



## Year 9 Options Booklet

2024

<b>Contents</b>	<b>Page</b>
Introduction	3-5
<b>CORE SUBJECTS (Compulsory)</b>	
Welsh Language and Literature	6
English Language and Literature	7-8
Mathematics	9
Science	10
BAC / SCC: Intermediate and Foundation	11
<b>LEVEL 2 GCSE SUBJECTS (Exams and coursework)</b>	
Art and Design / Art and Textiles	12
Computer Science	13
Design Technology – Product Design	14
Drama	15
Electronics	16
Geography	17
Health and Social Care and Child Care	18
History	19
Media Studies	20
Modern Foreign Languages - French	21
Music	22
Physical Education	23
Religious Studies	24
<b>LEVEL 2 GCSE EQUIVALENT (Vocational – Exams and Coursework)</b>	
Construction	25
Hospitality and Catering	26
Information Technology	27
Retail Business	28
Leadership through Sport	29
Tourism	30
<b>LEVEL 2 SUBJECTS (Vocational Non - Examination)</b>	
Level 2 Certificate In Learning in the Outdoors	31
<b>LEVEL 2 Certificate</b>	
Certificate in Hair and Beauty Skills and Landscaping	32-33

## **STARTING TO THINK ABOUT YOUR CHOICES AT AGE 14**

This is your first important choice as secondary school pupil, choosing the subjects you will study in years 10 and 11.

It is all important to choose subjects which suit you:

- a) because you are more likely to enjoy and succeed in subjects which suit your personal interests, skills and strengths, and
- b) your choices at 14+ will influence the courses and career you will follow in the future.

### **YEAR 10 AND 11 COURSES**

The subjects / courses on offer fall in to two categories: CORE SUBJECTS (you have to study these) and FOUNDATION SUBJECTS (you can choose between these).

Here are the CORE SUBJECTS:

Welsh, English, Mathematics, Science, Welsh Baccalaureate. Everyone will also study Physical Education, PSE and Careers, these are also compulsory, but there's no examination in these statutory subjects.

The FOUNDATION SUBJECTS will include some or all of these. (Depending on the choices of the pupils in your year. We will not be able to offer subjects that too few pupils have chosen).

Geography, History, Religious Studies, French, Spanish, Physical Education, BTEC Sport, Triple Science, Music, Drama, Dance, Art and Design, Design and Technology (Resistant Materials), Catering, Art and Textiles, Electronics, Media Studies, Business Studies, Tourism, Health and Social Care, Construction, Hairdressing, Digital Technology, Public Services, Computer Science

More information is available about these subjects in this booklet and during our Options evening.

## **Learning Pathways 14-19**

The 14-19 curriculum in Wales is organised as personal Learning Pathways which allow every pupil to make the most of their abilities and to reach their full potential during this exciting time of their school career. In Yr 10 you will have the opportunity to choose academic and vocational subjects (vocational subjects having a closer link to the world of work than the academic ones), including the Welsh Baccalaureate Qualification (the Bac). Some subjects will be delivered in partnership with local colleges. Your personal learning pathway will prepare you for the next step at 16 years old when you can choose to continue in to the 6<sup>th</sup> form, college or workplace based training. As part of the 14-19 Learning Pathways you will receive individual support from your Personal Tutor who will act as your Learning Coach. By working closely with your Learning Coach in regular one to one sessions you will be able to reach your full potential and any problems can be identified and resolved as early as possible.

***IMPORTANT.*** All pupils will at first make an open choice of 3 foundation subjects. We will then consider all choices in detail and will create the optimum option columns. This is the best way of ensuring that the majority of the year are able to get the highest possible number of first choice subjects. We will inform you of the columns in good time in order to start an advice and counselling process for the small minority of pupils who will have to reconsider some of their subject choices.

## HOW TO GO ABOUT CHOOSING BETWEEN SUBJECTS?

You should consider the following:

1. You should choose a subject which you enjoy and which interests you.
2. On the whole, you should consider choosing varied subjects which are different to each other.
3. If you are interested in a specific career at the moment, you should consider which subjects would be relevant to that career.
4. You should consider continuing with a subject in which you have a particular capability and strength.
5. Don't think about some subjects as girls' subjects, or boys' subjects.
6. Don't choose a subject just because your best friend has chosen it!

## Welsh First Language and Welsh Literature

Students will be studying two courses within the Welsh lessons and the work will be completed over a period of two years.

### Welsh (First Language)

This Welsh course will give the pupils an opportunity to further extend and develop their oral, reading and writing skills so that they can use Welsh effectively and confidently in a range of situations and on a variety of subjects. We try to nurture a positive attitude towards the language and ensure that pupils enjoy discussing and creating in Welsh.

#### **Assessment**

There are three units to the assessment plan:

- **Uned 1- Oral exam** **30%**
- **Uned 2- External assessment- Reading and Writing** **35%**
- **Uned 3- External assessment- Reading and Writing** **35%**

Pupils will need to work consistently throughout the two years to prepare for the oral assessment and external exams.

### Welsh Literature

The literature course will give pupils an opportunity to enjoy and respond to a range of literary and media material.

Pupils will study one novel and a collection of poetry for the written exam. The pupils must also submit two tasks for the written course work, one in response to a collection of prose or poetry and another in response to a drama. The film will be discussed in the external oral assessment.

**Poetry:** (Poems by various poets)

**Novel:** (One of the following- Yn y Gwaed / Y Stafell Ddirgel / O Ran / Ac Yna Clywodd Sŵn y Môr / I ble'r aeth Haul y Bore? / Llyfr Glas Nebo / Dim / Llinyn Trôns / Bachgen yn y Môr / Diffodd y Sêr)

**Film:** (One of the following- Dihirod Dyfed / Mynydd Grug (Te yn y Grug)/ Tylluan Wen)

**Assessment:** There are four units to the assessment plan:

- **Unit 1- Poetry- Written exam** **25%**
- **Unit 2- Novel- Written exam** **25%**
- **Unit 3- Oral assessment discussing a film** **25%**
- **Unit 4- Written tasks** **25%**

## GCSE English Language: What's it all about?



*The GCSE English Language qualification is now linear and untiered. All pupils will sit the examinations at the end of year 11.*

### **Non-Examination Assessment: Oracy (20%)**

#### **Unit 1: Oracy tasks (BOTH TASKS MUST BE RECORDED)**

**Individual Researched Presentation (10%)** One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes (Wales, Leisure, Technology, The World of Work, Citizenship)

**Interacting and Responding (10%)** One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.

### **Examinations: Reading and Writing (80%)**

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

**Section A: Reading (20%)** Understanding of at least one description, one narration and one exposition text, assessed through a range of structured questions.

**Section B: Writing (20%)** One writing task to be selected from a choice of two that could be either description, narration or exposition. This section will also include one proof-reading and editing task focusing on accuracy.

#### **Unit 3: Reading and Writing (Argumentation, Persuasion, Instructional) 2 hours (40%)**

**Section A: Reading (20%)** Understanding of at least one argumentation, one persuasion and one instructional text, assessed through a range of structured questions.

**Section B: Writing (20%)** One compulsory argumentation writing task and one compulsory persuasion writing task. In both writing tasks, technical and grammatical accuracy will count for half of the overall marks.



## GCSE English Literature: What's it all about?

The GCSE in English Literature is unitised and tiered (higher and foundation tiers available).  
The qualification will begin in year 10 and be completed in year 11.

### Examinations (75%)

#### Unit 1 (2 hours) 35%

- i. 'Of Mice and Men' John Steinbeck or 'To Kill a Mockingbird' Harper Lee
- ii. Analysis and comparison of Unseen Poetry (contemporary)

#### Unit 2 (2 hours) 40% (May 2024)\*

- i. Either 'A Christmas Carol' Charles Dickens or 'Heroes' Robert Cormier  
AND
- ii. Either 'A View from the Bridge' Arthur Miller or 'Blood Brothers' Willy Russell or  
'An Inspector Calls' JB Priestley

### Non-examination assessment (25%)

#### Unit 3 (These tasks can be completed at anytime during the GCSE course)

##### Section A: Shakespeare (2 hours) 12.5%

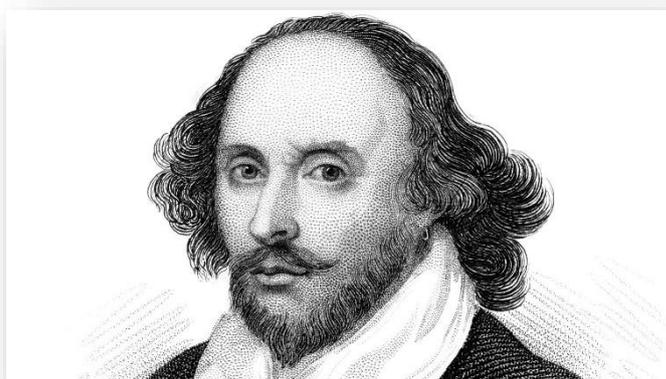
A play by Shakespeare chosen by the centre and candidates will be expected to write an essay on a theme, set by the WJEC.

##### Section B: Welsh writing in English (2 hours) 12.5%

Stipulated poetry from the *Library of Wales anthology Poetry 1900-2000: One Hundred Poets from Wales* (edited by Meic Stephens).

Candidates study fifteen specified poems listed for the chosen theme and produce an essay comparing at least TWO poems.

\*Dates subject to confirmation from WJEC



# GCSE - Mathematics

There are two new GCSE mathematics qualifications -

1) GCSE Mathematics – Numeracy.

This course builds on numeracy from Key Stage 3 and involves mathematics that learners will require in their everyday life and workplace.

2) GCSE Mathematics.

This course will contain the mathematical concepts required for further scientific, technical or mathematics studies.

Structure of the course      Three tiers of entry : higher, intermediate and foundation.

Higher	A*	A	B	C				
Intermediate			B	C	D	E		
Foundation					D	E	F	G

Assessment

There are two examinations each for GCSE Mathematics Numeracy and GCSE Mathematics. There is no coursework.

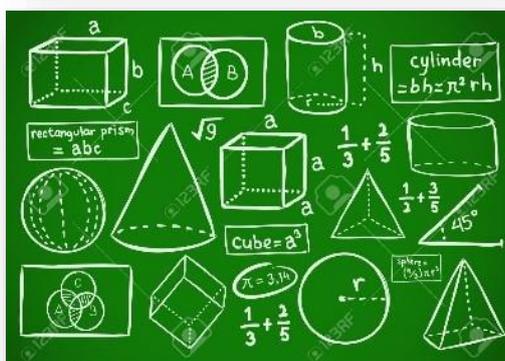
Unit 1 : No calculator.	50% of the qualification.
Unit 2 : Calculator allowed.	50% of the qualification.

Assessment opportunities

The examinations will be available in the summer of Year 11 with a possibility of some candidates taking the early entry option for Numeracy in November.

Entry Level – Certificate in Mathematics

This course is especially suitable for pupils who are not catered for by the present formal examination system. It provides the basic, necessary background to enable pupils to cope effectively with maths in their work and everyday life. The practical, oral work and tests will count for 79% of the marks and the exam for 21%.



# **GCSE - Science**

All students will have to follow one of the following GCSE courses.

## **1. Triple Science (Biology, Chemistry, Physics)** **(90 % Examinations, 10 % Practical Assessment)**

This course studies Biology, Chemistry and Physics modules and leads to three GCSE qualifications, one in each topic. This contains more content than the Science (Double) award below.

***All students who do not choose Triple Science as an option will be completing on the two following courses. The decision as to which course will be made predominantly by the department.***

## **2. Science (Double Award)** **(90 % Examinations, 10 % Practical Assessment)**

This course contains Biology, Chemistry and Physics modules and leads to two GCSE qualifications. It provides a suitable foundation for the study of Science at either AS or A level.

### **Why study Science?**

Science is an interesting, practical and exciting subject – one which develops the skill of being able to think for yourself. Science is the subject which tries to explain the world around us. The subject contains the following:

- Chemistry – which studies reactions between different chemicals
- Biology – which studies how the living things work
- Physics – which explains how things like electricity, forces and light work

Each of the above has its own appeal – but they each include experiments to develop ideas and prove predictions.

### **Careers in Science**

As one of the core subjects, all kind of employers are interested in your performance in this subject. However, specifically, a qualification in the sciences is essential for several careers, for example:

- Scientist – biologist, micro-biologist, physicist, astronomer, chemist, ecologist, astronaut and a range of other areas!
- Medical – physiotherapist, nursing, a scientist in a hospital lab, doctor, surgeon, pharmacist etc.
- Engineering – mechanical, genetic, civil, electrical, plumbing etc
- General – teacher, accountant, ICT

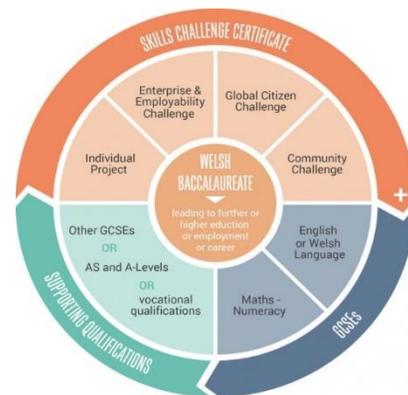


# **The Welsh Baccalaureate and the Skills Challenge Certificate**

The qualification is compulsory for every pupil in Years 10 and 11. Its aim is to inspire learners and challenge them to fulfil their potential. It has been designed to help students develop the skills required for higher education, employment and life.

The Welsh Baccalaureate is primarily about the development and assessment of essential skills such as:

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



You will have the opportunity to accomplish the BAC alongside your chosen courses. In order to achieve the Welsh Baccalaureate you will need to complete:

## 1. **The Skills Challenge certificate**

### • **Individual Project**

This is an independent, research-based assignment on an individually selected subject. You will demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research.

### • **Enterprise and Employability Challenge**

For pupils to develop enterprising skills and attributes and enhance employability.

### • **Global Citizenship Challenge**

For pupils to understand and respond appropriately to a global issue.

### • **Community Challenge**

For learners to identify, develop and participate in opportunities that will benefit the community.

## 2. **GCSEs**

GCSE English Language or Welsh Language and GCSE Mathematics – Numeracy.

## 3. **Supporting qualifications**

For example, other GCSE's or vocational qualifications.

### ***How is the course assessed?***

There are no examinations. You will keep a record of your work for the qualification at school; including your Individual project and the Skills portfolio. The Bac will be graded, ensuring that your hard work and high performance are better rewarded and better recognized in higher education and by employers. You will be supported throughout the course by a personal Mentor.

**Two Tiers:                      Foundation / National**

## **GCSE - Art and Design / Art and Textiles**

Do you enjoy Art work? The G.C.S.E. Art course is a flexible and enjoyable course with no written examination! Each individual will have the opportunity to find his/her own strengths and interests when working through the units of work. The emphasis is on drawing, designing and producing original work.

### Aims of the course

The course encourages exploring, experimenting and expressing in response to a sensory awareness of the world. Each individual is encouraged to develop a personal form of expression. Candidates will foster observational skills and develop analytical techniques. They will also develop a range of media and tools. Through visiting art exhibitions in local galleries they will develop the skill of Art appreciation and criticism and in doing so voice opinions in, and form judgements on their own work in Art related vocabulary. Candidates will also foster an awareness of and an ability to value the Art and artefacts of their own and other cultures.

### Careers in Art

You could work from your own studio as an Artist; graphic designer; ceramic artist; print artist; teacher; Lecturer; Work in Art galleries and Art critic.

### Coursework 60%

The coursework will compose of one continuing unit of work throughout the period of study which provides a personal portfolio of every candidate.

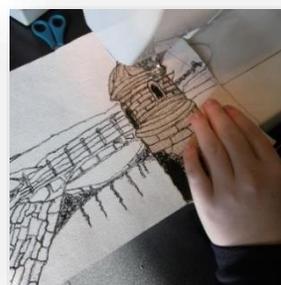
### Final Examination 40%

The final examination course will commence in the January of the exam year. The examination, which is timed and supervised and must be the candidate's unaided independent work. Candidates must choose ONE question from the selection provided. Six weeks are allowed for the RESEARCH and PREPARATORY STUDIES and 10 hours are allocated for the CONTROLLED TEST.

### Opportunities on the course:

Candidates will have the opportunity to work in each of the following areas: drawing, painting, collage, printing graphics, fabric printing, furniture decoration, ceramics, glass, three dimensional work, jewellery making and sculptures.

Candidates will complete at least one unit of coursework based on an artist, designer or craftsman or the Art of a particular culture or movement in history. They will also contribute to class work by preparing a proportion of work at home and be encouraged to take part in workshops provided by local craftspeople after school and on weekends.



# GCSE - Computer Science

## Why choose GCSE Computer Science?

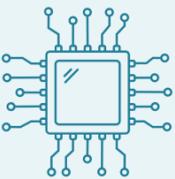
Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners. Computer Science demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

## What skills will I develop?

The WJEC GCSE in Computer Science encourages learners to:

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

## Assessment

1		<b>Understanding Computer Science</b> 105 minutes Written examination 50%	This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.
2		<b>Computational Thinking and Programming</b> 2 hours On-screen Examination 30%	This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.
3		<b>Software Development</b> 20 hours Non-exam assessment 20%	This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution, and give suggestions for further development of the solution.

# GCSE - Design and Technology – Product Design

Design and Technology GCSE prepares pupils for life in a society that has become dependent on advances in technology. The course encourages students to **design and make quality products** using a variety of materials. Students acquire the knowledge, skills and understanding to allow them to do this. As a fundamental part of the course, pupils will be required to solve **design problems, analyse and evaluate situations, design and make products and appraise designs**. Design and Technology develops pupils' capacity for **imaginative, innovative** thinking, **creativity and independence**.

## During the course pupils will:

- learn a variety of **graphical presentation skills**
- design a variety of ideas to **solve a problem**
- **design and make products** using resistant materials
- research and gather information
- be required to demonstrate their ability to work in both two and three dimensions when developing design proposals.
- present their design ideas using a computer(**CAD**)
- study famous **designers**
- learn to use **machinery** and **hand tools**
- use Computer Aided Manufacturing(**CAM**) equipment
- produce **prototypes** and **models**
- learn about various manufacturing processes
- evaluate and **analyse products**
- **evaluate** their own work
- experience the variety of roles involved in design and technology; client, designer, maker, manager, user etc.

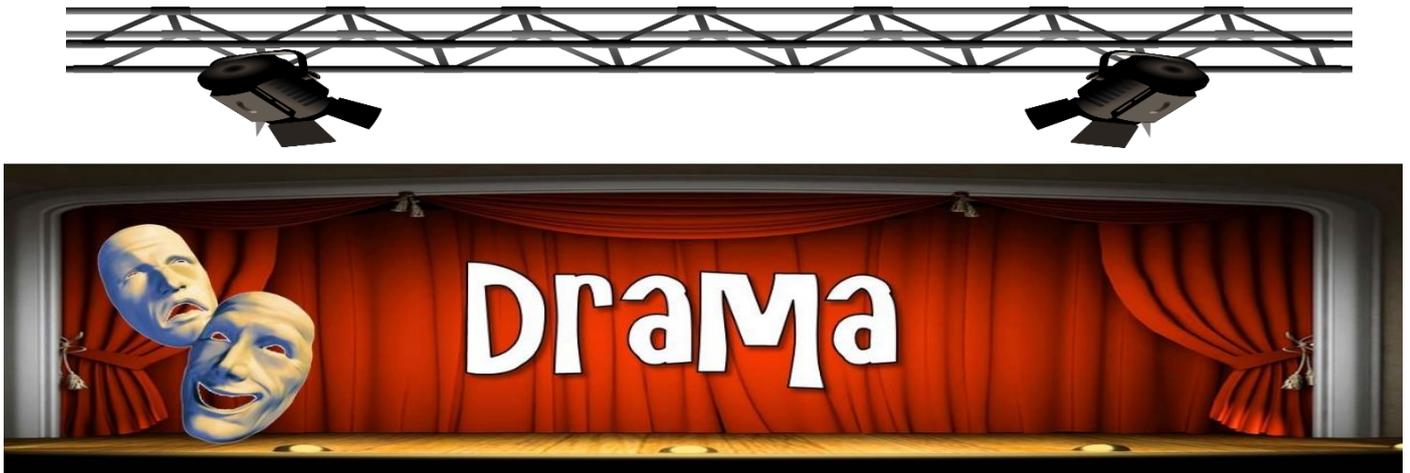


## SUMMARY OF ASSESSMENT

Course work	50%	One design project (35 hours) to be completed during lessons
Examination	50%	One 2 hour examination

**Possible career opportunities include:** Architecture, Advertising, Product design, Furniture design, Industrial design, Design management, Interior design, Digital arts, Graphic design, CAD/CAM Technology, Manufacturing, DT Teacher and many more.





**Unit 1- 40%** (Internally recorded and externally moderated)

Unit One is about devising and performing or designing the theatrical side of your own play based on either the work of a theatre or genre practitioner in response to a prompt determined by WJEC. You will also complete a milestone record following the invention process, and the evaluation following your performance. You will work in groups that will include between two and five performers and up to 4 designers.

**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 - 40%** (Written examination: 1 hour 30 minutes)

**Section A**

As part of the course you need to study a set text. We are studying 'Face' by Benjamin Zephaniah', which follows the life of a 16-year-old boy and what happens to him after a horrible accident. You will explore this text through the eyes of a director and designer as well as a performer.



**Section B**

Live Theatre Review. One question, from a choice of two, which requires the analysis and evaluation of one live theatre production seen during the course.

**Cross Curricular skills you will learn**

Confidence, Public Speaking,  
Communication, Empathy, Focus,  
Creativity, Problem Solving, Cooperation,  
Initiative, Time management.

**Possible Careers**

Universities and employers look for a broad background of subjects. Future Jobs include:  
Actor, Drama therapist, Stage manager,  
Lighting Designer, Sound technician,  
Teacher, Costume Design etc. You don't have to want to go on to study Drama further to be able to enjoy GCSE.



# GCSE - Electronics

## Aims of the course:

This course is designed to enable pupils to acquire the skills and understanding of electronics in order that they may become confident citizens in a technological world. Pupils will develop knowledge of electronic circuit design and subsequently build and test experimental models. Pupils will expand skills in numeracy, problem solving and safe working practice. Candidates should possess a good understanding of Science and Mathematics.

## Course content

The course consists of 3 modules

### Module E1 Discovering Electronics

Electronic systems, electronic sub-systems, circuit concepts, sensing circuits, components in sensing circuits, designing sensing circuits, output circuits, switching circuits, applications of diodes, combinational logic systems

### Module E2 Applications of Electronics

Timing circuits, sequential systems, interface circuits, analogue communications, programmable control systems

### Module E3 Electronics System Design & Realisation

Designing, prototyping, testing and evaluating, testing systems, manufacturing, evaluation, documentation, safe working practice, a report on the project.

## How is the course assessed?

### Module Test E1 (40%)

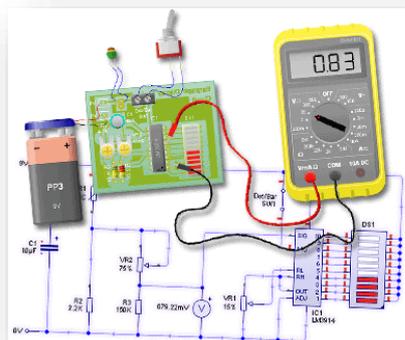
1 hour and a half paper to be completed in Year 11 (June)

### Module Test E2 (40%)

1 hour and a half paper to be completed in Year 11 (June)

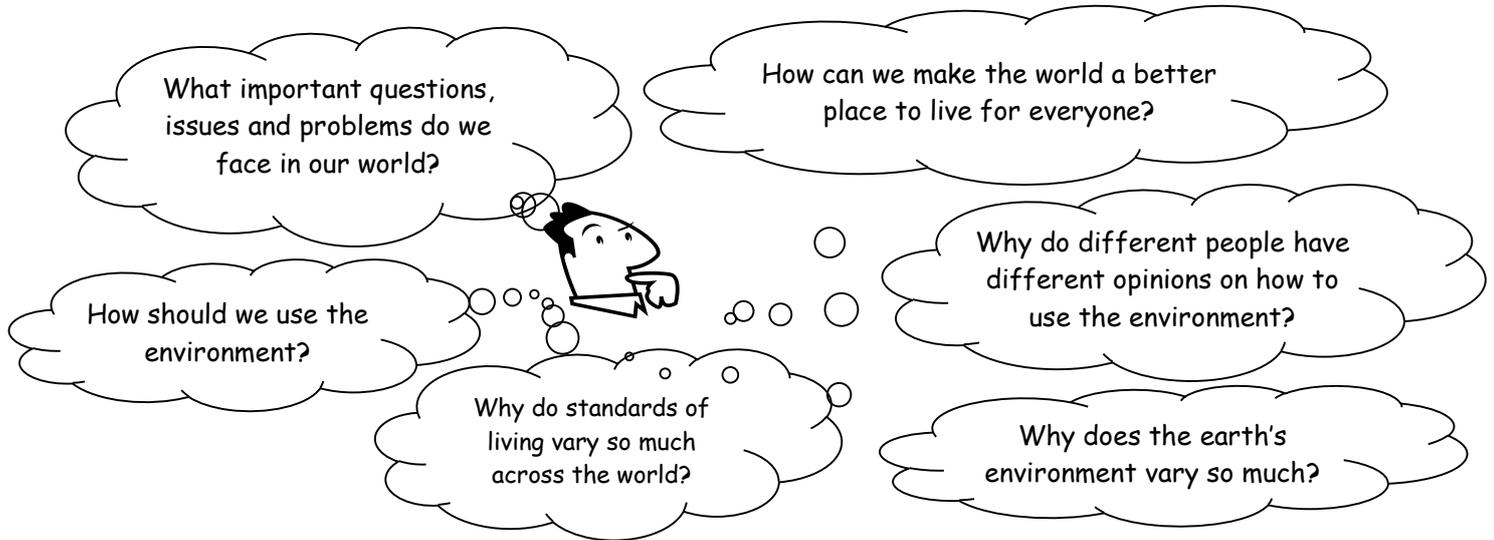
### Coursework Project (20%)

Candidate/teacher devise a design task. Candidate realise and write a report on the development of the task. The assessment is undertaken entirely under the supervision of the teacher.



## Why Choose Geography?

"Geography is the subject which holds the key to our future." - Michael Palin  
 Geography is a subject which will fire your interest in all kinds of global issues.....



**If you choose geography as one of your GCSE courses you will learn.....**

- ...to understand the environment
- ...to get to know your world through field work
- ...to make wise decisions which give consideration to environmental and development issues
- ...how to develop a wide range of skills
- ...to use computers and other technology
- ...to understand different cultures
- ...to know where places are on Earth

Geography is useful in a range of careers, but especially the following: surveying, geology, the police, education, leisure, the environment, engineering, law, banking, administrative jobs.

If you intend to study geography you will receive the following advantages: -

You will have the opportunity to **visit places** in order to learn about **Geographical patterns and processes**. You will understand and be able to confidently **express an opinion** on local, national and global issues. You will continue to **develop skills** such as analysing maps, photographs, diagrams and graphs, and the ability to form a personal and balanced opinion and explain it clearly to others. You will be aware of **what is happening around you** at a local and wider level, and you will realise that different people have varying opinions and that there are **several ways of solving problems**.

**Here is a taster of what units are studied in the GCSE Geography course: -**

Units	Contents	Assessment
Unit 1	Changing Physical and Human Landscapes	Written examination, 1 hour 30 minutes (40% of the qualification)
Unit 2	Environmental and Development Issues	Written examination, 1 hour 30 minutes (40% of the qualification)
Unit 3	Controlled Assessment (based on fieldwork)	Controlled Assessment, 2 hours 30 minutes (30% of the qualification)

# GCSE - Health and Social Care and Childcare.

## Why study Health and Social Care and Childcare?

All learners will;

- Be able to work within specific focus areas of interest like health and social care, early years, elderly and individuals with specific needs.
- Emphasis on coursework and less on written examinations.
- Develop their values and principles of care.
- Research the different Health and Social Care services available in Wales.
- Research the different factors that affect our health and well-being throughout our lives.

## The Course.

Units	Assessment
<b>Unit 1- Human growth, development and well-being.</b>	<b>Examination. 1 hours and 30 minutes.</b>
<b>Unit 2 – Promoting and maintaining health and well-being.</b>	<b>Non-exam assessment. Approx 25 hours.</b>

If you would like to study Health and Social care or Childcare at Higher Education or have a career in one of the sectors below, this is the course for you!

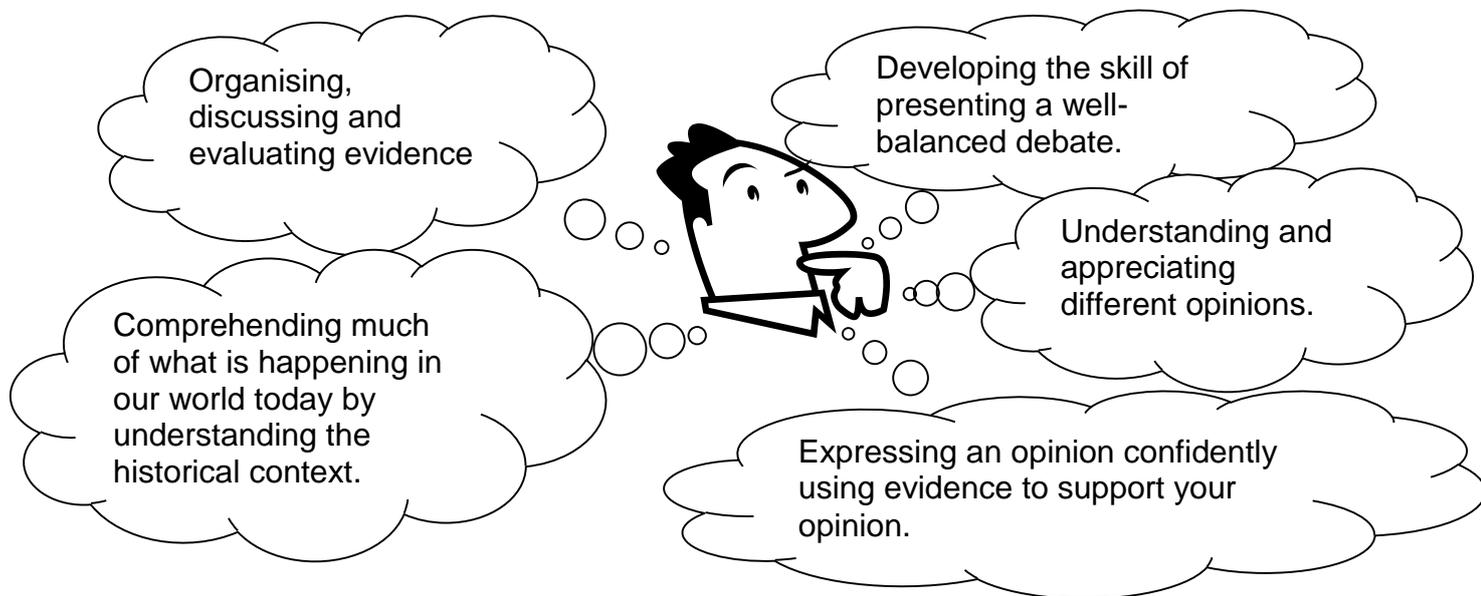
- Chiropodist
- Paramedic
- Nurse / Midwife
- Carer
- Counsellor
- Nursery Nurse
- Therapist
- Psychologist
- Social Worker
- Youth Worker



# GCSE - History

## Why choose History?

The skills you will develop through the History course will be valuable ones for a range of careers and jobs. These are some of the skills you will develop: -



## History and future careers.

History is very useful for a number of different careers including the law, the police, teaching, historian, journalism, media, auctioneer, archaeologist, fashion designer, librarian, working in a museum and the civil service.

**The Course:** This is a taster of some of the History GCSE units:

	Units	Content (to be confirmed)	Assessment
Year 10	Unit 1	<b>In-depth Study: History of Wales and England</b> Depression, War and Recovery, 1930-1951	Written examination: 1 hour (25% of final grade)
	Unit 2	<b>In-depth Study: History of the USA</b> A Nation of Contrasts, 1910-1929	Written examination: 1 hour (25% of final grade)
Year 11	Unit 3	<b>Thematic Study</b> Changes in Crime and Punishment, c.1500 to the present day	Written examination: 1 hour 15 minutes (30% of final grade)
	Unit 4	<b>Working as a historian</b> 2 assessments based on source work.	Non-examined assessment (20% of the final grade)

# GCSE - Media Studies

Interested in producing a film . . . ? Television . . . ? Newspapers and News. . . ?  
Want to know more . . . ?

## **Aims of the course:**

- to encourage the development of a critical and investigatory attitude towards the media
- to consider a variety of texts, audiences and the media industry
- to nurture communication skills relating to the study of the media
- to develop technical skills relating to the world of the media

## **Course content:**

The media are a central element of modern life.

They have a crucial role in providing information about the world, creating opportunities for commerce and offering pleasure and entertainment in mediated forms. You will be studying a number of different media and examining the complicated nature of the relationship between audiences/users and the companies who produce media texts. By completing a variety of written tasks and practical projects such as producing films, websites, magazines and newspapers you will consider:

- how media texts are produced to attract an audience by studying a range of mediums from comics to magazines, advertising and news electronic and print, television and film...(there will be no set texts)
- how media industries are organised and managed through the study of the roles of the BBFC, OFCOM, PPC; issues of intrusion and privacy with regards to stars, celebrities and public figures; marketing and promotion.
- the media and its audiences/users
- 

## **How is the course assessed?**

<b>Written Examination</b>	<b>60%</b>	Unit 1: Exploring the Media - Written examination: 1 hour 30 minutes 30% of qualification. Unit 2: Understanding Television and Film - Written examination: 1 hour 30 minutes 30% of qualification.
<b>Non Exam Assessment</b>	<b>40%</b>	Individual research and planning, created in response to a brief set by WJEC. An individual reflective analysis of the production.

# Modern Foreign Languages

## GCSE - French

Why study French for GCSE?

So I can work  
anywhere in  
the world



To gain a  
skill and  
qualification

France receives the largest number of tourists each year – seventy five million people visit the country annually! French is spoken in over forty three countries around the world. Did you know that French is the most commonly learnt language after English? French is also one of the two official languages of the European Union, the European Council, the Olympic Games. It is also a main language in the world of technology, business, communication and medical research.

Some maintain that a modern foreign language is of no use in our country, however...

**Here is the situation in Wales :**

19% of international companies have lost business due to lack of language skills.
---

20% of businesses have experienced cultural barriers.
---

By marketing abroad, 42% of businesses have encountered language barriers when buying/selling merchandise.
--

### **The GCSE French Course**

- You will further develop your communication skills.
- Themes studied are engaging and fun e.g. tourism, the media, shopping, the environment...
- We use various teaching methods, including Information Technology, Videoconferencing, Language Games, Role Play etc.
- **Assessment: Listening: 25%    Speaking: 25%**  
**Reading: 25%        Writing: 25%**

# GCSE - Music

## Why study GCSE Music?

In the future Creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions!

## What skills will I gain?

Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence, presentation skills, analytical and problem-solving skills. Through studying music, you will be equipped with the skills to succeed in your next steps.

## What could I do next?

Apart from studying Music at Music College, or Universities pupils have gone on to various Universities to read a range of subjects including Sciences, Education, Computer Science, Languages, Geography, Marine Biology, Maths, Medicine, Politics, Psychology, Sports Science, and Veterinary Medicine.

### The WJEC GCSE Music course has three units:

#### Unit 1

**Performing 35%**

**Teacher assessed**

A minimum of two pieces, lasting a total of 4 minutes.

- One piece must be an ensemble (group piece) lasting at least one minute
- One piece linked to an Area of Study(see below). You can use any instrument or voice, or choose a technology option.

#### Unit 2

**Composing 35%**

**Teacher assessed**

Two pieces: One in response to a brief set by WJEC – there are 4 to choose from each year. You will also write an evaluation of this piece.

One free composition – ANY style you want to write in.

#### Unit 3

**Appraising 30%**

**Externally assessed examination**

Listening examination: 8 questions, 2 on each area of study:

**AoS 1:** Musical Forms and Devices

**AoS 2:** Music for Ensemble

**AoS 3:** Film Music

**AoS 4:** Popular Music

# GCSE - Physical Education

## **Why study physical education?**

The course is intended to encourage the purposeful and enjoyable practice and study of physical education. It is an exciting course that challenges every pupil to improve his/her performance and understanding in the subject. Pupils are expected to be fully committed to the practical work and be prepared to take responsibility to work independently in order to improve performance.

## **Written content = 50%**

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in sport and physical activity.

Written examination – 2 hours

## **Practical content = 50%**

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

## **Physical education and careers**

Studying the course will help prepare you for a wide variety of jobs that involve sport and physical education e.g. working in / managing a leisure centre or fitness club; personal fitness trainer; police; teacher; prison service; sports councils; dietician, physiotherapist, analyst, fitness coach, sport psychologist or a bio-mechanist in professional sports clubs or the public sector; outdoor pursuits instructor or even a manager of a professional club!



# GCSE - Religious Studies

**By studying Religious Studies you will:**

- Investigate fundamental questions like "why evil exists?" and "what is the purpose of life?"
- Study texts that explain the diversity of life and religion in the modern world.
- Improve philosophical thinking skills and the ability to think creatively.
- Understand ethical and religious issues such as contemporary medical ethics and religious fundamentalism.
- Develop communication skills, learn how to express your opinions clearly and increase your self-confidence.
- Religious questions are often very philosophical and may improve the critical thinking skills needed for philosophy.
- Religious Studies promotes deeper thinking and analysis of wider issues such as "Is the need for a divine being an intrinsic part of human beings?"
- RS frequently asked questions "why" and can provide an important perspective when considering the question "why" frequently asked in science.
- **Possible Careers:** Police; Solicitor; Doctor; Teacher; Marketing; Actor and many more.

**No coursework; No controlled assessment.**

**Qualification:** Untiered A\* - G

**Assessment:**

UNED	TEITL	PWYSIAD ASESU	DULL ASESU
1	Religion and Philosophical Themes (Year 10)	50%	Written examination 2 hours.
2	Religion and Ethical Themes (Year 11)	50%	Written examination 2 hours.

**UNIT 1: Religion and Philosophical Themes**

- Part A: Study the two specified core beliefs/teachings and the two specified practices of two religions.
- Part B: From the perspective of two religions the study of two ethical themes  
 1) Life and Death 2) Good and Evil.

**UNIT 2: Religion and Ethical Themes**

- Part A: Study the two specified core beliefs/teachings and the two specified practices of two religions.
- Part B: From the perspective of two religions the study of two ethical themes  
 1) Relationships 2) Human Rights.

**Why study RE?**

- ✓ Many employers have a high regard for GCSE Religious Studied.
- ✓ It prepares you to work and deal with people of different cultures and beliefs.
- ✓ It encourages you to listen to other people's viewpoints and discuss different moral issues.
- ✓ It opens your mind and broadens horizons.

## **LEVEL 1/2 in Construction and Built Environment**

This course provides those pupils who enjoy the experience of working practically with a range of skills which are very much in demand. The course leads to a Level 2 qualification.

This course consists of practical and theory sessions and an external exam worth 25% of the final grade. Practical sessions take place in the workshop and assessment is conducted internally. Theoretical sessions provide underpinning knowledge and understanding to support practical sessions.

The Level 1 / 2 Awards in Construction and Built Environment have been designed around the concept of a 'plan, do, review' approach to learning. This mirrors many work-related activities in the construction industry and allows learning to take place in a range of contexts. This approach enables learners to apply and extend their learning.

### **Summary of Assessment**

1. Written Examination – 90 minutes (40%)
2. Practical controlled assessments (60%)



**WJEC**  
**Level 1/2 Award**

# **Level 1/2 Hospitality and Catering**

## **If you have an interest in catering and the preparation and presentation of food this is the course for you.**

This course is designed to give pupils an introduction to the catering industry. In this qualification, students will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Visits to hospitality establishments will be arranged and chefs will be invited into school to provide practical works shops.

**Practical work is an essential part of course.**

### **Course content**

The course specification is divided into two areas of study.

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

Areas of study include:

- The Hospitality industry.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

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

This unit concentrates on the preparation, cooking and presentation of food, nutrition and menu planning.

#### **Summary of Assessment**

1. Written Examination – 80 minutes (40%)
2. Practical controlled assessments (60%)

### **WJEC**

#### **Level 1/2 Award**



# Information Technology



WHY CHOOSE LEVEL 1/2

## VOCATIONAL AWARD IN ICT?



Are you passionate about technology? Do you like solving problems? Are you curious about all things digital, and want to learn some fantastic new skills? If so, it's time to uncover your potential - find out more about this exciting qualification today!

### WHAT WILL I STUDY?

The qualification is made up of 2 units:

#### Unit 1: ICT in Society

You will:

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

#### Unit 2: ICT in Context

- Gain a working knowledge of databases, spreadsheets, automated documents and images
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

### HOW WILL I BE ASSESSED?

You will be assessed through a mixture of exams and controlled assessments.

Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

### WHAT SKILLS WILL I DEVELOP?

You will develop a number of skills which are attractive to employer, colleges and universities including:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management.

### CAREERS WITH ICT?

The ICT industry offers a wide range of exciting opportunities which include:

- Data analyst
- Digital content producer
- Systems engineer
- Web marketing manager.

**FIND OUT MORE: TALK TO YOUR TEACHER TODAY!**

Get the latest tips and advice on Instagram



@wjecforstudents

# LEVEL 1/2 in Retail Business

## Why Study Retail Business?

The Retail Business Level 1 / 2 Award and Certificate qualifications introduce learners to one of the most important employment sectors in the UK, which employs over 10% of its workforce.

Students will have the opportunity to explore various aspects of retail business and investigate retailers ranging from large chains and department stores through to independents and virtual stores.

The learning experience is focused on applied learning, allowing students to apply their knowledge, skills and understanding through purposeful tasks set in a retail business context that have many of the characteristics of real work.

## Assessment

Unit	Title	Assessment	%
1	The Business of Retail	External Examination	40
2	Customer service for retail business	Internal Coursework	30
3	Merchandising and marketing of retail products	Internal Coursework	30

## Advantages to Learners

- ✓ Develop a range of skills both practical and academic, through applied learning that will be useful in the workplace and for future learning.
- ✓ Provide a foundation of knowledge of retail business that will help learners progress to further study or enter the workplace.
- ✓ Motivate learners through purposeful tasks set in real retail contexts.



# LEVEL 2 BTEC LEADERSHIP THROUGH SPORT

**This course will be delivered over two years, and is equivalent to 2 GCSEs : A\*-C**

## WHY STUDY BTEC SPORT??

- It is a nationally recognised vocational Level 2 sports specific qualification.
- Evidence for assessment may be generated through a range of diverse activities including coursework, workplace assessment, role play and oral presentation.

**There will be no examinations.**

- The course will provide the knowledge, understanding and competency necessary for employment within the sports sector – for example recreation assistant or sports leader.
- The course provides opportunities to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.
- **The qualification enables pupils to progress to further qualifications – BTEC National Award in Year 12/13 (equivalent to 1 A Level).**



## STRUCTURE OF THE COURSE AND SUMMARY OF ASSESSMENT

CONTENT – CONSISTS OF 3 UNITS	ASSESSMENT
✓ <b>UNIT 1 – PLANNING AND LEADING SPORTING ACTIVITIES</b>	<b>In order to pass each unit, the learner must meet all of the learning outcomes for each unit.</b>  <b>The grading criteria will consist of the following grades:</b> <ul style="list-style-type: none"> <li>▪ <b>Pass grade: C GCSE</b></li> <li>▪ <b>Merit grade: B GCSE</b></li> <li>▪ <b>Distinction grade: A/A* GCSE</b></li> </ul>
✓ <b>UNIT 2 – TECHNICAL AND TACTICAL AWARENES FOR SPORT</b>	
✓ <b>UNIT 3 – LIFESTYYLE OF THE SPORTING PERFORMER</b>	

## Level 2 in Tourism

### Why Study Tourism?

The Leisure and Tourism industry is one of the fastest growing industries in the world and is now said to be the largest industry on the planet. The industry employs over 1.5 million people in the UK and generates millions of pounds within the UK. The majority of us engage in its activities, whether it is going for a day trip to a theme park, like 'Alton Towers' or 'Oakwood', or spending two weeks at a beach resort in Spain.

### Careers and Progression of the course

The qualification enables pupils to progress to further qualifications, e.g. AS/A Level Travel and Tourism. The course also provides students with the essential skills that are needed to work within the leisure and tourism industry. Some of these jobs include, hotel management, working in the Health and Beauty industry, Children's Activity jobs, working within the Sports Industry and working in a Travel Agency.

### Opportunities

Due to the nature and content of the course, a considerable amount of lesson time is spent using ICT for research and for completing class work and controlled assessments. There are a variety of local visits organised as part of the course in order to develop understanding of specific units.

### Structure of the course and assessment

There are three units within the Tourism course:-

Unit	Assessment
<b><u>Unit 1</u></b> Customer Experience	<i>Controlled Assessment (60%)</i> An investigation into the quality of the customer experience in tourism organisations
<b><u>Unit 3</u></b> Developing UK Tourist Destinations	An opportunity for learners to draw on their knowledge of meeting customer needs and the business environment in which tourism organisations operate to recommend how destinations could be enhanced to add to their appeal and popularity.
<b><u>Unit 2</u></b> The Business of Tourism	<i>Written Paper – 1¼ hour (40%)</i> An investigation into the options for business solutions for a range of issues faced by tourism organisations.

Weighting of the Tourism Level 1/2 Award	
Controlled Assessment	60%
Written Papers (External Examination)	40%



# **Agored Cymru Level 2 Certificate** **In Learning in the Outdoors**

## **Why study learning in the outdoors?**

The Level 2 course is graded 100% on coursework. The aim of the Learning in the Outdoors suite of qualifications is to enhance the social, physical, creative, cultural and personal development of young people and adults holistically through experiential learning in the outdoors.

The qualifications support the aspiration for an active, healthy and inclusive Wales, where learning in the outdoors provides a common platform for participation, fun, achievement and employment, increasing the understanding of the environment, the Welsh language and the cultural heritage and future of Wales.

They provide opportunities for more young people in Wales to achieve their potential through outdoor activities and learning, and gain a valued and accredited qualification that facilitates progression.

These qualifications meet the needs of the Welsh Government's Curriculum for Wales across all areas of learning and experience and provide 1 B GCSE equivalencies

## **Entry Requirements**

There are no specific entry requirements for these qualifications, being classed as suitable for pre16 learners.

## **Structure and Content**

The learning in the Outdoors Qualifications are available at Certificate (19 credits).

3 credits must be achieved from the Mandatory Units, and the remaining credits to be achieved from the Optional Units.

## **Mandatory units**

Personal Safety when Learning in the Outdoors  
Sustainable Use of Natural Resources

## **Optional Units**

Team Working  
Camp Craft Skills  
Participate in an Expedition  
Participate in a Land-based Activity  
Participate in a Water-based Activity  
Use a Map and Compass



## **Progression opportunities**

This qualification supports progression onto qualifications in the following areas: Coaching Outdoor Learning Practitioners, Forestry, Farming, Tourism.

# VTCT Level 2 Certificate in Hair and Beauty Skills



## VTCT Level 2 Certificate in hair and beauty skills (VRQ)

### Course overview

This qualification is intended for learners who wish to explore their interest in the Hair & Beauty Sector. The main purpose of the VTCT Level 2 Certificate in Hair and Beauty Skills (VRQ) is to prepare you to progress to the next level of vocational learning and prepare you for the specific job role of a hairdressing or beauty therapy apprentice.

### What's involved?

This qualification includes all the required elements to develop your practical hair and beauty skills. Units may include: Basic face painting, Basic nail art, Eyebrow shaping, Basic skincare, Basic photographic make-up, Basic manicure, Blow-drying and finishing hair, Basic winding techniques, Shampooing and treating hair, Basic plaiting and twisting hair, Colouring hair using semi-permanent colour.

### How is the course assessed?

Your knowledge and understanding in these units will be collected in a portfolio of evidence. Guidance for this will come from your assessor. Your assessor may also ask questions to confirm your knowledge and understanding. Your assessor will also observe your practical performance in one assessment. Your grade will be determined by achievement of assessment criteria and achievement of additional performance standards.

**Course length:**  
two years

#### Progression opportunities

- City & Guilds NVQ Level 2 in Hairdressing
- VTCT Level 2 NVQ Certificate in Hair and Beauty Skills (QCF)
- VTCT Level 2 NVQ Diploma in Hair and Beauty Skills (QCF)

#### Career routes include

- Hairdresser/barber
- Health spas
- Beauty therapist
- Nail technician
- The fashion industry.

#### Find out more, contact

Carole Rees  
carole.rees@gcs.ac.uk

[gcs.ac.uk/school-links](http://gcs.ac.uk/school-links)



# Landscaping & Eco Construction At Gower College Swansea



On this course, pupils will attend college once a week for 2.5 hours. They will study in a practical outdoor environment weather permitting.

The teaching is based around projects and developing skills. For example, laying paths, building pergolas, cultivating land, grounds and garden maintenance.

Pupils will gain the City & Guilds qualification L1 Award Practical Skills in Horticulture



Pupils will be taught how to use tools and equipment e.g. Mowers, Leaf Blowers, Strimmer's, in a safe and appropriate manner.

Opportunities to create garden objects – furniture, planters, murals, decorative items

For pupil safety all pupils will wear personal protective equipment e.g. safety boots, overalls, gloves, appropriate for each activity