours)** Investigating risk and control measures in the construction industry, PPE, manual handling.
- **Unit 2 Practical Construction Skills (60 Guided Learning Hours)** Carpentry, brick and block work often carried out in an external (all weather) learning environment.
- **Unit 3 Planning Construction Projects (30 Guided Learning Hours)** A written task where students need to read a scale building drawing, calculate quantities of materials, prepare costings and estimate labour costs. Review and evaluate their practical work and their performance in general.

Unit number	Unit title	Assessment	GLH
Unit 1	Safety and Security in Construction	External	30
Unit 2	Practical Construction Skills	Internal	60
Unit 3	Planning Construction Projects	Internal	30

<b>SUBJECT:</b>	<b>DESIGN TECHNOLOGY – PRODUCT DESIGN</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

A GCSE course in Design and Technology – Product Design offers an opportunity for candidates to become prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. They will learn how to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. GCSE Product Design enables students to understand how products are designed, why certain materials and manufacturing techniques are used also how designers use research and plan strategies to bring their products to market. This is a new specification for Design Technology.

Product Design GCSE combines the best of both Graphic Products and Resistant Materials (wood, metals and plastics). There is strong emphasis on design skills using traditional and modern methods and in making concept models and products.

**As a fundamental part of their course, candidates should design and make products.**

*The course is broken down into two elements:*

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

2 hours 50% of qualification

A mix of short answers, structured and extended writing questions assessing candidates' knowledge and understanding of product design.

Unit 2: Design and make task Non-exam assessment: approximately

35 hours 50% of qualification

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

- identify, investigate, analyse and outline design possibilities
- design and make prototypes
- and evaluate their fitness for purpose.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>Coursework</b>	<b>Practical Exam</b>	<b>% Weighting of each element</b>
Unit 1 WRITTEN PAPER	√	X	X	50%
Unit 2 Controlled TASK	X	√	√	50%

<b>SUBJECT:</b>	<b>ENGINEERING LEVEL 1</b>	<b>Level 1 / Level 2</b>
<b>EXAM BOARD:</b>	<b>Skillstart NVQ</b>	

### Course Description

The qualification, Performing Engineering Operations (PEO), provides the flexibility to meet both the current and future engineering practices. It can provide the foundation requirement of the modern apprenticeship when appropriate evidence routes are selected.

The course is designed to provide a programme of training across a wide range of engineering competences. The programmes are aimed at those students seeking employment in this field and who require the necessary skills that will enable them to progress.

Pupils undertaking this course have to have excellent dexterity and hand eye coordination. The lessons are mainly practical based, so behaviour has to be shown to be suitable and wholly acceptable to take part in such a practically oriented course within a workshop environment.

Pupils will be asked to complete a variety of practical engineering operation tasks, where they have to show tolerance to an engineering drawing, completing the jobs with the utmost skill. Alongside this, a portfolio of evidence and theoretical work has to be submitted by the pupils to pass the qualification. The course is divided into two units, a practical element worth 80% and a theory element which makes up the remaining 20%.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>Coursework</b>	<b>Practical Exam</b>	<b>GLH</b>
Unit 1 Performing Engineering operations	X	√	X	60GLH
Unit 2 Portfolio	X	√	X	60GLH

<b>SUBJECT:</b>	<b>ENGINEERING LEVEL 1/2</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

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 qualification has been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training. The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, use of technology and design.

All focus areas will contribute towards the development of Basic Key Skills in Communication, Application of number, ICT, Working with others, Improving Own Performance and Problem Solving.

- **Unit 1 Engineering Design (30 Guided Learning Hours)** an in-depth analysis of an existing product such as a mobile phone charger, covering electronics theory and materials and manufacturing processes used, followed by the design of a similar product using 3D CAD.
- **Unit 2 Producing Engineered Products (60 Guided Learning Hours)** Manufacture a product such as a Low Voltage desk lamp using secondary machining processes including the Lathe, Vertical miller and the Laser Cutter, learning to use processes to work within a given tolerance in the metalwork room.
- **Unit 3 Solving Engineering Problems (30 Guided Learning Hours)** Theory Exam 1 ½ hours with questions covering the entire content of the specification including processes covered in Units 1 and 2 and revealing the student's depth of knowledge in Engineering related issues.

ASSESSMENT	Written Exam Paper	Coursework	Practical Exam	GLH
Unit 1 Engineering design	X	√	X	30GLH
Unit 2 Producing Engineered Products	X	√	X	60GLH
Unit 3 Solving Engineering Problems	√	X	X	30 GLH

<b>SUBJECT:</b>	<b>Extended Certificate in Enterprise Skills</b>	<b>BTEC</b>
<b>EXAM BOARD:</b>	<b>PEARSON</b>	

**Course Description:**

A BTEC first in Enterprise Skills is designed for learners interested in developing core enterprise skills at level 2. Learners taking this qualification can progress to employment or further education or training.

The Pearson BTEC Level 2 Extended Certificate in Enterprise Skills consists of three mandatory units plus optional units.

**Mandatory units**

1. The Entrepreneurial Mindset
2. Creating a Vision for your Business Plan
3. Preparing and Pitching a Business Plan

**Optional units**

3. The Business Environment
4. Researching your Market
5. The Marketing Plan
6. Financial Modelling and Forecasting
7. Leadership and Teamwork

**Units and Assessment:**

Grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction\*.

<b>SUBJECT:</b>	<b>FRENCH</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### **Course Description**

Pupils opting for a Modern Language follow a two-year course and will sit the GCSE examination at the end of Year 11. The GCSE course will train pupils to use the Modern Language effectively for the purposes of practical communication and the topic areas covered are relevant to pupils' experiences and interests.

### Assessment

Each of the four language skills – listening, reading, speaking and writing – is assessed at either Higher or Foundation level. Each candidate will be entered for either the Higher tier or the Foundation tier depending on his or her ability. The final decision will involve the pupil/parents/teachers. There will be one speaking examination, which will include a role play, a photo card discussion and a conversation which will be conducted with the teacher and will be externally moderated. The writing component will include extended pieces of writing and translations. Pupils will also sit a reading and listening paper where they will be required to respond in English and in French.

### Why a GCSE in a Modern Language?

A level of competence in any Modern Language is of great value in the modern job market and is useful in the European setting. Increasing links and job opportunities in Europe can open up career prospects for those with a qualification in French. 48% of all firms are recruiting staff for their foreign language skills.

Many more pupils wishing to go on to further and higher education are now opting for a combination of sciences and a language or a more vocational course such as Business Studies, Engineering, Law or Economics with a Modern Language. This could mean an eventual career choice in the Hotel and Catering Industry, Teaching, Accountancy, the Tourist Trade, Customs and Excise, the Civil Service, Banking, to name but a few.

On a more practical level, knowledge of French could increase one's enjoyment of a European holiday and help to develop a deeper understanding of the culture and history of the countries where the language is spoken.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>Coursework</b>	<b>Practical Exam</b>	<b>% Weighting of each element</b>
Listening	*			25%
Speaking			Oral test	25%
Reading	*			25%
Writing	*			25%

<b>SUBJECT:</b>	<b>GEOGRAPHY</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

This is the right subject for you:

Are you interested in the world around you and how it works? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left school? There has never been a better time to study Geography. Geography is a good choice in helping you get a job. It leads to a qualification which links with many other subjects and is highly valued by employers.

You will study:

- Changing Physical and Human landscapes e.g. will include how the landscape of Wales and the UK has been shaped and changed by people and nature, Population issues, Growth of settlements and global cities, Tectonics or Coasts.
- Environmental and Development issues e.g. Ecosystems why they are special and our impact on them, Climate change including some weather hazards and how they affect us, Global futures and how to manage global resources.
- Geographical Skills will be taught throughout the course e.g. including using ICT and Geographic Information Systems.

You will learn:

- How to learn through investigating and doing, not just listening and reading.
- How to work as a team player
- How to develop an understanding and expertise in using a wide range of Geographic skills.
- How to use ICT (Information and Communication Technology), maps and Geographic information systems (GIS).
- How to collect and interpret information gained through fieldwork.
- How to make decisions, solve problems and become a well-rounded and flexible thinker.
- How to develop an awareness and understanding of the world and the importance of safeguarding the environment.
- How to develop a range of transferable skills such as decision-making, research, use of primary and secondary data, analysis and evaluation and report writing.
- How to gather information from a wide range of sources, such as the Internet and others.
- About links across the curriculum, for example, with economic understanding, environmental education and citizenship.
- How to tackle environmental issues and be active in the environment.

During the course, you will have 2 fieldwork experiences. This will involve collecting information through fieldwork, analysing it and using ICT at appropriate points mainly completed in school.

Assessment	Written Exam Paper	Controlled assignment	Practical Exam	% Weighting of each element
Unit 1 Changing Physical and Human Landscapes.	1½ hours	—	—	40%
Unit 2 Environmental and Development issues.	1½ hours	—	—	40%
Unit 3 Controlled assignment	—	Linked to the fieldwork experiences. Mainly completed in school.	—	20%

<b>SUBJECT:</b>	<b>HAIR AND BEAUTY</b>	<b>LEVEL 1</b>
<b>EXAM BOARD:</b>	<b>CITY AND GUILDS</b>	

### **Course Description**

Level 1 is ideal if you're just starting out in Hair and Beauty and want an understanding of the industry. It gives you the opportunity to succeed in a job in the industry or to move on to further study.

The qualifications available at this level:

#### **Level 1**

Certificate in an Introduction to the Hair and Beauty Sector

You can move on to the next level in Year 11 if Level 1 is achieved:

Within this qualification you complete two mandatory units:

- Introduction to the Hair and Beauty Sector
- Presenting a Professional Image in a Salon.

You also choose one or a number of optional units from a range of 12 including:

- Skin care
- Nail art application
- Styling men's hair
- Styling women's hair
- The art of photographic make-up.

For this qualification you will complete practical demonstrations and assignments within the centre with your course tutor assessing your skills along the way.

### Career options

This will lead on to higher levels in further education or can lead into jobs within the industry such as hairdresser, stylist, barber and nail technician.

<b>SUBJECT</b>	<b>HISTORY</b>	<b>GCSE</b>
<b>EXAM BOARD</b>	<b>WJEC</b>	

### Course description

'We are not makers of History, we are made by History', MLK. The study of History is extremely important, not only so that we do not repeat mistakes made in the past but so that we understand how we have developed into the country that we are today. Not only that, History provides students with intrinsic skills that will help prepare them for life in the outside world. They will assess reliability and usefulness of people and information, work on their questioning and enquiry skills, learn how to work independently but also as part of a team, improve their written communication, practise research skills and develop analytical skills. Writing is a large part of the course so a good standard of written communication along with a passion of History and desire to learn is necessary

#### UNIT 1 – In-depth study – Depression, War and Recovery, 1930-1951

This will consist of a written examination which will require both source work and knowledge and understanding questions. Candidates will study the coming of the depression, coping with the depression, the coming of WW2 and life during it, life after WW2 and finally rebuilding the country after WW2 (housing, education and the NHS).

#### UNIT 2 – In-depth study – the USA, a Nation of Contrasts, 1910-29.

This will consist of a written examination which will require both source work and knowledge and understanding questions. Candidates will study immigration to America, the race issue in America, the role of gangsters, the role of cinema and music, economic boom and prosperity, the Wall Street crash and the changing role of women.

#### UNIT 3 – Thematic study – Changes in Health and medicine, c.1340-present day.

This will consist of a written examination. Learners will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Learners will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.1340 to the present day. Focus will be on the issues of change, continuity, significance and turning points.

#### UNIT 4 – Working as a Historian – A Non-Examined Assessment

Unit 4 will involve the completion of two separate non-examination assessments, 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. This will be assessed in class.

Assessment	Written Exam paper	Controlled Assessment	Practical Work	% Weighting of each element
UNIT 1	1 hour exam	-	-	25%
UNIT 2	1 hour exam	-	-	25%
UNIT 3	1 hour 15 minute exam	-	-	30%
UNIT 4	-	✓	-	20%

<b>SUBJECT:</b>	<b>HEALTH &amp; SOCIAL CARE</b>	<b>2 GCSEs</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

#### Why study Health and Social Care?

This is a subject that helps you achieve many of the skills you will need throughout your life. It will help you to understand yourself and how to interact with others. The course is valued highly by both employers and colleges, not just if you want to pursue a career in the Health and Social Care sector. Careers in this sector vary widely and include Probation Officer, Paramedic, Physiotherapist, Dietician, Police Officer, Speech and Language Therapist, Nurse, Social Worker, Youth Worker, Teacher, Manager etc

There are two options available – SINGLE and DOUBLE Award (one or two GCSEs)

Select from either one block or two blocks.

You will learn about:

- Communication skills and how to adapt in different situations.
- Balanced diets and healthy lifestyles
- Risks in people’s lifestyles and how to overcome them
- Growth and development of individuals from birth to old age
- The events that make us who we are
- Relationships and the roles we play
- The services available in the health and social care sector and how they help people
- A description of the sorts of jobs available in the health and social care sector.

#### How will I be assessed?

This GCSE offers a different approach to the teaching and assessing of a student’s efforts. 40% of the course is examined and 60% is coursework. This obviously means that there is less emphasis on learning work and more on how to apply your knowledge to situations. The evidence of the student’s knowledge and understanding will be shown in a number of different ways. The work can be written, posters, leaflets, charts, diagrams, a poem, interviews, questionnaires, work experience, reports on visits and speakers. The list can go as far as the imagination will take you as long as the task is answered. Along the way IT, Numeracy and Basic English skills will be developed. Students work to deadlines and learn to manage their time.

Everything you do is awarded points. The points are added up at the end of the course to give you a grade.

The course is 40% examination and 60% controlled assessment (coursework).

ASSESSMENT	Written Exam Paper	Coursework	Practical Exam	% Weighting of each element	
				Single	Double
UNIT 1		/		60%	30%
UNIT 2	/			40%	20%
UNIT 3	/				20%
UNIT 4		/			30%

<b>SUBJECT:</b>	<b>Hospitality &amp; Catering</b>	<b>Level 1 / Level 2</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

Each of the units of the WJEC Level 1/2 Award in Hospitality and Catering have been designed so that knowledge, skills and understanding is developed through tasks that have many of the characteristics of real work in the sector.

This course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management skills, as well as planning and communication. As such, the qualification provides learners with a broad appreciation of work in hospitality and catering and wider opportunities for progression into further education, employment or training

*The course is broken down into two elements:*

#### **Unit 1: The Hospitality and Catering Industry**

1 hour 30 minutes,

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

#### **Unit 2: Hospitality and Catering in Action.**

Learners apply their learning to safely prepare, cook and present nutritional dishes. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>Controlled Assessment</b>	<b>Practical Exam</b>	<b>% Weighting of each element</b>
Unit 1 WRITTEN PAPER	√	X	X	
Unit 2 - CONTROLLED ASSESSMENT	X	√	√	

<b>SUBJECT:</b>	<b>GCSE ICT</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

The four units of work we will cover will equip students with a solid foundation for understanding and applying this subject in their future working lives. The four modules are:

#### For each exam, you will study:

##### Unit 1: Understanding ICT

Data and Quality of Information, Home Entertainment, Home and Personal Communication Systems, Home Business, Organisations (School, Home, Environment), Emerging Technologies, Data Logging and Control, Legal and Ethical Issues, Staying Safe Online, Data Protection Issues, Health Issues.

##### Unit 3: ICT in Organisations

Data and Quality of Information, Data Logging, Networks, Human Computer Interfaces, Organisations, Social and Environmental Impact, Legal and Ethical Issues.

#### For each non-exam assessment you will produce a portfolio of work:

##### Unit 2: Solving Problems with ICT

This is an exam board set collection of tasks which will allow you to develop skills in: Organisation of Folders and Files Communication Information (Email, Presentation Software, Word Processing, Desktop Publishing), Modelling (Spreadsheets), Information Handling (Databases), Evaluation.

##### Unit 4: Developing Multimedia ICT Solutions

This is an exam board set assignment to develop either a website or multimedia product which will allow you to develop skills in: Research, Design, Template and Navigation, Graphical Images, Animation or Animated Movie, Sound, Additional Techniques, Evaluation.

ASSESSMENT	Written Exam Paper	Non-Exam Assessment	% Weighting of each element
Unit 1: Understanding ICT	1 ½ hours		20%
Unit 2: Solving Problems with ICT		22 ½ hours In Class	30%
Unit 3: ICT in Organisations	1 ½ hours		20%
Unit 4: Developing Multimedia ICT Solutions		22 ½ hours In Class	30%

<b>SUBJECT:</b>	<b>BTEC Leadership Through Sport.</b>	A Pass is the equivalent of 1 GCSE Grade C
<b>EXAM BOARD:</b>	<b>EDEXCEL</b>	

### Course Description

This course is primarily aimed at those who have an interest in participating, learning and researching about sport. It will lead those who are interested on to careers in leisure centres, sports development, coaching or PE teaching. Pupils will be expected to participate in practical lessons and are encouraged to make themselves available for school teams. The course has no examination component and is all coursework based.

### Topics you will learn about

Pupils will complete 3 units of work on the following topics -

*Compulsory Topics.*

#### UNIT 1 -Planning and Leading Sports Activities

Pupils will plan, lead and review a sporting activity for peers/younger pupils. As part of this unit the pupils will complete the Active Young Person award.

*A further two topics will be completed.*

#### UNIT 2 - Injury in Sport

Pupils will learn about the prevention and treatment of injuries in sport and how this links with the workplace.

#### UNIT 3 - Technical Skills and Tactical Awareness for Sport

Pupils will research the technical and tactical demands of a sport and plan and carry out a six week training programme.

### How will you be assessed?

This subject is a mixture of set assignments and practical. Regular assignments with set deadlines that must be met will also be part of the assessment.

Every assessed piece of work must be passed in order to achieve a Pass as an overall grade.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>Written Assessed Coursework</b>	<b>Practical Coursework</b>	<b>% Weighting of each element</b>
UNIT 1		/		33%
UNIT 2		/		33%
UNIT 3		/	/	33%

<b>SUBJECT:</b>	<b>MEDIA STUDIES</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

**This is a new course.**

The WJEC GCSE in Media Studies offers a broad, coherent and engaging course of study which enables learners to:

- develop 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
- develop their appreciation and understanding of the importance and role of the media in their daily lives
- develop their practical skills through opportunities for personal engagement and creative media production
  - understand how to use key concepts and specialist subject-specific terminology to analyse media products
- develop an understanding of media products in relation to their industry contexts
- evaluate and reflect on their own practical work.

ASSESSMENT	Written Exam Paper	Controlled assignment	Practical Exam	% Weighting of each element
External assessment	1hr 30min paper 1, 1hr 30min paper 2			
	<p><b>Unit 1 30%</b>  <b>Section A: Representations</b> – advertising, video games and newspapers  <b>Section B: Music</b> This section will assess knowledge and understanding of media language, representation, media industries and audiences.</p> <p><b>Unit 2 30%: Understanding Television and Film</b>  <b>Written examination:</b>  <b>Section A:</b> Wales on Television  <ul style="list-style-type: none"> <li>• One stepped question based on the set 'Wales on Television' product chosen by the centre.</li> </ul> <b>Section B: Contemporary Hollywood Film</b> This section will assess knowledge and understanding of media industries, audiences and media language.</p>	<p><b>Unit 3: Creating Media</b>  <b>Non-exam assessment</b>  <b>40% of qualification</b></p> <ul style="list-style-type: none"> <li>• A media production, including individual research and planning,</li> <li>• An individual reflective analysis of the production.</li> </ul>		Exam: 2 x 30% CAT: 1 x 40%

[This pattern may change]

<b>SUBJECT:</b>	<b>MUSIC</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

1. The course provides a more practical approach to GCSE. Whilst it is open to everyone, pupils should be prepared for the high content of practical activity completed during the course. **This includes performing on your own and in groups, both in lessons and in extra-curricular groups.** Therefore, you really need to be able to play an instrument/sing well, or are willing to start and practice up to the required standard. Academic work comes in the form of listening and theory based activities.
2. The course is divided into the following four areas of study but within each you will combine and extend the skills of Appraising/ Listening to, Performing and Composing of Music. There is greater emphasis on knowing musical language, notation, history and theory than in previous years. Reading music is advantageous.

Areas of study are:

- 1) **Musical Forms and Devices**
- 2) **Musical Ensemble**
- 3) **Music for Film**
- 4) **Pop Music**

**Pupils will also be required to study and analyse two Set Pieces as part of the Appraising examination – Rondeau by Purcell and Handbags and Glad-rags – Stereophonics.**

3. At the end of the course you will be assessed in all three skills:-  
Performing in a group and/or solo.  
Composing two pieces of music on your own (coursework).  
Listening examination on the areas of study and set works.

### Why take Music GCSE?

The practical aspects of the subject offer a break from those that require more written work. For those of you who sing well and/or play an instrument regularly – you are already doing enough to get through most of the course and get a higher grade. Remember, GCSE music teaches you new things that Grade 5 theory cannot and extends your creative skills.

**If you are interested in music and enjoy it – take it!**

ASSESSMENT	Written Exam Paper	Coursework	Practical Exam	% Weighting of each element
Performing			√	30%
Composing		√		30%
Listening	√			40%

<b>SUBJECT:</b>	<b>PHYSICAL EDUCATION</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

Candidates for this course should be aware that they will be examined both practically and theoretically. They should have strong interest in PE and an excellent participation record at Key Stage 3. Pupils considering this option should be regular participants in a number of competitive/physical activities.

#### **UNIT 1 – Introduction to PE**

This will consist of a written examination including short and extended questions: 2hr examination, including 2 video clip questions. (100 marks)

There are 5 key areas of learning:

1. Health, training and exercise including diet and nutrition
2. Exercise physiology – how the body works during exercise
3. Movement analysis – muscular, bones and joints
4. Psychology of sport and physical activity – goal setting
5. Socio-cultural issues in sport and physical activity – participation, provision and performance

#### **UNIT 2 – The Active Participant in PE**

Non-examination assessment (100 marks)

This will consist of:

1. 3 different activities in the role of performer in at least one individual sport, one team sport and one other of your choice (each out of 28 marks). As part of this the pupil will be assessed in the following areas:
  - Skills and techniques, decision making, problem solving, physical characteristics and being a team member)
2. 1 activity from the 3 being assessed, which will have a personal fitness programme linked to the activity (out of 16 marks).

This will include:

- Ways to improve fitness and performance in one of their assessed activity (8 weeks)

(activities can be assessed at school and some can be assessed in clubs)

<b>Assessment</b>	<b>Written Exam Paper</b>	<b>Controlled assignment</b>	<b>Practical Work</b>	<b>% Weighting of each element</b>
UNIT 1	2 hours to include 2 video clip questions	NA		50%
UNIT 2		NA	Coursework – Practical (42%) and Project (8%)	50%

<b>SUBJECT:</b>	<b>SWEET Personal and Social Development Programme</b>	<b>BTEC</b>
<b>EXAM BOARD:</b>	<b>BTEC</b>	<b>LEVEL 2</b>

## Course Description

### BTEC Succeeding with Education, Employment and Training (SWEET)

Successful completion of this BTEC qualification leads to a level 2 Award (the equivalent of an A\*-C grade). This qualification is split into a number of sections which help to prepare learners for challenges that lie ahead within Education and Employment.

Learners will develop a range of skills through the completion of eight units. The first 5 units are core chapters, which will be completed by all pupils. The following 3 units allow learners to complete the components needed to achieve a level 2 qualification:



The booklets in part 2 have been specifically designed to support the delivery of Welsh Baccalaureate; a qualification completed by all pupils at KS4. The booklets will aid in developing some of the skills needed for successful completion of the Welsh Baccalaureate.

This course is suited to learners of all abilities and aims to develop a range of essential skills needed in education, life and work:

- Improved Employability Skills
- Increased Confidence & Self-Esteem
- Healthier Life-Style and Well-Being
- Boosted Motivation
- Developed Social Skills
- Greater Independence

There is no exam component to this qualification, however understanding of each component will be assessed through a variety of activities such as presentations, project work, effective participation in group exercises and planning events.

#### Summary

This Level 2 course offers learners a nationally recognised qualification and the opportunity to develop the skills required, and awareness of the world of work or further training. The course is an innovative and flexible package designed to deliver a Personal and Social Development course to suit all abilities. It is a well-resourced package focusing on issues that challenge young people today.

The SWEET Personal and Social Development course provides an alternative to GCSE courses.

<b>SUBJECT:</b> <b>Teamwork and Personal Development in the Community</b>  <b>EXAM BOARD: EDEXCEL</b>	<b>BTEC LEVEL 2</b>	Level 2 is the equivalent of 2 GCSE's at Grade C
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**Course Description**

This qualification is for pupils who are interested in joining a career in the public services. There is no examination component and all assessment is coursework based.

**Topics you will learn about**

Pupils will complete 3 units of work on the following topics -

*Compulsory Unit*

Teamwork and Communication Skills

Pupils will investigate the required skills for effective teamwork.

*Optional Units*

Improving Health and Fitness in Uniformed Organisations

Pupils investigate the importance of personal health and lifestyle and the impact this has on their fitness.

Citizenship, the Individual and Society –

This unit also looks at equal opportunities and the roles of uniformed organisations in society.

**How will you be assessed?**

This subject is a mixture of set assignments and practical assessment. Assignments with fixed deadlines that must be met will also be part of the assessment procedure.

ASSESSMENT	Written Exam Paper	Written Assessed Coursework	% Weighting of each element
UNIT 1		/	33%
UNIT 4		/	33%
UNIT 10		/	33%

<b>SUBJECT:</b>	<b>TRAVEL &amp; TOURISM</b>	<b>BTEC First Award</b>
<b>EXAM BOARD:</b>	<b>Pearson</b>	

### Course Description

This vocational qualification provides learners with the knowledge, skills and understanding needed for a career in the sector. It can help learners take their first steps towards a career in retail or business travel. Learners develop essential skills such as business awareness, customer service and understanding destinations in the UK and worldwide.

The travel and tourism sector is one of the largest and fastest growing in the world. An understanding of this sector is essential for anybody looking to pursue a career in travel and tourism, and knowledge of travel geography has been identified by employers as being a very important asset for working in the industry. Do you know the major tourist destinations in the UK? And how they appeal to different types of visitors? Can you locate major UK airports? Do you know where other gateways, such as UK seaports, are located? This course will give you an understanding of what the UK travel and tourism industry has to offer to tourists. It will enable you to identify and locate tourist destinations, major UK airports and seaports, as well as to discover sea routes and three-letter airport codes.

### Units and Assessment:

Grades are Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction\*. Learners who do not achieve at Level 2 may be awarded a Level 1 grade.

The course has 2 core units and students study two from four optional specialist units. **25%** of the qualification is **externally** assessed and 75% internally assessed.

### Core Units

<b>Title</b>	<b>Assessment</b>
1 The UK Travel and Tourism Sector	External
2 UK Travel and Tourism Destinations	Internal

### Optional specialist units

3 The Development of Travel and Tourism in the UK	Internal
4 International Travel and Tourism Destinations	Internal
5 Factors Affecting Worldwide Travel and Tourism	Internal
6 The Travel and Tourism Customer Experience	Internal

## **COMPULSORY CORE SUBJECTS**

<b>SUBJECT:</b>	<b>ENGLISH LANGUAGE ENGLISH LITERATURE</b>	<b>GCSE GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

English in Years 10 and 11 is studied by all pupils for seven lessons per fortnight and leads to GCSE English Language and GCSE English Literature (if the student has the ability and aptitude). Pupils are taught in broad bands of ability.

The aim of all English courses is to develop to the highest possible degree the individual pupil's reading skills and command of written and spoken English. This is done through a variety of reading and writing tasks and oral work. All courses contain a substantial element of literary study, at a level appropriate to the abilities of the pupils concerned. This study is longer and more detailed in the English Literature course, and leads to a separate qualification, although the work must be completed in the same lesson time. We hope that all pupils will enjoy their English course.

There are no written Controlled Assessment Tasks in English Language however 20% of the final mark is composed of 2 separate Speaking and Listening tasks. The first is an Individual Researched Presentation and the second a group discussion. Both of these tasks are prepared in class and assessed by your class teacher.

All English courses have a final examination. In GCSE English Language there are two papers. **Unit 1** will test your understanding of fictional texts through a range of structured questions and an editing task. Then you will be required to write a piece of fiction. **Unit 2** will test your understanding of persuasive, argumentation and instructional texts through a range of structured questions. Then you will be expected to complete two writing tasks. In both writing sections half the marks awarded are for the content, organisation and accuracy of your writing.

In GCSE Literature, there are also two papers with questions on different cultures and contemporary prose, drama and poetry. In GCSE Literature the written assessment counts for 25% of the final mark. This assessment will be completed under controlled conditions and will be externally moderated. The controlled assessment pieces will be subject to examination rules and procedures. The assignments must be completed by the deadlines set out by the Examining Board.

ASSESSMENT	Written Exam Paper	CATS	Practical Exam	% Weighting of each element
GCSE ENGLISH UNIT 1		ORAL 20%	—	UNIT 1 20%
GCSE ENGLISH UNIT 2	2 Hours		—	UNIT 2 40%
GCSE ENGLISH UNIT 3	2 Hours			UNIT 3 40%
GCSE ENGLISH LITERATURE UNIT 1	2 Hours		—	UNIT 1 35%
GCSE ENGLISH LITERATURE UNIT 2	2 Hours		—	UNIT 2 40%
GCSE ENGLISH LITERATURE UNIT 3		25%		UNIT 3 25%

<b>SUBJECT:</b>	<b>MATHEMATICS NUMERACY</b>	<b>GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	<b>GCSE</b>

### Course Description

You will probably have noticed how important Mathematics has become for everyone, both at work and at home. The list of examples of using Mathematics at home is almost endless – household budgets, bank statements, salary slips, dimensions of floors, walls and furniture, graphs, charts and statistics in newspapers and on the television, and many more. In the world of work, the importance of Mathematics is growing daily. It is the key to Science and Engineering and is indispensable to the commercial world. Besides these obvious applications, there is also a growing use of Mathematics in subjects such as History and Geography, particularly in the form of statistical analysis.

Mathematics in the Year 10 and Year 11 GCSE Key Stage 4 course is a balance of investigative, practical and traditional work. At Milford Haven School we follow the WJEC syllabus.

We ensure that our courses provide adequately for the needs of all pupils. There will be some who plan to make their careers in Mathematics – their main need is for a thorough grounding in the concepts and principles of academic Mathematics. Others will need a battery of mathematical skills that can be applied fluently and some will require certain ‘key skills’.

You will build on the work you have been doing in Years 7, 8 and 9. It is hoped that you will continue to:

- Have a positive attitude to Mathematics
- Consolidate basic skills but also meet new challenging work
- Apply your knowledge and skill to solve problems
- Think and communicate mathematically
- Appreciate the use of Mathematics in society
- Acquire a firm foundation should you wish to study the subject further

At the end of Year 11, pupils sit 2 GCSEs. Mathematics GCSE and Numeracy GCSE. At GCSE, three tiers of entry are provided as follows:

Grades available at each Tier are as follows

**Higher Tier: A\* A B C**

**Intermediate Tier: B C D E**

**Foundation Tier: C D E F G**

The results for candidates achieving less than the minimum mark for the lowest grade at each tier, will be recorded as ‘U’. The aim is to enter each pupil at the tier that will produce the best grade.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>% Weighting of each element</b>
GCSE Mathematics	Unit 1 – Non Calculator	50%
	Unit 2 – Calculator	50%
GCSE Numeracy	Unit 1 – Non Calculator	50%
	Unit 2 – Calculator	50%

<b>SUBJECT:</b>	<b>SCIENCE (Double Award)</b>	<b>2 GCSE</b>
<b>EXAM BOARD:</b>	<b>WJEC</b>	

### Course Description

Science is a core subject and must be studied by every pupil in years 10 and 11.

In Year 10 pupils will study three units that are externally assessed, one each in Biology, Physics and Chemistry. These three assessments will take place at the end of Year 10 and will contribute a total of 45% towards the final qualification. The external exams are 60 minutes long and cover the following topics in Year 10.

**Biology:** Cells and movement across membranes; Respiration and the respiratory system in humans; Digestion and the digestive system in humans; Circulatory system in humans; Plants and photosynthesis; Ecosystems and human impact on the environment .

**Chemistry:** The nature of substances and chemical reactions; Atomic structure and the Periodic Table; Water; The ever-changing Earth; Reaction profiles and rates of chemical change.

**Physics:** Electric circuits; Generating electricity; Making use of energy; Domestic electricity; Features of waves.

In Year 11 pupils will study another three units each worth 15% of the overall total. In addition there will be a fourth unit in Year 11 that will assess practical skills. This will be carried out in school and externally marked. The external exams are 60 minutes long and cover the following topics in year 11.

**Biology:** Classification and biodiversity; Cell division and stem cells; DNA and inheritance; Variation and evolution; Response and regulation; Disease, defence and treatment.

**Chemistry:** Bonding, structure and properties; Acids, bases and salts; Metals and their extraction; Crude oil, fuels and carbon compounds.

**Physics:** Distance, speed and acceleration; Newton's laws; Work and energy; Stars and planets; Types of radiation; Half-life.

<b>ASSESSMENT</b>	<b>Written Exam Paper</b>	<b>% Weighting of each element</b>
Unit 1 exam	Biology 1 Hour	15
Unit 2 exam	Chemistry 1 Hour	15
Unit 3 exam	Physics 1 Hour	15
Unit 4 exam	Biology 1 Hour	15
Unit 5 exam	Chemistry 1 Hour	15
Unit 6 exam	Physics 1 Hour	15
Unit 7 Practical exam	Practical	10

## **COMPULSORY SUBJECTS**

<b>SUBJECT:</b>	<b>PSE</b>	
<b>EXAM BOARD:</b>		

### **Course Description**

In the Personal Development lessons all pupils will study modules on:

- Parenting.
- Abortion.
- Enterprise.
- Applying for a job.
- Sex Education.
- Politics.
- The Environment.
- Learning Pathways.
- Personal Finance.
- Mental Health.
- Exam Skills

PD includes elements of the statutory frameworks for PSE [Personal and Social Education], Careers Education and Work Related Education with the latter two elements being covered mainly in Key Stages 4. It also contributes to the Welsh Baccaulaureate in Key Stages 4. Students gain some of the evidence needed for accreditation in the Wider Key Skills during PD lessons.

As an extension of the provision included in the PD programme the school organises a Curriculum Enrichment Day each term during which outside speakers and visits enhance the work done in PD sessions

<b>SUBJECT</b>	<b>RELIGIOUS STUDIES</b>	<b>GCSE</b>
<b>EXAM BOARD</b>	<b>WJEC</b>	<b>NEW COURSE</b>

### **Course description**

The Short Course GCSE in Religious Studies allows pupils to explore and consider the impact of religion on the lives of believers and consider a range of philosophical questions, from religious and non-religious points of view. The Short Course is structured into 4 Units, which will be completed over 2 years, with a written exam at the end of year 11.

#### **UNIT 1 – Christianity: Beliefs and Practices**

This unit focuses upon four areas within Christianity; the largest world religion. We explore the Christian understanding of God, Jesus as God Incarnate, Morality and the Church. Due to the diverse practices and beliefs within different denominations, we aim to cover a range of views found within the topics studied.

#### **UNIT 2 – Islam: Beliefs and Practices**

This unit focuses upon four areas within Islam; the second-largest world religion. We explore the Islamic understanding of the Nature of God, the Qur'an, The Five Pillars of Sunni Islam and obligatory acts.

#### **UNIT 3 – Life and Death**

This unit focuses upon three areas, where we explore and consider religious and non-religious beliefs about the world, the nature of life and death and the origins and value of the universe and human life.

#### **UNIT 4 – Good and Evil**

This unit focuses upon three areas, where we will explore and consider philosophical questions concerning the origins and nature of good and evil. This will focus on questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals, such as forgiveness and suffering.

<b>PWNC / SUBJECT:</b>	<b>CYMRAEG AIL IAITH</b> WELSH SECOND LANGUAGE	<b>TGAU CWRS LLAWN</b>
<b>BWRDD ARHOLI :</b>	<b>CBAC</b>	GCSE
<b>EXAM BOARD:</b>	WJEC	FULL COURSE

### Course Description

Welsh is offered through one qualification, GCSE Full Course.

#### GCSE Full Course

##### What will I study?

Pupils studying Welsh will have the opportunity to continue their learning of the language through the study of a variety of interesting topics, relevant to their own personal experience.

Three themes : **Cyflogaeth** (Employment)  
**Cymru a'r Byd** (Wales and the world)  
**Ieuenctid** (Youth)

The course is designed to provide our students with a wide range of linguistic skills, which could be transferred to any future language learning.

##### How will I be assessed?

The Full Course is offered at both Higher Tier (A\* - D grades) and Foundation Tier (C –G grades). Pupils are entered for the level appropriate to their ability as demonstrated in class and school based tests.

##### How useful is GCSE in Welsh?

Increasing numbers of jobs are advertised as requiring a working knowledge of the language. Career paths involving use of the language could include the Media, Education, Public Services, Health Services and the Leisure and Tourism Industry.

Pupils studying Welsh have the opportunity to gain a greater understanding of the language and culture of the country in which we live.

##### Welsh outside of the classroom

Pupils are encouraged to use their Welsh outside of the classroom. To this end, over night stays in Cardiff, guest speakers, drama workshops etc will give an opportunity to develop the spoken language.

<b>ASESIAD / ASSESSMENT</b>	<b>Aseswyd pryd?</b> Assessed when?	<b>Hyd arholiad</b> Exam length	<b>% y cwrs</b> % of the course
<b>UNED 1 / UNIT 1</b> Group/Paired spoken response to video clip	<b>√ Ebrill Bl 10 neu 11</b> √ April Yr 10 or 11	<b>6-12</b> <b>munud / minutes</b>	<b>25%</b>
<b>UNED 2 / UNIT 2</b> Group/Paired spoken response to written piece	<b>√ Mawrth/Ebrill Bl 11</b> √ March/April Yr 11	<b>6-12</b> <b>munud / minutes</b>	<b>25%</b>
<b>UNED 3 / UNIT 3</b> Written exam (Grammar)	<b>√ Mai/Mehefin Bl 11</b> √ May/June Yr 11	<b>90 munud</b> 90 minutes	<b>25%</b>
<b>UNED 4 / UNIT 4</b> Written exam (Creative/Descriptive)	<b>√ Mai/Mehefin Bl 11</b> √ May/June Yr 11	<b>90 munud</b> 90 minutes	<b>25%</b>