

OPTIONS 2020

An exciting new KS4 start for each learner

22nd January - START


Initial student free choice of all options currently offered at Whitmore High School

6th February - DISCUSSION

Y9 Progress Evening – opportunity to meet with subject teachers to discuss student progress within each KS3 subject. Option Columns will be presented on this evening.

13th February - DISCUSSION

Y9 Options Evening – opportunity to meet with subject leads of Option Subjects.



Successful outcomes at Key Stage 4

A successful academic outcome for a learner at Key Stage 4 is one where, having been given every opportunity to succeed, they attain their full potential.

Regardless of what type of course is being studied, the basic principles of hard work, focus and effort remain as important drivers towards attaining goals and realising potential.

This evening is to begin to plan the next stage of your child's education. The school curriculum is shaped to develop wider opportunities for each student.

A focused curriculum, coupled with academic success, enables learners to plan for the same careers, colleges and universities as every other Vale of Glamorgan student.

Year 9 Options Free Choice 2020

Name: _____ Form: _____

The **Core Curriculum** you will study during year 10 and 11 will consist of a number of compulsory subjects: Maths, Science, English, Welsh, RS, PE and the Welsh Baccalaureate. Alongside the Core Curriculum, you will select *four Option Subjects*.

Please **TICK FOUR** option subjects which you would be interested in selecting. Indicate with an **R** a fifth subject to hold in reserve.

TRIPLE SCIENCE		PHOTOGRAPHY	
ART		DESIGN TECHNOLOGY	
HOSPITALITY & CATERING		HEALTH, SOCIAL & CHILDCARE	
MUSIC		GEOGRAPHY	
HISTORY		PHILOSOPHY & ETHICS	
SPANISH		FRENCH	
SPORT		DRAMA	
ICT		COMPUTER SCIENCE	
BUSINESS STUDIES		GEOLOGY	
ENGINEERING		PUBLIC SERVICES	

There is no guarantee that any of these courses will run or how many classes will be made available. The number of students selecting a course will determine the school curriculum and into which Option Columns subjects are placed for next *year*.

Option Columns for your final selection of subjects will be presented during **Year 9 Parents' Evening** on the **6th February** in readiness for **Year 9 Options Evening** on the **13th February**.

**Please return this form to your form tutor by
Tuesday 28th January.**

Whitmore High School

KS4 Option Columns 2019/20

Name: «Surname» «F5»

Form: «Reg_Group»

Please find below the final option columns for September 2019. You now have the option to either confirm or reselect.

Your first round free choice option selections were:

Option A: «Option_A»

Option B: «Option_B»

Option C: «Option_C»

Option D: «Option_D»

- Choose one subject from each option column by writing it into the CHOICE row.

	Option A	Option B	Option C	Option D
	Sport (24)	Computer Science (16)	Drama (20)	Art (14)
	Photography (17)	Drama (17)	Design Technology (19)	Business Studies (25)
	History (16/14)	French (14)	Engineering (18/15)	Design Technology (9)
	Geology (29)	Hospitality & Catering (7)	Geography (17/16)	History (20)
	Health, Social & Childcare (0)	ICT (22/18)	Sport (10)	Triple Science (25/25)
	Art (17)	Music (14/13)	Spanish (21)	College Course Beauty (5)
	ICT (19)	Photography (15)		Motor (5)
				MPCT (8)
First choice				
Clash subject				



Whitmore High School

KS4 OPTIONS PROSPECTUS 2020/21



Whitmore High School

Whitmore High School provides a positive, co-educational secondary learning experience for each of our students. We believe that each learner be supported, encouraged and guided towards attaining their full academic potential. Alongside academic attainment, we have a high regard towards ensuring each learner values the positive contribution they can bring to their local community. We pride ourselves on progressing each of our learners towards a school leaving position with varied destinations and choices opened up for them, ready to contribute meaningfully towards wider society.

Whitmore High School is committed to delivering a Core KS4 Curriculum that demands the highest expectations from our learners. Alongside the Core Curriculum, we aim to provide a broad and balanced Options Curriculum at KS4, meeting the diverse needs of our learners. Choosing option subjects needs to be a considered and informed decision. Whitmore High School will provide every assistance to help our learners make the choices that are best for them.

Dear Learner,

In September, the next stage of your education pathway begins – and that stage starts this evening with the need to make option choices. These choices will shape the opportunities available to you at post-16 – be that to continue with full-time education or to seek employment or apprenticeship. This prospectus is to assist you in making more informed decisions. You will be closely involved with your parents/carers in the choices made over the coming days and we aim to assist with the process at all points. In making informed option choices, do consider the following:

- The compulsory core subjects demand a significant workload and these will be the subjects that will have the greatest impact on your future prospects. Therefore, carefully consider the workload attached to the option subjects selected.
- Consider a range of option subjects to deliver a broad and balanced education. There will be the opportunity to specialise at post-16 level within Barry Sixth Form – restricting your options at post-16 due to a narrow set of option subjects now should be avoided.
- If specific career options are known, select option subjects leading to that goal. We can assist with advice and guidance. Although it is not necessary to know exactly what you want to do after Year 11, it is worth thinking about some of your longer term aims as you consider your subject options for KS4. Having an idea of what *kind* of thing you might want to do in the future will help you to make decisions now.
- Certain subjects require the learner to have a particular aptitude or skill set – notably sport. All abilities can be catered for, but success is more assured if option subjects better match learner your particular skills.

Finally, be aware that there may be subjects you currently study, which you have not opted for in year 10. It is important that you continue to display a dedicated work ethic for these subjects and continue to strive for the best end of KS3 level you could attain.

We want you to be happy and successful with your continued studies here at Key Stage 4 and hope that your education continues with us at Barry Sixth Form.

Mr S Jones - Assistant Headteacher

Your option selection must be returned to school on or before **Tuesday 18th February**. Please return them to your form tutor.

It is of important that this deadline is adhered to as decisions will be made regarding subjects, classes and staffing immediately after this date.

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The Staged Option Process

Stage 1: Expression of Interest

Learners completed a free subject choice earlier in the academic year. From this, option columns have been created to provide the ability to select those subjects for the majority of learners. It is not possible to cater for all selections made by free choice, but the columns presented provide for a balanced and broad curriculum experience.

Stage 2: Presentations & Information

The intention for this evening. Staff are at hand to assist and advise with your selections.

Stage 3: Discussion

Parents/carers, learners and teachers help shape your choices over the coming days. Research career pathways on the internet and ask teachers for guidance.

Stage 4: Collation

- Return of option choice forms to form tutors by **Tuesday 18th February**
- Choices processed.
- For a course to run/number of classes will depend upon the rates of subscription for that subject.

Stage 5: Individual Interviews

Some learners may find that their option choices are unavailable, and may need to reselect. Some learners may find that the options they have selected present, for them, a workload that would limit their opportunities to secure the best outcomes – they will need guidance.

These learners will be given individual guidance meetings. There will be the opportunity for parents to accompany their child to this meeting, should they wish, although this is certainly not a requirement or an expectation. Parents will be kept informed at all stages.

Stage 6: Confirmation

Learners and parents receive a letter by end of **May**, confirming learner's option choices to commence in the forthcoming Academic Year.

The KS4 Curriculum: Overview

The Compulsory Core

All secondary schools in Wales have a similar compulsory element at KS4, leading to a GCSE qualification or equivalent. Securing good progress and attaining your full potential within the core curriculum will provide you with increased options at post-16. The core includes:

- GCSE English Language and GCSE English Literature
- GCSE Mathematics and GCSE Numeracy
- GCSEx2 Science Double Award / GCSE Applied Science
- GCSE Welsh second language
- GCSE Skills Challenge Certificate (Welsh Bacallaureate)
- Religious Studies
- In addition, students will also follow a non-examined programme of study in PE

Learners will therefore have the opportunity to attain a minimum of **9 GCSE Level 2 Qualifications** at **Grades A*-G** from their core curriculum.

You will find information about the Core Subjects in the 'Core Subject Information Appendix'. The profiles tell you more about the subject and about what kind of exam or qualification it leads towards.

Guidance with making option choices

The Core Curriculum for September 2020 is fixed. All students will study English, Mathematics, Science, Welsh and the Skills Challenge Certificate, alongside courses in RS and Core PE.

Students will select 1 subject from each of the 4 options columns.

Decision Making

- **GCSE Triple or Double Award Science?** Talk to your Science Teacher so you understand the choice more appropriate to you.
- Subjects such as **History** or **Philosophy & Ethics (RS)** have a considerable written component. What are your Literacy skills like?
- **Vocational Courses/ Offsite?** If you prefer coursework, as opposed to written exams, think carefully about taking a vocational option or GCSE equivalent.
- Keep your options broad and balanced – avoid choosing too many similar subjects.
- Consider your aptitude (ability) for the subject. For example, to opt for **Music** or **Sport** it would be preferable to have some musical/sporting skill. If not, you would need to at least be highly enthusiastic to develop your skills within these disciplines.

Who Can Help Me?

- Subject Teachers – they can give you an idea of your ability in a subject and what the courses involve.
- Your parents, who know you better than anyone else. That is why it is so important that they are here with you at this Options Evening.
- Careers advisors will give you information about careers and qualifications.

Which Subjects Should I Choose?

You must make sure the subjects you choose...

- suit your ability and interests
- offer you a chance to study subjects in which you would like to gain a qualification
- offer you a range of experiences and activities that you feel will stimulate and interest you
- give you the widest possible choices post 16

Thinking beyond Year 11

At Post-16 you will face further choices: continue your education with us at Barry Sixth Form; apply for a vocational course at Cardiff and Vale College; begin an apprenticeship or seek full time employment. Although it is not necessary to know exactly what you want to do after Year 11, it is worth thinking about some of your longer term aims as you consider your subject options for KS4. Having an idea of what *kind* of thing you might want to do in the future will help you to make decisions now.

Talk through your ideas with friends, family and teachers to get a better understanding of which kind of courses would be suitable. You may find it useful to research further information on the internet.

<http://www.bbc.co.uk/education/highlights/sections/secondary>

<http://www.themix.org.uk/about-us>

www.careerswales.com/

<https://nationalcareersservice.direct.gov.uk/home>

Employers, above all, want **interesting and active people who have had a balanced education**. They will also rely upon references from the school, as well as your formal qualifications.

Remember that you will be going into a world where qualifications are increasingly important.

Pathways – which is best?

It is important that the subjects you opt to study are courses which are accessible to you and best suit your particular individual learning style. Option subjects can be **GCSE** or more **Vocational** based courses. GCSE courses will have an examined component, vocational courses may or may not have a written examination as part of the assessment criteria.

The aim with **Pathways** is to make sure as many students as possible are given the chance to study subjects that are relevant to them and that help them to prepare for the future.

Before making your choices, record your most recent Levels alongside your subjects:

English	
Mathematics	
Science	
Art	
Catering & Food	
Design Technology	
French & Spanish	

Geography	
History	
ICT	
Music	
PE	
Religious Studies	
Welsh	

Review the Levels to help you see what is generally thought to be the best Pathway option for you is. There are 3 Pathways. Each provides a slightly different type of curriculum. Each offers a range of choices. Use this to help you identify your most suited route below. Don't forget, this is to help you make appropriate choices.

If your Levels are mainly:	You should follow:	My advised option subjects are:
Level 3, 4 with some 5's	Pathway 1 (Circle 4 subjects from the next column)	Art / Photography / Hospitality & Catering / Sport / ICT / Business Studies / Drama / Health, Social & Childcare / Public Services / Product Design
Mostly Level 5 and 6c or 6b	Pathway 2 (Circle 4 subjects from the next column)	Art / Photography / Hospitality & Catering / Sport / ICT / Business Studies / Drama / Health, Social & Childcare / Public Services / Product Design / Music / Geology / Geography
Mostly Level 6a, 7 or higher	Pathway 3 (Circle 4 subjects from the next column)	Art / Photography / Hospitality & Catering / Sport / ICT / Business Studies / Drama / Health, Social & Childcare / Public Services / Product Design / Music / Geology / Geography / French / Spanish / Computing / History / Engineering / Triple Science

Appendix 1

Core Subject Information

ENGLISH LANGUAGE

This is an untiered, linear qualification in which all elements are taken at the end of the course. GCSE English Language examines students' ability to comprehend, explore and use language, developing their reading, writing and oracy skills.

Assessment Structure

Unit 1: Oracy 20%

This is a non-examination assessment split into two parts:

Task 1 (10%): Individual Researched Presentation

Task 2 (10%): Responding and Interacting (group discussion)

Students are assessed on their speaking and listening skills and their ability to use formal Standard English effectively in different contexts. This is excellent preparation for the world of work and aims to develop students' confidence in speaking to an audience and collaborating with others.

Unit 2: Reading and Writing (Description, Narration and Exposition) 40%

This is an external examination split into two sections:

Section A: Reading - Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions. This section will also include an editing task focusing on understanding short texts at word, sentence and text level.

Section B: Writing - students complete a proofreading task and then one piece of extended writing from a choice of two. Students are able to develop their comprehension and analysis skills as well as learning to write for a range of different purposes and audiences. Technical accuracy of spelling, punctuation, grammar and vocabulary are worth half the marks in the writing section.

Unit 3: Reading and Writing (Argumentation, Instructional and Persuasion) 40%

This is an external examination split into two sections:

Section A: Reading - Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B: One compulsory argumentation writing task and one compulsory persuasion writing task. Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).

Content

Pupils will respond to a wide range of written texts, including challenging and dynamic texts. They will learn how to produce clear and coherent pieces of writing for different purposes and audiences. The GCSE English Language course aims to develop key oracy (speaking and listening), reading and writing skills that are instrumental in communicating with others confidently, effectively, precisely and appropriately. Its purpose is to equip pupils with the functional and academic skills to access all areas of life beyond school in the twenty-first century. Throughout the course, pupils will develop their skills in order to meet their own personal needs as well as the needs of employers and further education so that they can fully participate in society and the world of work.

Career Routes

Teaching (B+), media and journalism, creative writing, publishing, advertising, marketing, public relations, librarianship, archiving, bookselling and many more.

ENGLISH LITERATURE

This is a unitised qualification. English Literature is taken as an additional subject at GCSE within English curriculum time. The specification is based on the conviction that the study of literature should centre on an informed personal response to a range of texts in the genres of poetry, prose and drama.

Assessment Structure:

Unit 1 – Prose (Different Cultures) and Unseen Poetry (Contemporary) Examination

This closed book exam comprises of two sections: for Section A, students study a novel from a different culture (including the context in which the novel was written and set) and complete analysis of an extract as well one essay task from a choice of two; in Section B, students complete a comparison of two unseen contemporary poems. The paper is marked out of 50 and a total of 70 UMS are available for this element of the course (35% of total qualification). Students can be entered at either Higher or Foundation Tier for this paper.

Unit 2a – Literary Heritage Drama and Contemporary Prose

This exam comprises of two sections: for Section A, students study a classic play from the 20th Century (including the context in which the play was written and first performed) and complete analysis of an extract as well one essay task from a choice of two; for Section B, students study a modern novel and complete analysis of an extract as well one essay task from a choice of two. Technical accuracy of spelling, punctuation, grammar and vocabulary are also assessed in the essay tasks. The paper is marked out of 60 and a total of 80 UMS are available for this element of the course (40% of total qualification). Students can be entered at either Higher or Foundation Tier for this paper.

Unit 3 – Shakespeare and Welsh Writing in English Controlled Assessment

This controlled assessment comprises of two tasks: an extended essay based on the study of a Shakespeare play and a comparison essay based on the study of a collection of poetry focusing on a particular theme. The controlled assessment is marked out of 48 and a total of 50 UMS are available for this element of the course (25% of total qualification).

Content

This course aims to encourage learners to be inspired, moved and changed by the literature they read. The GCSE English Literature course develops pupils' critical understanding of a range of texts in the genres of prose, poetry, and drama. It aims to help pupils develop an understanding of the ways in which literature is rich and influential. In addition to helping pupils understand themes and characters, English Literature also broadens pupils' knowledge of cultural, social and historical contexts of texts. Pupils study a range of texts from different writers and eras, and will learn how texts from the literary heritage have been influential and significant over time.

Career Routes

Teaching, media and journalism, creative writing, publishing, advertising, marketing, public relations, librarianship, archiving, bookselling and many more.

MATHEMATICS & NUMERACY

Assessment Structure

2 GCSE Qualifications: Mathematics – Numeracy
Mathematics

Both qualifications are assessed by external examinations. There are two units of equal weighting for each qualification: one non-calculator paper and one calculator paper. There is no coursework or controlled assessment; the grades are determined solely by external examinations.

There are 3 tiers of entry as shown in the table:

Tier of entry	Higher	Intermediate	Foundation
Grades available	A*, A, B, C, (U)	B, C, D, E, (U)	D, E, F, G, (U)

Content:

Mathematics - Numeracy

This examination will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas.

It will help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society. There will also be opportunities for learners to make informed decisions about the use of technology, the management of money and the use of statistics.

Mathematics

GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

The following table summarises the way in which the mathematical content will be divided across the two mathematics GCSEs (GCSE Mathematics – Numeracy and GCSE Mathematics).

GCSE	Mathematics - Numeracy	Mathematics	
Content	Number, Measure and Statistics plus some aspects of Algebra, Geometry and Probability	All the content of GCSE Mathematics - Numeracy	Additional Algebra, Geometry and Probability
Assessment focus	The application of the above content in context (areas of 'real-life')	The application of the above content in context	
		Procedural skills in situations that are context-free or involve minimal context for all content	

SCIENCE DOUBLE AWARD

All pupils who have not opted for Triple Science will follow the Science Double Award course.

Assessment Structure – Science (Double award)

Year 10

Unit 1: Written Examination (Biology) 1 hour 15 minutes (15%)

Unit 2: Written Examination (Chemistry) 1 hour 15 minutes (15%)

Unit 3: Written Examination (Physics) 1 hour 15 minutes (15%)

Year 11

Unit 4: Written Examination (Biology) 1 hour 15 minutes (15%)

Unit 5: Written Examination (Chemistry) 1 hour 15 minutes (15%)

Unit 6: Written Examination (Physics) 1 hour 15 minutes (15%)

Unit 7: Practical Assessment (10%)

As the course title implies, GCSE Science Double Award aggregates two GCSE grades for each student ranging from A*A* to GG. Along with Triple Science, Science double award is an acceptable pathway for those students with aspirations to study any or all of the Sciences at A-Level within Barry Sixth Form.

Content - Science (Double award)

Unit 1: Cells, Organ systems and Ecosystems.

Unit 2: Chemical substances, Reactions and Essential Resources.

Unit 3: Electricity, Energy and Waves.

Unit 4: Variation, Homeostasis and Micro-organisms.

Unit 5: Chemical Bonding, Application of Chemical Reactions and Organic Chemistry.

Unit 6: Forces, Space and Radioactivity.

Career Routes

Many careers that are not specifically scientific require Science GCSE. Pupils who achieve high grades can opt to take Biology, Chemistry and Physics 'A' levels. Further qualifications in Science can lead to a plethora of careers including Medicine, Midwifery, Nursing, Engineering, Accountancy, Pharmacy, Dentistry, Astronomy, Optometry, Veterinary Science, Environmental Science, Astrophysics, etc.

WELSH

Assessment Structure

To gain the Welsh GCSE you need to sit units 1,2,3 & 4. Each unit is worth 25% of the overall mark.

Unit 1: **Oracy response to visual stimulus** – Non-examination assessment

Unit 2: **Communication with other people** – Non-examination assessment

Unit 3: **Narrative, specific and instructional** – Written examination (90min)

Unit 4: **Descriptive, creative and imaginative** – Written examination (90min)

Content

The content that will be studied will cover the following broad contexts:

- **Employment**
- **Wales and the World**
- **Youth**

Unit 1: 1 task

Speaking (10%) Listening (15%)

A task for a pair/ group of three based on visual stimuli provided by WJEC to stimulate discussion. The assessment will consist of two parts conducted in the following order:

- watch a visual clip (approximately 2 minutes) twice and fill in a related sheet
- discussion between the pair/group of three on what was watched.

Unit 2: 1 task

Speaking (20%) Listening (5%)

A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC.

Unit 3: Reading (15%) Writing (10%)

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

Unit 4: Reading (10%) Writing (15%)

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

Career Routes

This subject may be developed at A level or at University together with other subjects such as Law, Politics, History and research as well as Education.

The obvious career path would be teaching but it is an appropriate course for students not intending to further their studies at A level as this is a subject that develops a range of learning styles and skills including communication, discussion and working with others. Furthermore, having a GCSE in Welsh shows that you have excellent communication skills and have an interest in language of your country.

PSE and CAREERS

PSE Content:

The PSE programme in Key stage 4 is delivered by form tutors and guest speakers from the community who support and guide pupils in discussion and reflection on a range of current and vital topics.

These topics follow the Welsh Government's Framework for school and aim to prepare our pupils to confidently meet the demands of adult life.

At Key stage 4 pupils will cover:

- Local and Global Citizenship
- Health and Emotional Well being
- Sustainable Development
- Preparation for lifelong learning

Careers Content:

Careers and The World of Work brings together careers education and guidance and work related education and is concerned with the relationship between young people, their learning and their future. The school has a dedicated Careers Advisor who is available to individual and groups of pupils for information and guidance.

During years 10 and 11 pupils will:

- Develop self-awareness
- Take part in an Enterprise Fayre linked with their Welsh Bacallaureate studies
- Make informed choices at 16+
- Have an opportunity to visit off- site providers of further education
- Have an opportunity to visit and work with outside speakers on a range of topics

CORE PE

Content:

Pupils will have two hours a fortnight of compulsory core PE.

Regular, moderate exercise, particularly weight-burning exercises like walking, running and jogging keeps your bones strong. Resistance and strengthening exercises also boost bone mass and keep muscles strong all of these are vital for teenage girls to maintain a healthy body and lifestyle.

Pupils will have a choice of games activities which are taught on a carousel basis, with a focus on team work and leadership. Fitness training and programming is also another option for the pupils with the focus on target setting to achieve a fitness goal.

PHILOSOPHY & ETHICS (RS)

Assessment Structure

Year 10 - 100% examination - 2 hours – 50%

Year 11 – 100% examination - 2 hours – 50%

Content

Pupils will sit a full course qualification in Religious Studies. Unit 1 will be taught in year 10 and pupils will sit the examination at the end of the year. This will make up 50% of their GCSE. Unit 2 will be examined in Year 11 and will also be 50% of the GCSE. The results of the two Units will be merged to create a full course qualification.

In Unit 1 pupils will study 'Religion and Philosophical Themes'. In this unit they will study the core beliefs and teachings of Christianity and another world religion. This will include beliefs in God, religious practices, morality, places of worship and worship. Pupils will also study themes of 'Life after Death' and 'Good and Evil' from the perspective of Christianity, other religions and non-religious views. Issues of 'Life after Death' involve studying views on the creation of the world, the origin and value of human life and beliefs about death and the afterlife. The theme of 'Good and Evil' involves topics of crime and punishment, forgiveness, good, evil and suffering.

In Unit 2 pupils will study 'Religion and Ethical Themes'. This unit consists of the study of core beliefs and teachings of Christianity and another world religion. This includes the holy books, the afterlife and religious practices. Pupils will also study themes of 'Relationships' and 'Human Rights' from the perspective of Christianity, other religions and non-religious views. 'Relationships' involves the study of relationships in general, sexual relationships and issues of equality: gender prejudice and discrimination. Issues of 'Human Rights' involves human rights and social justice, prejudice and discrimination and issues of wealth and poverty.

Career Routes

Teaching, Journalism, Social Work, Probation Work, Public Relations, Personnel Work, Lecturing, Broadcasting, Law, Advocacy, Nursing, Police, Teaching Assistant, Secretary, Administration, Clerical Work, Call Centre, Youth Work, Nursing, Prison Service, Medicine and Nursery Nurse.

SKILLS CHALLENGE CERTIFICATE

The primary aim of the Welsh Bacalaureate Skills Challenge Certificate is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills: Literacy, Numeracy, Digital Literacy, Planning and Organisation, Creativity and Innovation, Critical Thinking and Problem Solving, and Personal Effectiveness.

Assessment Structure

Skills Challenge Certificate:	Individual Project	50%
	Enterprise and Employability Challenge	20%
	Global Citizenship Challenge	15%
	Community Challenge	15%

The Skills Challenge Certificate is a qualification equivalent to a GCSE, graded A*-C at National level and Pass* and Pass at Foundation level.

Course Content

Individual Project

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations.

Enterprise and Employability Challenge

Provides opportunities for learners to develop enterprising skills and attributes and enhance employability. Learners are required to work in teams to develop a business idea and proposal, illustrating their final proposal in a visual display and pitching to a panel.

Global Citizenship Challenge

Provides opportunities to understand and respond appropriately to global issues. Learners are required to research a global issue and raise awareness of the issue to a defined audience in a creative and innovative way.

Community Challenge

Encourages learners to identify, develop and participate in opportunities that will benefit the local community. Learners are required to plan and organise the activity either as an individual or in a team, and spend 10 hours directly carrying out the activity with or in the local community.

Appendix 2

Option Subject Information

ART

Assessment Structure (in two parts, assessed by art department staff and the exam board)

Unit 1: Coursework portfolio of work – 60%

Unit 2: Externally Set Assignment – 40%

Content

Students will produce two to three projects over the two-year course. This GCSE course is designed to help students to develop confidence and their ability to express ideas and concepts in the visual arts. For students who have enjoyed their Art lessons, this is an exciting opportunity for them to pursue a course which will develop their skills further. This course will enable students to study a variety of techniques across several Art disciplines including Fine Art, Graphics, Illustration, Printing, Textiles, Photography and Ceramics. Through a series of workshops, students will be introduced to a range of practical skills using specialist equipment. Each project will require students to research a theme, explore different artists, makers and designers, before experimenting with a range of design ideas. All Art students will be expected to analyse their art work but also similar art work of other artists. Students will have access to the art department during lunchtimes and after school to support them in the development of their portfolios.

Candidate Portfolio

Students will complete their Art outcomes from the beginning of Year 10 to Year 11. Each project will be presented in a sketchbook and on display boards, with a finished outcome(s). Sketchbooks are an integral part of the course and when used consistently well, provide the best opportunity for students to address all the assessment criteria, showing both individuality and originality.

Externally Set Exam

The exam paper is issued to students at the beginning of January in Year 11. All students will have a set time to prepare and develop their work, ready for their two-day timed practical exam. During these two days, students will make a final outcome(s) that fulfil their original intentions with thorough development and exploration of their ideas. There is no theory exam paper for this option; students will be expected to complete analysis and annotation as part of their preparation, within their sketchbooks.

Career Routes

Students can continue with their Art studies at college or in Sixth Form where they can study A Level Art and/or Photography, as well as a range of other art based courses. This experience and qualification will enable students to access the Creative Industries at Higher Education level studying degrees such as: Fine Art, Graphics, Web Design, Animation, Fashion, Interior Design, Ceramics, Art Therapist, Architecture, Game Design, Theatre & Prop Design, Gallery Curator etc.

BUSINESS STUDIES

WJEC GCSE Business Studies

Is business the right choice for me?

Business would be a good choice for if you enjoy:

- Communicating your ideas and putting ideas into practice
- Thinking creatively and making decisions
- Learning about the world of business and the impact of events and issues on their operation

Assessment Structure

Two examinations will be sat at the end of year 11:

Unit 1: Business World - Written examination, 2 hours (62.5% of qualification)

A mix of short answers and structured questions based on stimulus material covering all of the specification content.

Unit 2: Business Perceptions – Written examination, 90mins (37.5% of qualification)

Data response questions covering all of the specification content.

Either course prepares for a range of career pathways:

Career Routes

Pupils have the opportunity to continue Business Studies in the Sixth Form, which can prepare them for a range of opportunities in further education and careers. This course will help you develop a skill set that includes creative thinking, communication, leadership, problem solving and the ability to work with others.

Many pupils go on to careers in Management, Retail, Advertising, PR, Teaching, Accounting, Banking, Marketing, Estate Agent, Events management, Human Relations, Finance, Sales, Media, Recruitment or ... START YOUR OWN BUSINESS!

COMPUTER SCIENCE

Assessment Structure

The course is made up of 3 units:

Unit 1 – Understanding Computer Science

Unit 2 - Computational Thinking and Programming

Unit 3 – Software Development

In Year 10, Students will gain an understanding and learn the skills that needed in the practical and theory units required; these skills will be used in the exam units and controlled assessment which will be completed in year 11.

Content

Unit 1. Developing Web Products, 50% Written Exam

This unit will allow students to investigate the theory of computers, this includes; hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impact of digital technology on wider society.

Unit 2 - Computational Thinking and Programming, 30% Onscreen Practical Exam

This student will allow students to investigate problems solving, algorithms and programming constructs, programming languages (VB, Greenfoot – Java and HTML), data structures and data types and security authentication.

Unit 3 – Software Development, 20 hours Controlled Assessment

This unit will allow students to use their programming knowledge to produce a programmed solution to a problem. Students will analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development.

Career Routes

A Career in Computer Science can be wide and varied. This GCSE will equip students with professional, real-world skills which include; programming, designing algorithms, writing, testing and debugging programs. Giving them an understanding of computer science, the impacts on society and individuals,

The Computer Science qualification gives pupils a taste of many aspects of Computing, including:

- Coding – VB, HTML and Java (Greenfoot)
- Computer Science Theory
- Fundamentals of programming constructs.

Examples of Careers available to ICT Students

Students with ICT have access to a wide range of careers opportunities and Higher Education opportunities:

Computer Programmer

Systems Analysis

Robotics and Artificial Intelligence

Web Designer

Software Engineer

Forensics

Game designer

Hardware Engineer

Networking

DESIGN TECHNOLOGY

Assessment Structure

One written paper worth **50%** of the qualification. One Controlled Assessment Task worth **50%** of the qualification and represents approximately 35 hrs of work.

Design Technology is an exciting area which allows students the unique opportunity to experience different approaches to solving problems. The subject uses modern techniques and equipment to develop the student's ability to 'think' in different ways and to represent their ideas and solutions using many different processes and materials. Design technology is one of the few subjects to develop the student's ability to respond to challenges. A flexible problem solving approach is increasingly becoming one of the main requirements of an employee.

Content

Key Areas of Design Technology include

- Problem Solving
- Investigations and Market Research
- Internet Research
- Product Analysis
- Graphical Illustration
- Layout and Presentation
- Designing and Manufacturing
- Planning and Evaluating
- Traditional and Modern industrial practices

Design Technology (Product Design) is about designing and making innovative products which reflect developments in industry.

You will follow a chosen design brief, learn how to manipulate a variety of modern and traditional materials, through interesting practical tasks. You will be given the opportunity to develop your skills in designing, planning, construction, graphical illustration and CAD/CAM through a series of focused tasks to produce a wide range of products.

Expectations

This subject may be developed at A level or at university. Students are expected to work independently and effectively in an environment that encourages creative and innovative thought.

DRAMA

GCSE Drama

Assessment structure

Unit 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated = 40% of the qualification

Unit 2: Performing Theatre

Non-exam assessment: externally assessed by a visiting examiner = 20% of the qualification

Unit 3: Interpreting theatre

Written examination: one hour and 30 minutes = 40% of the qualification

Course Content

Pupils can select to develop their skills within acting or theatre technical skills.

Pupils will work closely with each other to create a performance from scratch.

Pupils will learn specialised acting and performing arts skills with the option to specialise in a genre style.

Pupils will link their work to practitioners and theatre companies.

Pupils will perform from published plays and musicals.

Pupils will interpret and portray characters in plays

Pupils will work in pairs, small groups and as a whole class – team work skills are vital.

Pupils will be asked to reflect on their work through written evaluation tasks, accumulating a portfolio of evidence for examination.

Career Routes

This course will enable pupils to study Drama and Performing Arts in sixth form for either A-level or BTEC.

Many pupils go on to careers in the Performing Arts Industry as performers, directors, choreographers, teachers, community leaders, theatre administrators and much more. This course enables skills in self-management, team working, business awareness, customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work and the use of ICT.

ENGINEERING

Assessment Structure

One written paper which is externally assessed and two Controlled Assessment Tasks based on skills developed during the course. WJEC Level 1/2 Award in Engineering is graded Level 1 Pass, Level 2 Pass to Level 2 Distinction* based on an aggregation of unit grades achieved.

WJEC Level 1/2 Award in Engineering is designed to mainly support learners in schools and colleges who want to learn about engineering from the design and planning perspective. It provides learners with a broad introduction to the engineering 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 design engineers, civil engineers, technicians and mechanical engineers. As a result, they may wish to start an apprenticeship or continue with their studies into higher education in order to pursue those job roles.

The successful completion of this qualification, together with other equivalent qualifications, such as maths and sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications. These include: GCEs in Physics or Design and Technology; Diplomas in Engineering; Apprenticeships in Engineering.

The qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study engineering. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts.

Expectations

Students are expected to work independently and effectively in an environment that encourages creative and innovative thought. You will be responsible for managing your own time and resources effectively to ensure that deadlines are kept while presenting your work in a professional manner under controlled assessment conditions.

FRENCH

Assessment Structure

The WJEC French GCSE qualification is made up of 4 units:

Unit 1: **Speaking** (25% of qualification)

Unit 2: **Listening** (25% of qualification)

Unit 3: **Reading** including one translation task from French into English (25% of qualification)

Unit 4: **Writing** including one translation task from English to French (25% of qualification)

Content

The content that will be studied will cover the following broad contexts:

- **Identity and culture** – self and relationships, technology and social media, health and fitness, entertainment and leisure, food and drink, festivals and celebrations
- **Wales and the World** – local areas of interest, travel and transport, holidays and tourism, environment and social issues.
- **Current and future study and employment** – school/college life, skills and personal qualities, career plans and employment.

Career Routes

This subject may be developed at A level or at university together with other subjects such as French and Law or French with European Politics. You will also have the opportunity to spend your third year at a university abroad as part of the Erasmus programme.

The obvious careers would be teaching and interpreting but given that we live in a multicultural society, languages would be beneficial in any chosen career. The Latin roots have also made it advantageous in careers such as Physiotherapy and Medicine. Furthermore, having a GCSE in French shows that you have excellent communication skills.

GEOGRAPHY

Assessment Structure

There are two GCSE Examinations both at the end of Year 11, plus a controlled assessment examination in the Autumn term of year 11.

- Unit 1 taught in Year 10 – 37.5%
- Unit 2 taught in Year 11 – 37.5%
- Controlled assessment exam based on fieldwork skills – 25%

GCSE Geography is both a science and humanity. It is an academic subject and will teach you a wide range of skills including literacy, data collection and presentation, spatial awareness, problem solving and working with others.

The topics we will study are below:

Year 10 Topics:

- Volcanoes, earthquakes and tsunamis
- Coasts
- Rivers and flooding
- Population growth
- Migration
- Global cities

Year 11 Topics:

- Rainforest and ecosystems
- Climate change
- Weather hazards e.g. hurricanes and drought
- Development in Africa
- Globalisation

Michael Palin: 'Geography is the subject which holds the key to the future'

Career Routes:

Law	Architecture	Environmental Health	Overseas Marketing
Conservation	Surveying	Sustainable Development	Teaching
Marine Biology	Cartography	Nature Conservation	Weather Forecasting
Ocean Biology	Oceanography	Leisure & Tourism	Transport Services
Civil Engineering	Astronomy	Public Services e.g. Army	Aviation & Navigation
Climate Change	Tectonics	Flood Management	Data Managers
Conservationists	Zoologists	Environmentalists	Development Aid

GEOLOGY

Assessment Structure

There are two GCSE assessments, both at the end of Year 11:

- Unit 1: The Core Topics, on-screen examination – 50%
- Unit 2: Practical examination of fieldwork skills – 50%

Geology or Earth Science is a practical subject dealing with the study of the 4.5 billion years of earth history. It involves the study of the materials that make up the Earth (minerals and rocks); the form and internal structure of the Earth and other planets; the processes that take place inside and on the Earth's surface (volcanoes, earthquakes, rivers, deserts etc.); and the changes that have affected life through the Earth's long history (fossils and their evolution).

The GCSE syllabus involves two elements:

1. **The Core Topics:**
 - Earth History (Fossils and evolution)
 - Earth Materials (Minerals and rocks)
 - Earth Hazards & Tectonics (Volcanoes and earthquakes)
 - Earth Structures (Stresses, folding and faulting)
 - Economic Geology (Resources and jobs in Geology)
 - Planetary Geology (The other 'rocky' planets)
2. **Field Investigation:** This involves a number of field trips to locations in Wales including the local coastline, Ogmere and finally a two-day trip to Pembrokeshire. Based on this work you will complete a practical exam with maps, photographs and samples testing your investigative skills.

Career Routes:

Architecture	Environmental Health	Resource management
Palaeontology	Conservation	Surveying
Sustainable Development	Teaching	Cartography
Nature Conservation	Weather Forecasting	Mining
Oceanography	Quarrying	Environmentalists
Mineralogy	Civil Engineering	Astronomy
Exploration geology	Geochemistry	Climate Change
Tectonics	Flood Management	Hydrogeology
Conservationists	Hazard prediction	Petroleum sciences
	Volcanology	

HEALTH, SOCIAL & CHILDCARE

Assessment Structure

This qualification provides an opportunity for students to pursue a course of study and develop their knowledge and understanding of health, social care and childcare in a vocational context. It is suitable for those who want a broad background in all health and social care sectors and provides valuable preparation, both for those who want to progress to higher education as well as for those entering the workplace. The GCSE qualification has a structure of four mandatory units (double award). The qualification includes both externally assessed written examinations and internally assessed portfolio work.

Course content:

GCSE Health, Social and Childcare covers the following key topics:

- Human growth, development and wellbeing
- Promoting and maintaining health and well-being
- Health, social care and childcare in the 21st Century
- Promoting and supporting health and well-being to achieve positive outcomes

Career Routes: There are a broad range of rewarding careers at all levels Midwife Health Visitor Registered Nurse Healthcare Assistant Occupational Therapy Support Worker Community Worker Social worker Residential care manager Nursery Nurse Health Support Worker	Radiographer Learning Disabilities Officer Substance Misuse worker Hospital Social Worker Home Care Co-ordinator Family Support Worker Play Worker Children's Centre Development Officer Physiotherapist Speech and Language Therapist
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There is also a pathway for successful students to progress to a Level 3 (A-Level) course within Health and Social Care with us at Barry Sixth Form.

HISTORY

Assessment Structure

In Year 10, you study **The USA – A Nation of Contrasts 1910-1929**. This unit is examined in the summer of Year 10, and is worth 25% of the total marks. You cover organised crime, racial and religious issues, the development of the movie industry and how the life of women changed during this fascinating time.

In Year 10 you also complete your **non-examination assessment**, which is 20% of your total grade. We look at how Hitler was able to come to power in Germany, and what life was like for German people when the Nazis ruled. This is a source-based exercise, where you evaluate the sources within the creation of a historical narrative and focus on the different interpretations of history.

In Year 11 you study a unit on **Depression, War and Recovery 1930-1951**. This is worth 25% of your final mark and you will sit an exam in the summer of Year 11. This Unit covers what life was like in Britain during the Depression, war on the home front and the rebuilding of the country after the war.

Also studied in Year 11 is the **Thematic Study**, which looks at a specific aspect of history in depth, with a particular focus on Wales. You will study **Changes in Crime and Punishment c1500 to the present day**. From the Tudors to twenty-first century, learn how what a crime actually is and what level of punishment is justified has changed as our society has developed. This is examined in Year 11 and is worth 30% of your total grade.

Content

Students will develop the ability to analyse and evaluate historical sources and interpretations, as well as being able to consider change, cause and significance of specific aspects of history. They will develop these skills through the examination papers and also the non-examination assessment.

History is an academic subject which equips students with important skills which are of use in a variety of careers.

Career Routes

Teaching (primary & secondary), Archaeology, Civil Service, Journalism, Law, Lecturing, Police Force, Publishing, Research, Travel and Tourism.

HOSPITALITY & CATERING

Hospitality and Catering supports learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is suitable for all learners, providing a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

Assessment Structure

Unit 1: The Hospitality and Catering Industry – externally assessed examination

Unit 2: Hospitality and Catering in Action – internally assessed task

Content

This course develops 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, planning and communication.

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering.

Career Routes for Hospitality & Catering

Nearly a fifth of the Welsh workforce works in the food and drink industry. The Welsh government has identified food and farming as one of the priority sectors for economic growth in Wales. There are numerous jobs in the food industry, making food, selling food and preparing, cooking and serving food.

ICT

Assessment Structure

The course is made up of 3 units:

- Unit 1 Understanding ICT
- Unit 2 Solving Problems with ICT
- Unit 3 ICT in Organisations
- Unit 4 Developing Multimedia ICT solutions.

Content:

Unit 1 - Understanding ICT, 20% Exam

Students will sit a theory examination. Topics include: Data and information, Data Validation and Verification (passwords and online data entry forms), Home entertainment, Home and personal communication systems, Home business, Organisations: School, home, environment, ICT and learning, Staying safe, Emerging Technologies

Unit 2 - Solving Problems with ICT, 30% Controlled Assessment

Students will demonstrate their ability via a controlled assessment set by the WJEC each year; to be completed using a range of software aiming to demonstrate their ability in the practical application of ICT skills. The following areas will be assessed: Communication, Modelling, Data Handling and Email.

Unit 3 - ICT in Organisations, 20% Exam

Students will sit a theory examination. Topics include: Data, information and knowledge, Multimedia industries, Networks, Social and environmental impact, HCI's, Organisations, Safety in organisations, Emerging Technologies.

Unit 4 - Developing Multimedia ICT solutions. 30% Controlled Assessment

Students will demonstrate their ability via a controlled assessment set by the WJEC each year; to be completed using a range of software aiming to demonstrate their practical ability in the practical application of multimedia. The following areas will be assessed: web design, graphical manipulation, animation, sound and video editing.

Career Routes

A career in ICT can be very wide and varied. The GCSE level qualification includes “traditional” office based software and additional web design skills which are very relevant in today’s society. These include:

- Web design
- Coding – HTML
- Image Editing and Manipulation
- Web based animations in Flash

Examples of Careers available to ICT Students

Students with ICT have access to a wide range of careers opportunities and Higher Education opportunities: Computer Programmer; Web Designer; Game designer; Systems Analysis; Engineer; Project Management, to name but a few.

MUSIC

**You will study the GCSE Music course over three assessment areas;
Performing, Composing & Appraising.**

Unit 1: Performing; Total duration of performances: 4-6 minutes (35%)

Section A: Performing (30%) *A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.*

Section B: Programme Note (5%) *A programme note for one of the pieces chosen for performance, linked to an area of study.*

Unit 2: Composing; Total duration of compositions: 3-6 minutes (35%)

Section A: Composing (30%) *Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four. The second composition is a free composition for which learners set their own brief.*

Section B: Evaluating (5%) *An evaluation of the piece composed in response to a brief set by WJEC.*

Unit 3: Appraising Written examination: 1 hour (30%)

This unit is assessed via a listening examination based on the areas of study and the two set works:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Students will be required to perform to at least grade 3 ability by the time of recording in year 11 on at least one instrument. They will also use music technology to help with composition and will require some basic keyboard skills which they will have developed during the Key Stage 3 curriculum.

Career Routes

Pupils have the opportunity to continue to develop their musical skills from Key Stage 3, and progress onto further study at Key Stage 5 (A-Level or BTEC Level 3 in Music).

Many pupils go on further to pursue careers in the music and performing arts industries. Recent pupils who have gained a GCSE in Music are now studying music at A-Level and university, performing arts, drama, law, maths, science, musical theatre, education, teacher training and medicine.

A GCSE Music qualification demonstrates that you have confidence, commitment and motivation. This course will help you to develop transferable skills, including creative thinking, communication, ICT and Music Technology, problem solving and the ability to work with and perform confidently in front of others.

PHOTOGRAPHY

Assessment Structure (in two parts, assessed by art department staff and the exam board)

Unit 1: Coursework portfolio of work – 60%

Unit 2: Externally Set Assignment – 40%

Content

This course will enable students to experiment with a variety of techniques such as black and white film developing, digital editing, using software e.g. Photoshop or Lightroom. Through a series of demonstrations, students will be introduced to a range of editing skills, using software and other media. Each project will require students to research a theme, explore different photographers, artists and designers work, before experimenting with a range of ideas. Students will produce a portfolio of creative work and will be expected to analyse their photography but also similar work of other photographers. Students will have access to the art department during lunchtimes and after school to support them in the development of their portfolios.

Candidate Portfolio

Students will complete their Photography outcomes from the beginning of Year 10 to the beginning of January in Year 11. Previous topics include, 'Landscapes, Cityscapes and Seascapes' and 'Colour'. Each project will be presented in a sketchbook, or in a file and on display boards, with a finished outcome. Sketchbooks are an important part of the course and when used consistently well, provide the best opportunity for students to address all the assessment criteria, showing both individuality and originality.

Externally Set Exam

The exam paper is issued to students at the beginning of January in Year 11. All students will have a set time to prepare and develop their work, ready for their two-day timed practical exam. During these two days, students will produce a final outcome(s) that fulfils their original intentions with thorough development and exploration of their ideas. There is no theory exam paper for this option; students will be expected to complete analysis and annotation as part of their preparation, within their sketchbooks.

Career Routes

Students can continue with their Photography studies in Barry Sixth Form where they can study A Level Photography and/or Art, as well as a range of other art based courses. This experience and qualification will enable students to access the Creative Industries at Higher Education level studying degrees such as: Photo Journalism, Photo Editing, Gallery Curator, Paparazzi, Graphics Design, Animation, as well as Medical, Forensic, Studio, Sports, Wedding, Fine Art and Fashion Photography.

SPANISH

Assessment Structure

The Spanish GCSE qualification:

Unit 1: **Speaking** (25% of qualification)

Unit 2: **Listening** (25% of qualification)

Unit 3: **Reading** including one translation task from Spanish into English (25% of qualification)

Unit 4: **Writing** including one translation task from English to Spanish (25% of qualification)

Content

The content that will be studied will cover the following broad contexts:

- **Personal and Social Life** – Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans
- **The Local Community** - Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.
- **The World of Work** - Work experience, part-time jobs, future careers, technology (sending messages, accessing information).
- **The Wider World** - Travel and holidays, media, social issues (e.g., life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.

Career Routes

This subject may be developed at A level or at university together with other subjects such as Spanish and Law or Spanish with European Politics. You will also have the opportunity to spend your third year at a university abroad as part of the Erasmus programme.

The obvious careers would be teaching and interpreting but given that we live in a multicultural society, languages would be beneficial in any chosen career. The Latin roots have also made it advantageous in careers such as Physiotherapy and Medicine. Having a GCSE in Spanish shows that you have excellent communication skills.

SPORT

GCSE PE

This course involves a combination of practical and theory modules. The practical element and theory exam are both worth 50% of the student's final grade.

Unit 1 – Introduction to Physical Education – theory based work combined with practical activities to back up theory knowledge. 2-hour examination – 50% of qualification. Learners will be assessed through a range of short and extended questions. The questions will be based on audio - visual stimuli and other sources.

Unit 2 – The Active Participant in Physical Education. Non – examination element – 50% of qualification. Learners will be assessed in **three** different activities in the role of performer in at least **one** individual sport, **one** team sport and **one** other. One activity will be a major activity which will have a personal fitness programme linked to the activity

Lessons will be a combination of practical and theory based. All students are expected to play a full part in **all practical activities** and are encouraged to represent school teams in as many sports as possible to improve their practical abilities and knowledge.

Students who have a keen interest in sport and have strengths in a number of practical sports, combined with a good academic ability to succeed in the theory elements of the course would be suitable for this course.

L1/L2 Sports and Coaching Principles

This qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify actions plans to develop physical fitness for sport or health, and how to coach different groups with different needs. The knowledge and skills gained provide a clear grounding within the sport and sports coaching sectors for those learners that may choose a career in sport, leisure, fitness instruction and coaching.

The qualification is made up of 3 compulsory units, which are assessed either internally or externally

Unit 1 - Improving Sporting Performance - internal

Unit 2 - Fitness for Sport - external

Unit 3 - Coaching Principles - internal

The course will include a combination of both practical and theory based lessons. Students will experience a number of different activities and participation in **all activities is compulsory**. Assessment will be in the form of written homework and assignments combined with practical assessments such as coaching a group of pupils in a sport followed in the course.

Students who have a keen interest in sport with aspirations of being involved in sport as a career would be suitable for this course.

TRIPLE SCIENCE

Entrance Requirements: - This course is ideally suited for pupils who have achieved a very high standard in end of topic tests and are preferably in Set 1 Science and Set 1 or 2 Mathematics.

Assessment Structure – Triple Science

For each subject separately:

Year 10

Unit 1: Written Examination 1 hour 45 minutes (45%)

Year 11

Unit 2: Written Examination 1 hour 45 minutes (45%)

Unit 3: Practical Assessment (10%)

Content - Biology

Unit 1: Cells, Organ systems and Ecosystems.

Unit 2: Variation, Homeostasis and Micro-organisms.

Content - Chemistry

Unit 1: Chemical substances, Reactions and Essential Resources.

Unit 2: Chemical Bonding, Application of Chemical Reactions and Organic Chemistry.

Content - Physics

Unit 1: Electricity, Energy and Waves.

Unit 2: Forces, Space and Radioactivity.

Career Routes

Many careers that are not specifically scientific require a Science GCSE. Pupils who achieve high grades can opt to take Biology, Chemistry and Physics 'A' levels. Pupils will be at an advantage having studied Triple Science. Further qualifications in Science can lead to a plethora of careers including Medicine, Midwifery, Nursing, Engineering, Accountancy, Pharmacy, Dentistry, Astronomy, Optometry, Veterinary Science, Environmental Science, Astrophysics, etc.