Year 9 Options 2019 - 2021
The Way Forward

Dear Pupil,

For the past three years at Henry Tudor School we have aimed to provide you with a wide variety of subjects to give you a broad and balanced education in line with the National Curriculum. You have now reached a stage where you are able to make some choices about the subjects that you wish to study in Years 10 and 11.

In making these choices it is important to keep a careful balance of subjects. This booklet contains information about the many courses that are available to you to help you achieve this balance. Your final choice should depend on your interests, ability and any career ideas that you may have.

It is important that you take the opportunity to talk to your teachers about the courses offered in Years 10 and 11, particularly those that will be completely new to you, to find out if they are the right ones for you. If you have any concerns, remember that your tutors and teachers are there to help you. Finally, make sure that you discuss your options with your parents so that your eventual choice will be the right one for you and your future. If you have any doubts about your choices, you may also wish to speak our careers advisor.

G Thomas
Head of Year 9

Dear Pupil,

As your Head of Year I am looking forward to supporting and encouraging you to achieve your full potential in Year 10. As you think about your options it is important to think about how each subject is assessed. At GCSE level, your work could be assessed by a combination of controlled assessments and examination. Controlled assessments may be set over the two years, with some subjects starting to set it in the very first term of Year 10 therefore you will need to be focused and work hard from the very beginning of your GCSEs, as marks from your controlled assessments will contribute significantly to your final grades. Equally, many subjects now offer GCSE exams during the course of Year 10 - making Year 10 just as important as Year 11. Organising your study time carefully to meet deadlines and working positively with your teachers will be essential. I will be making sure that you gain the best results that you can achieve during Year 10.

I hope that you and your parents will attend the Options evening which will help you to make your final choices.

H McMillan
Head of Year 10
YEAR 9 OPTIONS 2019-2021

The Way Forward

WHAT NEEDS TO BE DONE

Read the brochure carefully considering the courses and their suitability to you. When you have read all the course descriptions, you will be in a position to make your decision.

Discuss your prospects in individual subjects with the staff who teach you at the moment.

You will be given time in school to enter your choices on line and you may use a paper form in addition if you wish.

Please discuss your choice with your Mentor, Head of Year Careers Adviser or any senior member of staff – they will help you.

REMEMBER

- Choose a balanced of subjects.
- Choose what **YOU** want, not what your friends are doing.
- **Don’t** choose a subject because you like your teacher- teachers change groups and may not be taking you next year.
- Keep in mind any career option you have thought about and make sure you have not dropped a subject you may need.
- Think about your personal skills – will they be particularly useful in certain subjects?

Subjects will only run if there are sufficient pupils opting for them.
Contents:

Compulsory Subjects.

- English
- Maths
- Science
- P.E
- R.E and Moral Studies
- Welsh
- Welsh Baccalaureate

Options

- Art and Design
- Business Studies
- Drama
- Design and Technology
- Food & Nutrition
- Geography
- Health & Social Care
- History
- I.C.T
- Media Studies
- Music
- R.S
- Spanish
- Sport Studies
- Triple Science

Vocational Courses

- BTEC Agriculture
- BTEC Sports Studies
- City & Guilds Creative Hair & Beauty Studies
- ECDL I.C.T
- The Military Preparation School
- Sweet. Personal and Social Development
- WJEC Construction
- WJEC Engineering
- WJEC Hospitality & Catering
- Welding
  (ABC Fabrication and Welding)
Compulsory Subjects
ENGLISH

What is in the course?

Students entering Year 10 will be working towards gaining a GCSE in English Language and a GCSE in English Literature across the two-year period. The English Language course develops a wide range of skills such as comprehension, creative and transactional writing and oracy. In English Literature, students explore aspects of fictional writing including novels, drama and poetry.

Students will sit their English Language exams in the autumn of their Year 11 and their Literature exams in the summer of their Year 11.

How is it assessed?

English Language in Wales

- 20% oracy
- 80% end course examinations (two 1hr 45 minute papers in summer of Yr11)

English Literature

- 25% controlled assignment (2 assignments)
- 75% examination (two papers of 2 hours on a range of literature.)

Pupils will be entered for Higher or Foundation tier in Literature. The Language qualification is a unified tier (i.e. everyone sits the same exams).
MATHEMATICS

What is in the course?

All students will sit two GCSEs in mathematics and they are titled GCSE Mathematics and GCSE Mathematics – Numeracy. Both of these will build on and progress from the levels of mathematics and numeracy expected at the end of Key Stage 3. Whilst the GCSE in Mathematics – Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

Both specifications will encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They 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.

The GCSE Mathematics – Numeracy will have an emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. It will prepare learners to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problem-solving cycle will feature within the specification as well as the more numerical aspects of mathematics. 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.

The GCSE Mathematics will enable learners to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare learners to make informed decisions about further learning opportunities and career choices. It will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematics-related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage learners to employ and evaluate different mathematical techniques.

How is it assessed?
Pupils will be continually monitored during the two years by means of end of topic tests, oral assessment, homework assessments and final examinations.

External Examinations
There are three tiers of entry for both GCSE Mathematics and GCSE Mathematics – Numeracy.

Higher Tier: Grades A* - C
Intermediate Tier: Grades B - E
Foundation Tier: Grades D - G

Learners entered for these qualifications must sit both units at either foundation, intermediate or higher tier, in the same examination series.
The written papers for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification. Some questions will use multiple-choice assessment.

All candidates are required to sit two written papers for both GCSE Mathematics and GCSE Mathematics – Numeracy.

Unit 1 (non-calculator) (50%)
Higher: 1 hour 45 minutes
Intermediate: 1 hour 45 minutes
Foundation: 1 hour 30 minutes

Unit 2 (calculator allowed) (50%)
Higher: 1 hour 45 minutes
Intermediate: 1 hour 45 minutes
Foundation: 1 hour 30 minutes

The examinations are made available by the examination board in both the November and the summer sessions.
Physical Education (PE)

Key Stage 4 Physical Education

(One lesson of PE/Games per week as required by National Curriculum)

- Pupils build on skills, knowledge and understanding acquired during Key Stage 3.
- Pupils develop their skills, knowledge and understanding of physical education through four areas:
  1. Health, fitness and well-being activities, which are non-competitive and contribute to general health and fitness goals.
  2. Creative activities that are composed or choreographed and are generally artistic and aesthetic in nature.
  3. Adventurous activities that are underpinned by problem solving and have an outdoor living and learning focus.
  4. Competitive activities that are learned for the purpose of competition between an individual, group or team.

How is it assessed?

This course will not be assessed by external examination. At the end of each activity, pupils will be assessed according to whole school SEMIX guidelines, which form part of their ROA at the end of Year 11.

GCSE Sports Studies course details are given later in this booklet.
RELIgIOUS & MORAL STUDIES

What is in the course?

The course provides relevant facts about some of the important religious and moral issues. It aims to help pupils understand these issues, explore a variety of views about them and develop an understanding that people hold different opinions about them. It is hoped that the course will enable pupils to understand, develop and express their own opinions on these issues.

Topics for discussion:

- Is censorship important?
- The purpose of sex.
- Is there an afterlife?
- How was the world created? Does science of religion provide the answers.
- Prejudice and Racism.
- Why do some people not believe in God?
- Is war ever acceptable?

How is it assessed?

There is an external examination at the end of the two years of study, which is not compulsory. The full GCSE course details are later on in this booklet.

Religious and Moral Education

"Takes you to places where no other subject goes"
Double GCSE Science

It is compulsory for all pupils to take GCSE double award Science at Key Stage 4 as a minimum.

This double award qualification consists of 7 units which will be spread throughout Year 10 and 11. This course is delivered in 10 teaching hours per fortnight and the qualification is awarded at the end of Year 11 (2 GCSE grades).

This course allows pupils to study all three science areas to a high level and provides a basis to continue studying at A level if they wish.
What is in the course?
This GCSE specification in Welsh second language will enable candidates to:
☐ understand and use the language for a variety of purposes and audiences.
☐ develop language learning skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified context.
☐ develop language learning skills and strategies to enable candidates to develop their grasp Welsh further.
☐ develop listening, speaking, reading and writing skills in an integrated manner, emphasising listening and speaking skills.
☐ use Welsh in further studies, in the workplace and in their communities.
☐ develop curiosity about the Welsh language.

The context for learning the language is organised under three broad themes:
☐ EMPLOYMENT
☐ WALES AND THE WORLD
☐ YOUTH

When studying this qualification, candidates will be required to cover the following areas:
Listening: understand and respond to different types of spoken language
☐ demonstrate an understanding of spoken language by one or more speakers in public and social situations, for example, conversations, presentations, news reports and television programmes;
☐ understand the main message, main points, specific details and different perspectives communicated verbally in long and short pieces.
Speaking: communicate and interact effectively in speech
☐ communicate and interact spontaneously and effectively for different purposes, including conveying information, expressing and justifying opinion, and asking and answering questions;
☐ use a range of strategies to support and sustain effective communication, including asking questions to clarify meaning and eliciting information;
☐ hold conversations and discussions making extended contributions and combining a variety of sentences and language patterns;
☐ use simple language patterns accurately;
☐ use different verb tenses;
☐ modify language appropriately for different audiences and a range of situations, using appropriate register, clear pronunciation and appropriate intonation.
Reading: understand and respond to different types of written language
☐ understand and respond to written language in different forms written for a variety of purposes and audiences, including correspondence, articles, online information, marketing materials, literary texts, diagrammatic information, public information and instructions
☐ understand the main message, main points, specific details and different perspectives in a variety of long and short, simple and complex written texts, using different verb tenses;
☐ discern meaning within a variety of long and short written texts, including some relating to abstract topics, unfamiliar material and some more complex language, interpreting implied meaning where appropriate;
☐ scan for specific information within extended and multi-format written material.
Writing: communicate in writing
☐ write effectively for different purposes;
☐ write accurately using simple and familiar sentences, language patterns and vocabulary to convey meaning and information effectively;
☐ write in an extended and coherent manner in order to convey facts, ideas and perspectives for different audiences and purposes, including descriptive and report writing, persuasive and instructional, creative and imaginative, critical / expressing opinions;
☐ use a range of different written forms, for example letters, e-mails, articles, diaries, posters, stories and blogs;
☐ use simple language patterns accurately;
☐ use different verb tenses;
☐ make creative use of language, varying and adapting vocabulary and language patterns, style and register intentionally for different purposes;
☐ modify language appropriately, including language and register, for different audiences and a range of situations;
☐ translate short and simple texts from English to Welsh in order to convey the main message and meaning, using language accurately.

How is it assessed?
This qualification has two external assessment units which are weighted equally and two internal assessment units. The two external assessment tests reading and writing skills while the two internal assessment unit tests oral and listening skills.

Unit 1 Oracy response to visual material:
Oracy exam – Year 10 (25%) - (10%) Speaking (15%) Listening
This unit requires candidates to listen to stimuli and respond verbally by interacting with a partner or in a group of 3.

Unit 2 Communicate with others: Oracy exam- Year 11 (25%) - (20%) Speaking (5%) Listening
This unit requires candidates to respond orally and listen to peers by interacting with a partner or in a group of 3. Candidates are expected to express and support opinions.

Unit 3 Report, specific and instructional:
Written Examination – Year 11 (25%) - (15%) Reading (10%) Writing
This unit requires candidates to respond to a range of questions. The reading will be assessed through a range of structured questions and the writing for different purposes including writing report, specific and instructional.

Unit 4 Descriptive, creative and imaginative:
Written Examination – Year 11 (25%) - (10%) Reading (15%) Writing
This unit requires candidates to respond to a range of reading and writing questions. The reading will be assessed through a range of structured questions and the writing for different purposes including descriptive, creative and imaginative writing.

4 lessons a fortnight
Welsh Baccalaureate
Year 10 Course Information 2019 – 2021

<table>
<thead>
<tr>
<th>Department</th>
<th>Welsh Baccalaureate</th>
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<tbody>
<tr>
<td>Head of Department</td>
<td>Mr D. McLoughlin</td>
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<tr>
<td>Subject title</td>
<td>Skills Challenge Certificate</td>
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<td>Examination board</td>
<td>WJEC</td>
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Summary of course

This academic year sees the delivery of the new Welsh Baccalaureate qualification called the ‘Skills Challenge Certificate’. The Skills Challenge Certificate comprises of four challenges completed as controlled assessments:

1. Global Citizenship Challenge
2. Community Challenge
3. Employability and Enterprise Challenge
4. Personal Project

All of the marks awarded in each of the challenges are added up and a final grade (A* to Pass) is awarded for the Skills Challenge Certificate. During the challenges, the students will develop and be assessed on the following skills and aptitudes:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

Community Challenge – worth 15% of the total qualification:
The Community Challenge will be assessed throughout Year 10 and requires students to plan and complete 10 hours of planned community service. Students must keep records and evidence of their service. Community service can be taken from three broad areas: social/welfare, neighbourhood enhancement or coaching. The final assessment is for students to complete a personal digital record of their community experience. The final assessment is for students to complete a personal digital record of their community experience.

Global Citizenship Challenge – worth 15% of the total qualification:
The Global Citizenship Challenge will be assessed throughout Year 10. It allows learners to build their knowledge and understanding of global issues from a range of themes, including Cultural Diversity, Fair Trade, Future Energy Use, Inequality, Living Sustainably, Natural and Human Disasters and Poverty. The final assessment task is for students to create a raising awareness pack for one of the global issues, in an innovative and creative way.

Employability and Enterprise Challenge - worth 20% of the total qualification:
The purpose of this challenge is to develop students’ enterprising skills and enhance their opportunities for employment. Students will have the opportunity to focus on the preparation for their future career aspirations, as well participate in an enterprise activity. This challenge also provides students with opportunities to develop important team working skills and understand the importance of positive working relationships. The final assessment for this challenge is for students to create a business idea and proposal, which is pitched to a panel.

Personal Project - worth 50% of the total qualification:
The Personal Project is designed to develop students’ skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. It must be between 1000 and 2000 words. This challenge carries the most weighting, therefore has the biggest influence on the overall Skills Challenge Certificate grade.
The completion of the Skills Challenge Certificate is compulsory. Students in Pembroke School have achieved very highly in this subject in previous years. It is crucial that students attend regularly to complete challenges, try their best and use their skills effectively, if they are to pass this qualification.
Option
Subjects
ART and DESIGN

What is in the course?

It is important that you have a lively and enquiring mind, an interest in Art and Design, a willingness to explore new ideas and an ability to communicate your ideas effectively. You will learn to:

- research, analyse and learn from other artists’ work.
- to use visual language to stimulate ideas and realise these ideas.
- develop skills in a variety of media.
- Pupils will produce a Portfolio Unit exploring a wide range of material and skills. Pupils will work in sketch pads and on large scale pieces. Two outcomes will be produced one Fine Art based, one Design Based. Use of New Media Photography, I.C.T, moving image will be explored. There will be an end of year exam in Year 11 having had 6 weeks preparation for the exam. Coursework 60%, the Exam is 40%.
- It is essential that pupils complete their work within the deadlines set.
- Pupils have the opportunity to attend extra Art classes in Art Club after school.
- Pupils will need to be equipped with basic art materials and purchase two sketch books from school at a cost of £3.00 each. (A folder would be an advantage)
- Coursework has to be completed before the examinations begin. The coursework deadline is in January of the examination year.
- Some materials are for sale at cost from the Department.

The areas of study available vary but can include:

- Drawing
- Sculpture
- Computer Graphics
- Print Making
- Mixed media
- Textiles
- Mosaic
- Photography
- Collage
- Graphics
- Mask
- Illustration
- Jewellery
- Silk Printing
- Glass Painting
- Painting

Programme of study and assessment:

<table>
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<tr>
<th>Year 10</th>
<th>2 terms Portfolio Unit</th>
<th>Two Outcomes one Graphic Based one Fine Art</th>
<th>60%</th>
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<tr>
<td>Year 11</td>
<td>5th term - terminal examination completed by Easter (the first GCSE to be completed).</td>
<td>Including preparatory work</td>
<td>40%</td>
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<td>TOTAL 100%</td>
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WJEC GCSE BUSINESS

What is in the course?

The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

Will I enjoy this course?

This GCSE Business course introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

The focus of the specification is to introduce and nurture an enthusiasm for studying business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

How is it assessed?

The subject content for GCSE Business will be assessed across two examination papers:

Unit 1: Business World – a written examination (2 hours) 62.5% of qualification Total marks: 100

Unit 2: Business Perceptions - a written examination (1.5 hours) 37.5% of qualification Total marks: 60

Both units assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

Employment opportunities:

Employment opportunities where your Business skills will be particularly valued include business management, ICT, journalism, law, marketing, accountancy and financial services. An excellent course in preparation for A Level Business Studies

Sample questions:

- Why does McDonalds change its menu?
- How will “Brexit” affect business?
- What does it take to start a new business?
- Why do entrepreneurs need to be creative?
- Where should a business locate?
Unit 1: Devising 40%
(Recorded and internally assessed, externally moderated)
Unit one is all about devising and performing your own play based on a given stimulus and using a theatre practitioner's style.
You will also complete a milestone log which follows the devising process, and and evaluation following your performance.

Unit 2: Scripted 20%
(Assessed by an external examiner)
Unit two focusses solely on your performance skills. You will be put in a group with others from your class and be given two extracts from a script to perform.

Unit 3: Written Paper 40%
As part of the course you need to study a set text. We study ‘two faces’ a play that explores the themes of social media. You explore this text through the eyes of a director as well as a performer.

Skills you will learn
Confidence, Public Speaking, Communication, Empathy, Focus, Creativity, Problem Solving, Cooperation, Initiative, Time management.

Job Prospects
Universities and employers look for a broad background of subjects. Future Jobs include: Actor, Drama therapist, Stage manger, Lighting Designer, Sound technician, Teacher, Costume Design etc.
GCSE Design and Technology
Fashion and Textiles

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products. There will be an emphasis on pupils developing a wide range of independent practical skills and techniques.

The specification enables learners to work creatively when designing and making.

Pupils will:

- learn about a wide variety of materials and practical techniques.
- make a range of good quality products
- develop an appreciation of the importance of creativity and innovation to good design practice
- develop as effective and independent learners
- understand the key principles of designing and making
- use their knowledge, skills and understanding to make design decisions
- analyse existing products critically analyse links between the principles of good design, existing solutions and technological knowledge

Unit 1: Design and Technology in the 21 Century

This unit is assessed by a written examination of 2 hours. It represents 50% of the qualification [100 marks]

The examination will be a mixture of short answer, structured and extended writing questions. These aim to assess a candidates' knowledge and understanding of Fashion and Textiles

Unit 2: Design and Make task

This unit is internally marked but moderated by the WJEC.

It is sustained design and make task [35 hours] based on a challenge set by the WJEC. This will assess a candidates ability to:

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

This represents 50% of the qualification [100 marks]

Employment opportunities:
GCSE Design and Technology

Product Design

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

This represents 50% of the qualification [100 marks]

Employment opportunities:

Industrial Designer, Manufacturing, Teacher, Product designer, Graphic design, Publishing, Computer Generated Design
GCSE Food and Nutrition

This is a new and exciting course. The course has been designed so that a balance between practical and theoretical knowledge will allow students to be creative; it encourages learners to cook and enables them to make informed decisions about food and nutrition.

How is it assessed?

Assessment is made up of three units

- 40% end of course examination – (1 hour 30 minutes).
- Assessment 1 – A food investigation – a mini project where an investigation is carried out to find out what happens to food during preparation and cooking (approx. 10 hours work). This will be externally assessed.
- Assessment 2 – Food preparation – students show practical skills, knowledge and understanding through planning, preparation, cooking and presentation of a selection of dishes. (approx. 15 hours work). This will be assessed by the centre.

GCSE in Food and Nutrition will include studying:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Employment opportunities: Food Scientist, Dietician, Food Journalism, Hospitality and Catering, Teaching.
GEOGRAPHY

What is in the course?
The course will be studied through 16 themes of varying length spread across the two year GCSE course. At the end of the course candidates will be able to demonstrate knowledge and understanding of places, environments and processes, and use these to analyse and evaluate current geographical issues in the world around them.

UNIT 1: Changing Physical & Human Landscapes:
- A taste of Wales
- Pembrokeshire Paradise
- Spectacular Snowdonia
- Submerged along the Severn
- Climatic Catastrophe
- A Postcode Lottery
- Population Problems
- Sustainable Cities?
- Shop until you drop!

UNIT 2: Environmental & Development issues:
- The Geological Machine
- Violent Volcanoes
- Seriously Shook Up
- Climate Change
- Weird & Wonderful Weather
- Exploring Ecosystems
- Dodgy Development
- Water, Water Everywhere...

These themes include: coastal and river environments; urban and rural development; population issues; and retail change in Wales, the UK and the World.

These themes include: plate tectonics and geological hazards; climate change; understanding the weather; inequalities in development; and water sustainability in Wales, the UK and the World.

How is it assessed?
Candidates will sit two non-tiered examinations at the end of Year 11.
Paper 1 (unit 1) 40% Both papers have a mixture of structured short questions
Paper 2 (unit 2) 40% and extended case study led questions.

Non-Examination Assessment (NEA) - This is a controlled classroom assessment, which is based on two fieldwork excursions undertaken in the local area. These fieldtrips will take place at the end of year 10 and the written work (20%) completed by October half term in year 11.

Departmental Support:
- Catch-up / Revision sessions arranged by class teachers as required
- Each unit has its own dedicated booklet which once complete acts as a revision guide for the course.
- All materials will be available electronically for all pupils.

Extra-curricular opportunities:
GCSE Geography students will be given the opportunity to travel to Italy or Iceland during October half term to enhance their understanding of the world around them.

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world and appreciating the diversity of cultures that exists across continents."

President Barack Obama
GCSE Health and Social Care, and Childcare
Single Award

Health and Social Care, and Childcare covers the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

Qualification Structure and Assessment

Single Award
Unit 1: Human growth, development and well-being
Written examination: 1 hour 30 minutes 40% of Single Award qualification 20% of Double Award qualification

Unit 2: Promoting and maintaining health and well-being
a) Health and social care, and childcare service provision locally and nationally
b) Promoting and maintaining health and well-being.
Non-exam assessment: 60% of Single Award qualification 30% of Double Award qualification

Employment Opportunities

Nursing, Paramedic, Early Years Teaching, Midwife, Dentist, Social Workers, Occupational Therapy, Physiotherapy, Medical Technicians, Dieticians etc.
HISTORY

What is in the course?

Students will study 4 main topics all of equal weighting- 25%

Unit 1 - The Elizabethan Age, 1558-1603
This unit focuses on:
  - Elizabeth’s government and the changing role of Parliament.
  - Rich and poor in Elizabethan times.
  - The religious problems facing Elizabeth.
  - The threat of the Spanish Armada.

Unit 2 - The USA: A Nation of Contrasts, 1910-1929
This unit focuses on:
  - Immigration
  - Religion and Race
  - Crime and Corruption
  - Popular entertainment.

Unit 3 - changes in Crime and Punishment, c1500 to the present day.
This unit focuses on:
  - The main causes of crime over time.
  - Why have attitudes to punishment changed over time?

Unit 4 - A Non-Examined Assessment
This unit is a teacher assessed investigation into the effects of war on Wales and England in the 19th and 20th centuries.

How is History GCSE assessed?
  - Three examination papers on Units 1 – 3 accounts for 75% of the total marks with the NEA worth 25%. Unit 1 - The Elizabethan age will be sat at the end of Year 10 and Units 2 and 3 at the end of Year 11,

Employment opportunities.

A qualification in History shows any employer you have learned key and life skills that can be applied to all sorts of situations and jobs.

GCSE ICT
INFORMATION COMMUNICATION TECHNOLOGY (ICT)

GCSE ICT is intended for those pupils with a real interest in ICT and an intention to go on to study the subject in the 6th Form and beyond. 40% of the course is assessed by examination and therefore much of the course will deal with theoretical issues in ICT.

This course suits pupils who are more able to study theoretical elements of ICT and are comfortable preparing for and sitting examinations as well as producing coursework under controlled assessment conditions.

Pupils with an interest in taking GCSE ICT should consult Mr. Hamilton before making their final option choices.

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<tr>
<th>Module Name</th>
<th>Weighting</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unit 1 Understanding ICT</td>
<td>20%</td>
<td><strong>External Examination (1 1/2 hours)</strong>&lt;br&gt;This examination paper will assess the requirements of the Key Stage 4 Programme of Study for Information and Communication Technology and the functional elements of ICT in a home and school context. &lt;br&gt;Paper raw mark total: 80 &lt;br&gt;Paper UMS total: 40</td>
</tr>
<tr>
<td>Unit 2 Solving Problems with ICT</td>
<td>30%</td>
<td><strong>Controlled Assessment (22 1/2 hours)</strong>&lt;br&gt;This controlled assessment consists of a portfolio of work which shows candidates’ attainment obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess skills in Desktop Publishing, Databases and Spreadsheets. Marked internally and moderated by the exam board. &lt;br&gt;Unit raw mark total: 80 &lt;br&gt;Unit UMS total: 60</td>
</tr>
<tr>
<td>Unit 3 ICT in Organisations</td>
<td>20%</td>
<td><strong>External Examination (1 1/2 hours)</strong>&lt;br&gt;This examination paper will assess the “application” content of ICT in a business and industry context. &lt;br&gt;Paper raw mark total: 80 &lt;br&gt;Paper UMS total: 40</td>
</tr>
<tr>
<td>Unit 4 Developing Multimedia ICT Solutions</td>
<td>30%</td>
<td><strong>Controlled Assessment (22 1/2 hours)</strong>&lt;br&gt;This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief issued by the WJEC. This assignment will assess candidate’s Web Design and Multimedia design skills &lt;br&gt;Unit raw mark total: 80 &lt;br&gt;Unit UMS total: 60</td>
</tr>
</tbody>
</table>
MEDIA STUDIES

What is GCSE Media Studies?

A subject which specialises in the study of modern media industries including: broadcasting, film/cinema, music, television, radio, advertising, internet, newspaper and magazine journalism.

Is the subject a successful prospect?

Media Studies has been a very successful GCSE subject since its commencement in 2005, building on the strengths of one of the most successful A Level subjects in the county. An excellent option for students wishing to develop analytical and critical writing and thinking skills, studying the fastest growing employment sector in the world.

In the last 12 years of summer examinations, many GCSE Media Studies pupils achieved higher grades in Media than in their other subjects, frequently achieving class results in excess of 80% A*-C grades; but this is nothing do with the subject being any “easier”- pupils have to work very hard throughout the course.

What type of pupil takes Media Studies?

- Pupils who prefer a balanced mix of written examinations and coursework
- Pupils who have a keen and genuine interest in exploring the effects of media on UK and global society.
- Pupils who enjoy researching media debates, social theory and government policy
- Pupils who enjoy learning through creative writing/creative design & production.
- Pupils who want to learn and are eager to succeed.
- Pupils wanting a “soft option” need not apply!

What other subjects does Media Studies compliment? Pupils successful in Media Studies should find that the following subjects have reciprocal benefits (due to their promotion of creative expression and analysis of industrial/market research): English - Business - Music - Art - ICT - Economics - Drama - Design Technology.

Course overview and assessment structure

The subject is delivered on a 5 lesson per fortnight basis, supported with industry visits to local, national & international media organisations such as radio stations, newspaper offices and television broadcasters. In addition, pupils will have the opportunity to accompany visits to London and Cardiff to study multi-national corporations and visit the BBFC and BBC. The assessment of the course is a very well balanced 50 / 50 split between written and creative controlled assessments (three projects) and a final examination paper which explores media representation, narratives, and how audiences are targeted by media industry.

See Mr.Jones for more details or advice.

Employment opportunities:
Journalism, Teaching, Broadcasting, Film making, Advertising, Public Relations, Marking Consumer Related Employment and wider education courses/jobs.
GCSE Music

Unit 1: Performing 35%
(Recorded and internally assessed, externally moderated)
You will need to perform a programme of between 4 and 6 minutes of music, which must include performing as part of an ensemble. The desired grade for performance is grade 3 and above for instrument players.
You will also need to submit a programme note describing one of your pieces in detail.

Unit 2: Composing 35%
(internally assessed, externally moderated)
You will need to compose two different pieces of music in different styles. One of them must relate to a given stimulus. You will do this on music software in school that you will be able to access at home.
You will also need to submit an written evaluation of your composition.

Unit 3: Appraising 30%
(One hour listening exam)
You will study four different areas of study; music for ensemble, film music, popular music and musical forms and devices. Within these areas of study there are two set works that you will need to know about.

Skills you will learn
Confidence, Communication, Focus, Creativity, Problem Solving, Cooperation, Time management, Resilience,

Job Prospects
Universities and employers look for a broad background of subjects. Future jobs include: Musician, Sound technician, Producer, Radio Producer, Music Journalist, DJ, Teacher, Music Therapist, Recording Engineer, Composer
RELIGIOUS STUDIES

Religious Studies is a well-regarded subject which gives pupils the opportunity to explore a variety of moral and ethical issues such as:

- Euthanasia
- War and pacifism
- Sexual relationships
- Suffering
- Extremism
- Evolution
- Human rights
- Racism
- Abortion

As a result, pupils come to a better understanding of their own beliefs, the beliefs of others and also to empathise with the problems that individuals can face on their journey through life.

What is in the course?

The current WJEC syllabus for RS consists of two units.

Unit 1 – Religion and Philosophical Themes

Year 10 Part A
Specified core beliefs, teachings and practice of Christianity and Islam.

Part B
Study of two philosophical themes (Life and Death, Good and Evil)

Unit 2 – Religion and Ethical Themes

Year 11 Part A
Specified core beliefs, teachings and practice of Christianity and Islam.

Part B
Study of two ethical themes (Relationships, Human Rights)

How is it assessed?

End of module examinations throughout the two years to assess knowledge and understanding of the topics. An external examination at the end of Year 10 (50%) and an external examination at the end of Year 11 (50%) to make the qualification a full GCSE.
SPANISH

Why learn a modern foreign language?

People decide to learn a language for many different reasons. Many say that it is the key to understanding another way of life. Just think about the people, or new places, books, Internet sites and TV Programmes that you could enjoy.

Languages open doors and if you are able to communicate successfully in a foreign language, the opportunities offered to you will be greater than you think – employers look increasingly favourably on candidates who offer GCSE Modern Languages, even if they are not going to use them in their jobs, because it shows that they have a very important key skill of communicating.

Nervous about learning a modern foreign language at GCSE?

Don’t be! Through listening you will be able to understand what your teacher, classmates or TV and radio say in the foreign language. You will learn by speaking, and become increasingly confident in expressing both your thoughts and opinions. And you will be able to read and write with success!

All classes are conducted in a relaxed atmosphere, and you will do pair and group work on a regular basis, as well as individual tasks.

Learning a modern foreign language is something that everyone can do – so make sure that you enjoy the experience, and enjoy the culinary delights in class also, when the time is right to do so, of course!

So why Spanish in particular?

With over 300,000,000 Spanish speakers world wide, Spanish is a natural choice of language to learn, especially when you bear in mind that Spain is still the most popular holiday resort for the British. The course is interesting and stimulating, and geared towards situations that you are likely to encounter in your travels to Spain or South America for example.

• If you know both Spanish and English, you are never likely to get lost wherever you go in the world. It continues to be a very prominent language in the USA, for example in New York and Florida.

How is it assessed?

The course caters for both Foundation and Higher level candidates and examines the four main skills Listening, Speaking, Reading and Writing.

Employment opportunities:
Law, Business sector, Translator, Tourism, Hotel Industry
**Sport Studies**  
Year 10 Course Information 2019 - 2021

<table>
<thead>
<tr>
<th>Department</th>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Mr A. Davies</td>
</tr>
<tr>
<td>Subject title</td>
<td>GCSE Sports Studies</td>
</tr>
<tr>
<td>Examination board</td>
<td>WJEC</td>
</tr>
<tr>
<td>Qualification description/title</td>
<td>GCSE Sports Studies</td>
</tr>
<tr>
<td>Internet link</td>
<td><a href="http://www.wjec.co.uk">www.wjec.co.uk</a></td>
</tr>
</tbody>
</table>

**Summary of course**

50% practical  
50% theory  
Practical -3 sporting areas – one of which has to be an individual sport.  
Produce a training log for their main sport

<table>
<thead>
<tr>
<th>Important dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout year</td>
<td>On-going half termly tests</td>
</tr>
<tr>
<td>February/March 2020</td>
<td>Moderation day</td>
</tr>
<tr>
<td>Easter 2020</td>
<td>“Mock “ examinations</td>
</tr>
</tbody>
</table>

**Revision links**

- www. teachPE.com  
- GCSE bitesize  
- YHT web site  
- www.Brianmac.co.uk  
- www.PE4u.co.uk  
- www.PSshare.co.uk

Other useful information:

Costs – PE Department T shirts cost £16.00 (not compulsory).
Triple GCSE Science

Instead of double award, pupils also have the option of completing Triple Science. This is a very demanding, high level course and needs careful consideration. Triple Science consists of 7 units which will be spread throughout Year 10 and 11 and is delivered in 15 teaching hours of science per fortnight. The qualification is awarded at the end of Year 11 (3 GCSE grades).

Science teachers will advise pupils if they feel that they are suitable to apply for the triple Science course. Upon application to study triple Science, pupils will be subjected to an entry test in which an appropriate level is expected to be reached in order to secure a place on the course.

This course will only run if a suitable number of pupils successfully meet the required standard in the entry test and will take up one of your option choices.
Vocational Courses
BTEC Level 2 Extended Certificate in Agriculture

The BTEC Level 2 Extended Certificate in Agriculture provides education and training for young people interested in employment and/or further education in environmental and land-based industries.

Making extensive use of the land and resources at Glan-y-Mor Farm, located adjacent to the school, it gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

This is a very flexible course, and can be adapted and tailored to suit the class, using a selection of units from the 14 available.

Course Construction (a selection of the following units)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>Introduction to Crop Establishment</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Introduction to Farm Animal Production</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>Introduction to Land-based Machinery Operations</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>Introduction to Animal and Plant Husbandry</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>Introduction to Animal and Plant Biology</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>Participate in Estate Maintenance</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>Conservation and Improvement of British Habitats</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>Introduction to Principles of Land-based Machinery</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>Introduction to Grass and Forage Crop Production</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>Introduction to Land-based Workshop Practice</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>Tractor Driving</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
<td>Assist with Agricultural Crop Production</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>Introduction to Dairy and Beef Cattle Husbandry</td>
</tr>
<tr>
<td>16</td>
<td>5</td>
<td>Introduction to Sheep Husbandry</td>
</tr>
</tbody>
</table>

15 credits are required for achievement of the Certificate, and 30 for the Extended Certificate.

This is an ideal opportunity for pupils who prefer a more practical and vocational experience. There is lots of ‘hands-on’ activity and there are no minimum entry requirements. Achievement of this course is equivalent to 2 GCSE grades A to C.
### BTEC Sport
Year 10 Course Information 2019- 2021

<table>
<thead>
<tr>
<th>Department</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Mr A. Davies</td>
</tr>
<tr>
<td>Subject title</td>
<td>BTEC Sport</td>
</tr>
<tr>
<td>Examination board</td>
<td>Edexcel</td>
</tr>
<tr>
<td>Qualification description/title</td>
<td>Pearson BTEC Level 1/Level 2 First Award in Sport</td>
</tr>
<tr>
<td>Internet link</td>
<td><a href="http://WWW.PEARSON.COM">WWW.PEARSON.COM</a></td>
</tr>
</tbody>
</table>

### Summary of course – Examples of units
Four units to be completed over two years. Two compulsory units in year 10, two optional units in year 11. Unit 1 is assessed via an online exam that is externally marked. (Year 10)
- Unit 1 – Fitness for sport and exercise (Year 10)
- Unit 2 – Practical sports performance (Year 10)
- Unit 5 – Training for Personal Fitness (Year 11)
- Unit 4 – The sports performer in action (Year 11)

### Important dates

<table>
<thead>
<tr>
<th>Deadlines for assignments are given constantly throughout the year. January 2020 – online test</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going coursework, online assessment in January 2020</td>
<td></td>
</tr>
</tbody>
</table>

### Revision links
- www.teachPE.com
- GCSE bitesize
- YHT web site
- www.Brianmac.co.uk
- www.PE4u.co.uk
- www.PSshare.co.uk

### Other useful information:

Costs – PE Department T shirts cost £16.00 (not compulsory).
Qualification structure – City & Guilds - 3004-02
Level 2 Certificate in Creative Hair and Beauty Studies

Although some units may vary this course is a good introduction to both hair dressing and beauty trades. This course is ideal for anyone who has an interest and natural flair for hair and beauty.

A minimum of 24 credits is required to achieve this qualification. A minimum of 180 guided learning hours are recommended.

<table>
<thead>
<tr>
<th>Unit</th>
<th>GLH</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 212</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>Create an image based on a theme within the hair and beauty sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 222</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Head massage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 223</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Apply skin tanning techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 225</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Shaping and colouring eyebrows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 227</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>The art of dressing hair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ECDL - Level 2 Certificate in IT user Skills
(ECDL Extra)

The computing curriculum requires that every child leaves school digitally literate. ECDL has become an important building block, equipping students with the IT skills they need to thrive in the digital world, whether they’re pursuing further education or employment.

ECDL is a vocational qualification that teaches young people how to use IT software applications confidently and effectively. Its hands-on delivery engages with students at all levels - encouraging productivity, creativity and soft skills like communication and problem-solving across the curriculum.

The Benefits of ECDL

- Flexible delivery and assessment entirely online
- Approved course material and diagnostic tests available
- Students are assessed only when they are ready and they receive instant results
- Automated marking, which frees up valuable teaching time

Students study the units listed below

- Word Processing
- Spreadsheets
- Presentations
- Improving Productivity

For information on this course please speak to Mr. Hamilton in the ICT and Business department.
The Military Preparation School (MPS) actively supports and complements all local school curricula. We support partner schools and local authorities in securing accredited vocational qualifications for learners across England and Wales.

The MPS focuses on two main objectives: qualification attainment and developing the skill set required for positive progression to further education, apprenticeship and employment. The MPS provision provides a curriculum for life through preparation for lifelong learning.

We have a professional and engaging curriculum that welcomes a diverse range of learner who is able to access and succeed through our expansive curriculum options.

The extensive enrichment programme built into our curriculum allows learners to develop a holistic approach to learning and personal development. High emphasis is placed on numeracy and literacy development, with all instructors holding recognised teaching qualifications. We are not a boot camp, nor do we push learners towards a military career; we are focused on level 2 accredited qualifications and equipping learners with the foundations to achieve and thrive in a changing world.

"Learners benefit from outstanding teaching, learning and assessment, which lead to outstanding outcomes." Ofsted

All learners are able to access our enrichment opportunities on any of the curriculum programmes. These unique experiences are custom built into the provision to ensure learners receive a holistic approach to learning. By having informed and rounded learners in schools and local communities, they are able to become enterprising and creative contributors and valued members of society.

**Learners** are able to access a wide range of curriculum options based on the schools' and learners' identified requirements. The course duration follows the academic year and learners can attend MPS up to 3 days a week; most learners attend centres for 1 day a week, which allows the learner to access their homeschool curriculum with little or no disruption to school timetables. Learners can join at any point throughout the year and are still able to attain qualifications.

### Year 9 Programme
- City and Guilds Level 1 Award in Employability Skills
  - 6.25 performance pts
- City and Guilds Level 2 Award in Employability Skills
  - 11.5 performance pts

### Year 10 Programme
- City and Guilds
  - Level 2 Extended Certificate in Employability Skills
  - 92 Performance pts (equivalent to 2 GCSEs)

### Year 11 Programme
- Pearson BTEC Level 2 Extended Certificate in Teamwork and Personal Development in the Community
  - 92 Performance pts (equivalent to 2 GCSEs)

**All qualification attainment levels are based on one day a week allocation for the academic year. Extended Certificate attainment accreditation is equivalent of two B GCSE grades.**

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**FUNDRAISING ACTIVITIES**
- **AWARD RECOGNITION**
- **DIVERSE OCCUPATIONAL OPPORTUNITIES**
- **OVERNIGHT MILITARY EXERCISES**
- **SUPPORTING LOCAL COMMUNITIES**
- **TRAINING BASED COMPETITIONS**

"I have always had a passion for fitness and sport so the fact I would be MPS was inevitable. In a typical day we learn team skills, problem-solving, numeracy and decision making. MPS has allowed me to be more confident in myself and to be proud of the qualities and skills I have gathered. I absolutely love the practical side of the course for example, circuit training and hikes on the beach but the coursework is perfectly explained and easy to understand. I would definitely recommend the Military Preparation School to anyone.

J. Davies, Head Boy, Birchgrove School, Swansea

**Learner Advantages**
- Enterprising creative contributors
- Develop key transferable skills
- Ambitious and capable learners
- Can work based skills for positive progression
- Ethical, informed citizens
- Experience of unique enrichment opportunities
- Healthy, confident individuals
- Develops a positive attitude towards citizenship
SWEET

Personal and Social Development Programme

Sweet is an innovative and flexible Personal and Social Development Programme leading to a BTEC level 1 qualification. The course is aimed to provide our pupils with a qualification whilst helping them address real life relevant issues that will support them beyond education.

The course is comprised of 8 Units to be completed over the course of the year 10 and 11. The units are presented through booklets covering key areas. Below is a summary of the topics to be covered.

Booklet 1 is about Personal Identity and helping you to get to know yourself better and to develop your self-esteem and confidence.

Booklet 2 is about Managing Relationships and looking at different types of relationships and the importance of developing social skills.

Booklet 3 is about Healthy Living and how physical, mental, sexual and emotional health all contribute to a healthy lifestyle.

Booklet 4 is about Moving Forward and identifying what is important to you and what you need to do to achieve your goals.

Booklet 5 is about Money Matters and helping you to be responsible with your money, save and spend wisely and practise keeping a personal budget.

Booklet 6 is about Global Citizenship and understanding your rights and responsibilities and learning how to make changes happen.

Booklet 7 is about Community and enabling you to understand and appreciate the value of a diverse community and gain further knowledge and understanding of the roles played by community groups.

Booklet 8 is about Enterprise and Employability and helping you in reaching your career potential. Your future could be working for a successful business or leading your own enterprise.

The course is delivered by Mrs Beasley and overseen by Mrs Andrews the Assistant Head and ALNCO.

There is no final examination. Qualification is gained by successful completion of all the booklets.
WIEC Level 1 or 2 Award in Constructing the Built Environment

This qualification provides a broad introduction to the different trades involved in construction. It provides an overview of technical construction roles such as bricklaying and carpentry, and also of professional construction roles such as site inspection and project management. Learners will be involved in a number of small scale construction projects, and will also learn how to create technical drawings and specifications. This course is an ideal foundation for young people interested in employment and/or further education in the construction industries.

Course Construction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Guided Learning Hours</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>Safety and security in construction (External assessment)</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>Practical construction skills (Internal assessment)</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>Planning construction projects (Internal assessment)</td>
</tr>
</tbody>
</table>

This course is structured in a ‘plan, do, review’ approach to learning, where learners are introduced to planning activities, carrying them out and reviewing the outcomes.

This is an ideal opportunity for pupils who prefer a more practical and vocational experience. There is lots of ‘hands-on’ activity and there are no minimum entry requirements.
This qualification provides a broad introduction to the different activities involved in engineering. You will look at and build items such as BBQ’s or trailers as well as repairs to machinery such as mowers or tractors.

In Engineering Design you will learn how to look at products to find out how it works, and how it meets certain requirements. You will learn how to take ideas from different products in order to produce a design specification for a new one.

In Producing Engineering Products you will learn about different types of engineering information and how to use this to plan the production of new equipment. You will learn to work safely with various engineering processes, equipment and tools, and you will learn to make a range of engineered products that are fit for purpose.

In Solving Engineering Problems you will learn how to solve engineering problems by exploring solutions using new materials or processes. You will learn to follow a process and you will develop drawing skills to communicate solutions.

Course Construction

<table>
<thead>
<tr>
<th>Unit</th>
<th>Guided Learning Hours</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9791</td>
<td>30</td>
<td>Engineering Design (Internal assessment)</td>
</tr>
<tr>
<td>9792</td>
<td>60</td>
<td>Producing Engineering Products (Internal assessment)</td>
</tr>
<tr>
<td>9793</td>
<td>30</td>
<td>Solving Engineering Problems (External assessment)</td>
</tr>
</tbody>
</table>

This course is structured in a ‘plan, do, review’ approach to learning, where learners are introduced to planning activities, carrying them out and reviewing the outcomes.

This is an ideal opportunity for pupils who enjoy a practical and vocational experience. There is lots of ‘hands-on’ activity and there are no minimum entry requirements.
WJEC Hospitality and Catering.

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. This new qualification has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

The course has 2 units:
The Hospitality and Catering Industry
Hospitality and Catering in Action

Learners must complete both units.
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.
This structure has been designed to develop:
- knowledge and understanding of a range of hospitality and catering providers
- skills in nutrition and food safety
- food preparation and cooking skills
- skills in problem-solving, organisation, planning and communication
- the ability to work alongside other professionals, in a professional environment.

The units have been devised around the concept of a ‘plan, do, review’ approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning.

There is an emphasis on practical activities and students will be expected to provide ingredients for food preparation tasks.

Assessment:
Unit 1: A timed, supervised assignment
         A 40% written exam
Unit 2: A Controlled assessment task for each unit of work.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists working for supermarket chains.
YOUR Library at KS4

Information, support and space to help you succeed!

A friendly, relaxed, and welcoming but quiet and purposeful learning space for all, with study tables for individual work or work in pairs; study booths for work-focused discussion and groupwork; and comfy seating in the Reading Lounge for relaxed reading.

A wide range of relevant and up to date resources (print and online) to support your studies and leisure reading, including fiction (extensive selection of YA (Young Adult) reads), information books, magazines, DVDs, CDs, e-books, maps, playscripts, and subscriptions to online sources.

Resources in the GCSE Collection specific to your KS4 courses - textbooks you're using in class, additional textbooks, wider reading around the topics you're studying to enrich your knowledge and understanding, study guides and revision guides.

Help and support for your learning, answers to your enquiries and help with your research needs throughout the day from 8am until 4.30pm (3.15pm on Fridays) from a qualified, chartered librarian.

Support for your independent learning. Your Librarian can help with starting research for projects and homework tasks, enabling you to get the best out of your Library and its resources.

Extensive opening hours to suit your needs - we are open before school at 8am, and throughout the day, including breaks, and after school until 4.30pm

Shelf Help - a range of information books on a variety of topics to support our wellbeing and mental health, including tips for exam pressure, self esteem, stress, online life, family and friendship challenges, and more. Includes mindfulness colouring sheets and
other resources for when you need that important break from study!

Plenty of fantastic ‘readaxation’ [Nicola Morgan] books to give you a vital brief escape from study and exam pressures - you deserve it and need it! Check out the wide selection of YA (Young Adult) reads, for example, near the Study Booths in the Library. If you’re stuck for what to choose, Mrs Smith is always happy to recommend something which might suit you, plus there are displays of books around the Library to help you choose too.

Laptops and desktop computers which you can book to use when studying in the Library

Access to Heritage, the Library catalogue, so you can check if something is in stock, reserve it or see what you have on loan.

Printing and photocopying facilities

Book Recommendations / Suggestions - If there’s a book you’d really like to see in the Library, just fill in a suggestions slip and place it in the Suggestions Box in the Library. We’ll do our best to purchase it for you and will let you know when it arrives.

Looking forward to seeing you soon and supporting your learning in your Library at Ysgol Harri Tudur!

If you have any queries, suggestions or need help when using the Library, just ask!

Mrs Smith
The Level 1 Certificate in Fabrication and Welding Practice has been developed in conjunction with academia and industry experts, to provide an introduction to Fabrication and Welding. The overall aim is to provide both experience and knowledge on which to base a future career and associated course decisions, and to enhance employment prospects.

**Entry Requirements**

- All Learners must wear Personal Protective Equipment when engaged in practical work – failure to do so when asked will result in learner being taken off the course
- Be able to work in a safe manner and follow staff instruction
- Follow Green Links Risk Assessments and Safe Working Practice guidelines
- Provide own overalls and safety boots

**Qualification Aims**

- Provide basic knowledge and skills in order to enable the learner to handle materials, tools and equipment both safely and competently
- Provide and introduction to the practical skills required in the fabrication and welding industry
- Provide a basic introduction to various aspects of the fabrication and welding work as a foundation for progression to further education and training
- Improve job prospects
- Widen access to vocational training

**Content Overview**

- **Unit 1 Health and Safety in an Industrial Environment** – internally assessed course work
- **Unit 2 Welding Processes (Manual Metal-Arc and Metal Active Gas)**- Internally assessed course work and internally assessed practical work
- **Unit 3 Fabrication Processes (Sheet Metal and Plate)**- Internally assessed course work and internally assessed practical work
- **Unit 4 Engineering Drawing**- internally assessed course work
- **A Mandatory Multiple-Choice External Examination -1 hour**
  Guided learning Hours -200