

Islwyn High School



Key Stage 4 - Option Booklet 2020

IMPORTANT DATES

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| W/c 16 th December 2019 | - Option Booklet out to Parents / Assembly with Year 9 |
| Wednesday 8 th January 2020 | - Initial Choices to Form Tutor |
| Thursday 30 th January 2020 | - Parents' & Options Evening Year 9 |
| Thursday 13 th February 2020 | - Final options deadline |

*“The beautiful thing about learning is that
no one can take it away from you”.*

B.B. King

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PREPARING FOR KEY STAGE 4***You have come to a very important point in your school career...***

Up until now you have studied a wide range of subjects but the time spent on each has been limited. From now on, you will be preparing for external examinations and to allow you to achieve the necessary standard, you will have to spend more time on each subject. Consequently, you will be taking fewer courses.

You will continue to study a broad based programme in accordance with the requirements of the National Curriculum but you will now have a measure of choice. This is explained fully in this booklet. Making choices is part of a wider process in preparing to leave school and taking up further training or employment.

You must remember that you will ultimately be judged, not only on your academic achievements but also on your punctuality, your regularity of attendance, your appearance, your attitude and your contribution to the life of the school and community.

Society is rightly becoming increasingly selective in its choice of candidates for higher and further education and for worthwhile employment. It is therefore important that you maintain excellent standards in everything you do in school. It is up to you to ensure that, when you leave school, your record is a good one.

THIS HANDBOOK IS ESSENTIAL READING. YOU CANNOT AFFORD TO NEGLECT IT FOR THE SAKE OF THE MOST IMPORTANT PERSON IN THE WORLD – YOURSELF!

Tim Williams
Headteacher

INTRODUCTION

The aim of this booklet is to provide relevant information about the subject choices available to all pupils.

The Welsh National Curriculum requirements, combined with the way we structure the timetable means that all pupils will take a range of subjects, so ensuring a broad and balanced curriculum.

When making your subject choices it is important to ensure that any choices made will not preclude options in terms of later decisions related to Careers and Educational Opportunities. With this in mind it is vital that your son/daughter has time to think through and discuss the implications of their choices.

Parents need to be actively involved during this process to ensure that appropriate choices are made.

It is important that all pupils are matched to the examination courses that meet their individual needs.

Education is constantly changing and as a result there is a need to continually update the curriculum.

COMPULSORY SUBJECTS

Every pupil will be required to study the following subjects: -

- **English Language and English Literature**
Everyone will follow at least English Language. The vast majority of pupils will also follow the English Literature course.
- **Welsh 2nd Language**
Everyone will follow a full course in Welsh. This will form part of the compulsory programme of studies.
- **Mathematics**
Everyone will follow a double course in Mathematics, one entitled Mathematics and the other Mathematics - Numeracy.
- **Science**
Everyone will follow at least a double award case in Science. Triple Science, which provides further depth of study in the separate sciences of Chemistry, Physics and Biology, is available for pupils who show a real aptitude and interest in this area. It is advisable to speak to your Science teachers to see which course will be suitable for you.
- **Skills Challenge Certificate**
Everyone will follow the Skills Challenge Certificate. This compulsory course from the Welsh Government is part of the Welsh Baccalaureate qualification. It is being delivered in every secondary school in Wales and forms a significant part of the way schools are measured.
- **Physical Education**
Everyone will have access to compulsory physical education to ensure health and wellbeing.
- **PSE & Religious Education**
Everyone will follow a course on Personal and Social Education (PSE), as well as Religious Education delivered through the school year.

OPTION SUBJECTS

There are a wide range of subjects on offer, allowing you to learn in a variety of styles which suit you best and to help you begin to think about the type of career pathway you might want to follow. All single option subjects are taught for 5 lessons per fortnight. You will be asked to select one subject from each of the three columns, A to C. (See overleaf.) You will need to indicate your initial choices on the options sheet – an extra copy provided. Please refer to dates on front of booklet.

THE SCHOOL RESERVES THE RIGHT TO CHANGE OPTIONS THAT ARE UNSUITABLE FOR SOME STUDENTS.

www.careerswales.com

Use this site to find out more and start to plan your individual learning pathway.

WHEN DO I MAKE MY CHOICES?

IMPORTANT DATES

W/c 16 th December 2019	-	Option Booklet out to Parents / Assembly with Year 9
Wednesday 8 th January 2020	-	Initial Choices to Form Tutor
Thursday 30 th January 2020	-	Parents' & Options Evening Year 9
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Before you make your choices, please remember the following:

- Never select a subject simply because you like your teacher and likewise never reject a course because you dislike a teacher. There is always the possibility that you will be taken by a different teacher in Key Stage 4.

Do not choose a course simply to be with your friends. This can create problems later on.

- Think of what you may want to do after you leave school and get the right advice to make sure that your choices fit your needs. Most people have yet to decide fully at your age, so don't worry if you haven't a clue about what you want to do. Remember to choose subjects you are good at or need for your future career.

CAN I WITHDRAW FROM ANY COURSE?

No. All the courses are designed to last until the end of year 11 and pupils cannot be allowed to withdraw prematurely. However, if there are difficulties, you should talk to your Progress Manager.

IS IT TOO EARLY TO THINK OF SIXTH FORM?

No, because your choices now will determine to a large extent the courses available to you after your first major examinations at the end of Year 11. Cross Keys College offers a wide range of courses suitable for all levels of ability. More details of the options available to you when you leave Islwyn High School will be given to you during Key Stage 4, including a visit to the College to sample courses.

WHAT KIND OF CAREERS ADVICE WILL I RECEIVE?

You will have regular lessons of Careers Education Guidance (CEG) where a variety of careers information and visits from local and national employers will be provided. Islwyn High School has a dedicated Careers Wales Advisor who is available to give advice. You can contact the advisor via reception, or your Progress Manager.

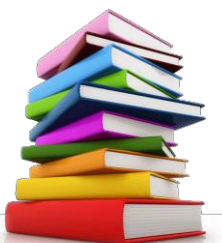
OPTION CHOICES

Options blocks to be confirmed before Parents Evening.

A Guide to Compulsory Subjects Studied by Pupils in Key Stage 4 (Years 10 & 11)

- English Language and English Literature
- Welsh 2nd Language
- Mathematics
- Mathematics - Numeracy
- Science – minimum of 2 GCSEs
- Skills Challenge Certificate
- Physical Education
- PSE & Religious Education

English Language



During your study of English in Years 10 and 11, you will prepare for your English Language GCSE. The outline of the qualification is given below.

Unit 1: Non-External Assessment

Oracy: 20%

Task 1 (10%) - Individual Presentation

You will have to make a speech independently based on one of the set themes from the exam board.

Task 2 (10%) - Responding and Interacting

You will be part of a group discussion based on written/visual stimuli from the exam board.

Unit 2 – External Assessment

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

Section A (20%) – Reading

You will need to show understanding of a range of texts. Your understanding will be assessed through a range of questions testing your ability to locate information, use inference and deduction, and to analyse and evaluate. This section will also involve you completing an editing task, demonstrating your understanding of words, sentences and whole texts.

Section B (20%) – Writing

You will choose one writing task out of a choice of two: description, narration or exposition. Marks for this writing task are awarded for content and organisation, and for accuracy (spelling, sentence structure and punctuation). This section will also involve a proofreading task, focusing on writing accurately.

Unit 3: External Assessment

Reading and Writing: Argumentative, Persuasive and Instructional 40% (2 hours)

Section A (20%) – Reading

You will need to show understanding of a range of argumentative, persuasive and instructional texts. Your understanding will be assessed through a range of questions testing your ability to locate information, use inference and deduction, and to analyse and evaluate.

Section B (20%) – Writing

You will have to complete two written tasks in this section – one argumentative and one persuasive. Marks for this writing task are awarded for content, organisation and accuracy.

English Literature

The course is divided between Controlled Assessments and study in class leading to External Examinations. We follow the WJEC specification.

English Literature Controlled Assessments

What does controlled assessment for English Literature look like?

UNIT 3: poetry and drama (literary heritage)

Task one - Shakespeare

You will have 2 hours to write an essay which analyses how a theme is explored throughout a Shakespeare play.

Task two – Welsh Poetry

You will Have 2 hours to compare how a theme is explored in a range of Welsh poetry stipulated by the exam board.



What is in the exams?

You will have to take two exams in order to complete English Literature. You will not be permitted to take copies of your set texts with you. The two exams are as follows:

	Unit 1: Prose (different cultures) and poetry (contemporary)	Unit 2a: Literary heritage drama and contemporary prose OR Unit 2b: Contemporary drama and literary heritage prose
How long is the exam?	2 hours	2 hours
What is in the exam?	Section A requires you to answer two questions about your chosen texts. Section B requires you to answer a question comparing two unseen contemporary poems.	This paper requires you to answer two questions on each of your chosen texts (a drama text and a prose text).
What is the exam worth?	The exam is worth 35% of the English Literature qualification.	The exam is worth 40% of the English Literature qualification

Welsh Second Language

The new GCSE specification provides experiences that give all candidates the opportunity to reach their full potential in Welsh in line with their needs and abilities.

The aim of the course is to ensure that candidates are aware of the use made of Welsh in modern Wales by nurturing a positive attitude towards the Welsh language and culture. Candidates' skills are developed to make use of the language for effective and appropriate communication in their everyday lives and/or in occupational situations.



Learning Objectives and Outcomes

Studying the Welsh Second Language Course encourages candidates to:

- develop their interest in Welsh and enthusiasm for the language. They should be inspired, stimulated and challenged through the study of a broad, coherent, satisfying and rewarding course.
- develop their confidence when communicating effectively in Welsh.
- develop essential skills while undertaking practical tasks which fulfil the needs of candidates, employers and further education.
- develop their skills to make practical use of the language in order to communicate effectively, usefully and appropriately in the bilingual society of the 21st century.

During the course, pupils will complete 4 units; 1 in Year 10 and the other 3 in Year 11. Two of the four units include prescribed speaking and listening tasks; and two include an external reading and writing exam. All examinations are single tier, which will allow all pupils to access all of the grades. This is a new and exciting examination for teaching from September 2017, with a focus on giving pupils greater access to Welsh at an advanced level and in the workplace.



Mathematics

General Information

All learners will be entered for both GCSE Mathematics and GCSE Numeracy. The course will build on and progress from the levels of Numeracy expected at the end of Key Stage 3 through the Numeracy Framework. The Numeracy GCSE will assess the mathematics that learners will need in their everyday lives, 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.

There will be three overlapping tiers of entry.

Tier of Entry	Grades Available
Higher	A*, A, B, C,
Intermediate	B, C, D, E
Foundation	D, E, F, G

Summary of Assessment

Both GCSEs are assessed through two units.



Tier	GCSE Numeracy & GCSE Mathematics	
	Unit 1 Non calculator	Unit 2 Calculator allowed
Higher	1 hour 45 minutes (50% weighting)	1 hour 45 minutes (50% weighting)
Intermediate	1 hour 45 minutes (50% weighting)	1 hour 45 minutes (50% weighting)
Foundation	1 hour 30 minutes (50% weighting)	1 hour 30 minutes (50% weighting)

Selected learners will have the opportunity to study Additional Mathematics.

Science

In Science, there is now a greater emphasis than before on the knowledge, skills and understanding of how Science works in the world at large, as well as in the laboratory. All our pupils will start their Science GCSEs in Year 9. Depending on their progress, their interest and aspirations for the future and the advice of their teachers, pupils will continue with their study of Science in one of the following ways.

1. Triple Award (3 GCSEs)

Pupils who study for Triple Award take three core units in Science in Year 10 - Biology 1, Chemistry 1, Physics 1 and sit examinations in the Summer of Year 10. They will sit Biology 2, Chemistry 2 and Physics 2 together with the Controlled Assessment in Year 11. This option will prepare pupils for further study of pure Science and Science related courses post – 16; for example: Biology, Chemistry and Physics A levels with an aim to study Science at university.

Assessment

The six units (B1, B2, C1, C2, P1, and P2) are assessed by written external examinations taken at Higher (A* - D) or Foundation (C – G) level. Internal practical assessment consists of practical tasks, followed by written examinations which cover all grades (A*-G) and is worth 10% of the final qualification.

2. Double Award (2 GCSEs)

Pupils who study for Double Award take three Core units in Science - Biology 1, Physics 1, Chemistry 1 - towards their Science Core GCSE, in Year 10. In Year 11 they will take three Additional units – Biology 2, Chemistry 2, Physics 2 - towards their Additional Science GCSE. This option will prepare pupils for further study of Science and Science related courses post – 16; for example automotive engineering, PE, food technology.

Assessment

The three units of Core Science are assessed written external examinations taken at Higher (A* - D) or Foundation (C – G) level. The three further units for Additional Science are examined by written examinations taken at Higher (A* - D) or Foundation (C – G) level. Internal practical assessment consists of one practical task, followed by a written examination which is worth 10% of the final qualification.



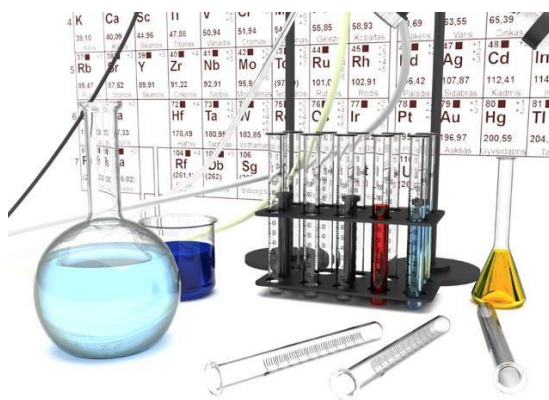
Career Opportunities

A qualification in Physics will open up the possibility of exciting work in aerospace, engineering, technological innovations, scientific journalism, telecommunications, administration or electronics. You might choose to work in a hospital, research laboratory, an agricultural establishment, a classroom, the open air, oil industry or Civil Service.

You can use Chemistry as a passport to many different types of jobs, which can include careers such as medical secretary, science reporter and laboratory technician. Chemistry goes hand in hand with Biology and Physics. Knowledge of Mathematics and Physics will give you an insight into how Chemistry “works”. It is necessary if you want to follow a career in other related areas, e.g: dating and preserving archaeological finds, restoring and conserving paintings, investigating crimes as a forensic scientist, discovering new drugs to improve health.

Knowledge of Biology can be used to understand and help solve many of the problems, which affect us all – illness, food production and control of pollution. A large percentage of biologists who work in these fields are either in industry or at research establishments. Medical biologists in general are concerned with the health and wellbeing of mankind. Animals and plants are other areas of interest for professional biologists. By taking Biology alongside other sciences you can apply for jobs in hospitals, the food and drug industries, conservation, working with animals and have access to many other careers. Many Biology related jobs required you to study other sciences alongside Biology. Some Biology-based careers include medical professions like doctors, nurses, physiotherapists, and veterinary medicine.

Even if you choose a career which in the end, has no connection with Science, the ideas, principles and skills which you learned will always help you to make better sense of the everyday world and the scientific information which comes our way and affects everyday life.



Skills Challenge Certificate (SCC)

Essential and employability skills

The SCC aims to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are described as the skills that employers and next-stage educators value and which learners need for learning, work and life. As such, the SCC focuses on the following seven essential and employability skills:

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

The emphasis in the SCC is on applied learning i.e. acquiring and applying a range of **transferable skills**. Learners will develop skills in the context of **purposeful tasks** and appropriate knowledge and understanding. Learners will be encouraged to **value skills development as a key aspect of education and life-long learning**.

Pupils will:

- engage in active, creative, open-ended and learner-led opportunities
- enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these
- broaden their experience through engagement with external organisations
- develop as effective, responsible and active citizens ready to take their place in a global society and in the workplace
- develop initiative, independence and resilience
- increase their confidence and their motivation for learning and skills development
- work independently, take on responsibilities and work effectively with others.

The **Skills Challenge Certificate** consists of four components which are followed by all learners:

Section	Weighting	Hours	Skills
Individual Project	50%	40 hours (including a teaching programme)	<ul style="list-style-type: none"> ▪ Planning and organisation ▪ Critical thinking and problem solving ▪ Digital literacy
Enterprise & Employability Challenge	20%	10 hours of teaching 20 hours (at least) of controlled assessment.	<ul style="list-style-type: none"> ▪ Creativity and innovation ▪ Personal effectiveness ▪ Digital literacy
Global Citizenship Challenge	15%	15 hours of teaching 10 hours (at least) of controlled assessment.	<ul style="list-style-type: none"> ▪ Critical thinking and problem solving ▪ Creativity and innovation
Community Challenge	15%	15 hours of teaching 10 hours of "doing" (volunteering)	<ul style="list-style-type: none"> ▪ Planning and organisation ▪ Personal effectiveness

The course is 100% coursework and all aspects will need to be passed in order to gain the GCSE

Physical Education

General Information

The WJEC GCSE Physical Education specification is broad, coherent and practical, designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Learners will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Course Suitability

Pupils who pursue GCSE Physical Education **must** have an immaculate participation record at Key Stage 3 and have displayed a positive attitude towards the subject. Pupils **must** be actively participating in competitive sport for school teams and be members of team/ individual clubs outside of school, participating in at least one main sporting activity on a regular basis. Our GCSE PE pupils are positive sporting role models and we provide many opportunities to represent the department assisting with the local authority and departmental sporting events and excursions throughout the course.

Summary of Assessment

Unit 1: Introduction to Physical Education

Written examination: 2 hours.

50% of qualification.

Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.



Summary of the Theory content

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 physical activity and sport.



Cardiff Met GCSE Physical Education visit

The above are interesting topics aimed at stimulating and increasing knowledge and understanding of aspects of the theory and concepts of physical education. All of the subject content can be assessed in Unit 1 as part of the **written examination** and in Unit 2 as part of the **personal fitness programme**.



Sport Caerphilly Football referees

Unit 2 - The active participant in Physical Education

Learners at GCSE Physical Education 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 and awarded a higher weighting of marks.

The list of practical activities is very wide so you may have the opportunity of being assessed in an activity that is not usually offered as part of the Physical Education course but is followed outside of school, for example, in a club such as Golf, Equestrian or Dance.

Learners must design a personal fitness programme which will help to improve fitness and performance in **one** of the practical activities in which they were assessed i.e. the **major** activity.

This coursework counts for 8% of your final GCSE PE practical grade



Unit 2 will be marked out of 100 and is worth 50% of the qualification.

Anyone following and completing this course will certainly feel a great deal of personal achievement and development. The course is an excellent foundation for anyone interested in developing an in- depth knowledge of sport and offers the opportunity to improve personal performance levels.

SPORTS CAREER PATHWAYS

Here are some of the many career pathways you can follow if you enjoy sport and want to pursue it further:

DEVELOPMENT OFFICER/COACH/ SPORTS STATISTICIAN/ TEAM ANALYST/ MANAGEMENT/
ADMINISTRATION/ SPORTS JOURNALIST/SPORTS PHYSIOLOGIST/ SPORTS PSYCHOLOGIST/ SPORTS
MEDICINE/ SPORTS PROFESSIONAL/ SPORTS LECTURER OR TEACHER/ LEISURE CENTRE MANAGEMENT

Some of the key hiring qualifications requested by employers in today's market include **leadership**, **perseverance**, **dedication** and **strategic thinking**, all of which you learn in physical education and even more so in the sports-related courses on offer at Key Stage 4 in the PE Department at Islwyn High School.

Past pupils of GCSE PE at Islwyn High School



**Thomas Hillman –
Newport County AFC**



**Lucia Carpanini– Wales
U19 / Bristol City Ladies**



**Callum Lewis – Team
Wales Karate**

A Guide to Option Subjects Studied by Pupils in Key Stage 4 (Years 10 & 11)

Individual Course Information

Art

Why choose Art and Design?

This is a question that many pupils and parents might ask. The following information should help to answer this question.

Career Opportunities

One of the primary reasons for choosing Art and Design could be that the pupil is interested in a career in this area. Art and Design courses offered by Educational Centres provide direct and valuable access to the World of Industry and Commerce. There are many opportunities and courses these days (over 70 different types of Art & Design related courses) and only a few examples are mentioned below: -

- Animation, Industrial Design
- Fashion / Textiles, Design, Advertising
- Architecture, Jewellery, Ceramics
- Theatre Design, Commercial Photography, Television
- Video / Computer Graphics
- Conservation/Restoration Work, Film, Cinema, Interior Design etc.



The list is endless, in fact any work you can think of that needs visual literacy values a broad based Art & Design education.

The WJEC Art and Design course allows pupils to develop skills in many ways. Learners are prepared for this by providing them with the opportunity to experience a wide range of approaches to Art and Design using techniques such as:

- a. Drawing and Painting
- b. Graphics (including Print Making and Commercial Design)
- c. Textiles / Design (Construction, Surface Embellishment, Fashion)
- d. Three Dimensional Studies (Ceramics, Sculpture, Jewellery etc).



Learners will work in these areas throughout the coursework time and produce work based on teacher specifications.

Learners are encouraged to be experimental as they develop their creativity and learn to express their ideas visually.

Course Requirements

Learners will need to fulfil the following requirements:

Personal Portfolio - 60%.

Externally Set Focused Task - 40%.

Personal Portfolio (60% of the total marks awarded)

During the course, pupils are encouraged to respond to projects and activities in a personal way. Initially, all pupils will undertake a foundation skills project which will focus on the key areas and develop the necessary technical and thinking skills required.



Pupils will be expected to undertake:

- Research and analysis tasks looking at a variety of artists and designers
- Sketching and recording through hand drawn images and photography
- Development of ideas through the use of a range of elements including line, colour, texture, pattern and shape
- Self-evaluation using annotation to explain ideas, techniques and materials.

For the portfolio pupils are encouraged to use their creativity to meet the demands of the theme / brief. From a choice of starting points pupils will be expected to respond in a personal and imaginative way to the theme, using and building on the skills developed in the foundation skills project.

Externally Set Focused Task (40% of the total marks awarded)

Before the Focused Task, pupils will produce preparatory studies to research, develop, experiment and plan their ideas for the sustained focused work. This will occur during normal lesson time but the completion of the final outcome will take place over 10 hours under exam conditions. All pupils will receive their external set task paper towards the end of the course in Year 11. The paper will contain a variety of possible tasks / assignments from which the pupils will choose one to research and develop ideas for their final outcome.



During the course learners will develop strong drawing skills and later specialise in the areas they find most interesting and best suited to their strengths, skills and aspirations.

The Art & Design Department visits local and national galleries and involves the learners in workshops to help and develop critical and personal responses to local and major artists. In this way they are able to evaluate their own work to make accomplished outcomes.

Homework

Homework is set regularly for all learners. They can expect to put a lot of time and effort into their work in order to achieve an excellent grade. Homework is targeted to develop and extend class work themes and is closely linked to the assessment objectives of the WJEC examination board.

For the course, each pupil will be asked to purchase an A2 folder (to help them store and protect their coursework throughout the course) and an A3 sketchbook. We will provide all other materials free of charge. However, access to a camera or phone with a camera is an asset. Pupils benefit from being able to collect information for paintings and designs.



How can parents help?

To help support your child you may find that buying a few art materials - a set of water based paints, two brushes and a set of drawing pencils and some chalk / oil pastels would be helpful in assisting your son / daughter to produce high quality work. Please contact the Art department if you require further information.



Asdan Cope

A **General Information**

This is a very practical accredited course which offers you an active curriculum. Assessment allows you to demonstrate your personal and social skills in different situations.



On joining the scheme, you will develop a portfolio to record all your achievements. This portfolio contains all you need for success rather than showing these skills during an exam.

ASDAN allows you to display your personal qualities, rather than *just* academic achievements, to a potential employer and is highly valued by colleges as well as employers as it develops life skills as well as independent learning.

B **Syllabus**

We offer COPE at both Level 1 and 2 depending on pupil performance.
COPE Level 1 is equivalent to a D grade and Level 2 is equivalent to a B grade.
This makes the course ideal for pupils who do not perform well in examinations.

Each award has a selection of challenges helping you to be more skilled in a variety of areas by organising projects both at school and out and about in the community. These include:

- Working with Others
- Problem Solving
- Improving your Learning.

There are lots of opportunities for you to be involved in activities and visits which will increase your confidence.

C **Assessment**

There is no exam for this subject.

You will be assessed by completing challenges to gain credits and so producing a portfolio (folder of evidence). The folder can contain written work, photographs, tickets, certificates or filmed/taped evidence and shows that you have met the challenges for each unit.

Computer Science

This rigorous and highly academic course provides students with a stimulating and motivating study of computer science fit for the 21st century.

WJEC's GCSE Computer Science specification is designed to address concerns expressed by the Royal Society and the Computing at School Working Group about computing education in the United Kingdom, with students actively involved in creating content as opposed to merely being consumers of it.

The specification offers students the opportunity to understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms and data representation, whilst also designing, writing and debugging computer programs.

Assessment is 80% examination and 20% controlled assessment and is divided into three units:

Unit 1 - Understanding Computer Science (50%)	Weighting	Marks
1 hour 45 minutes examination to assess understanding of the theory content of the specification.	50%	100
Unit 2 - Computational Thinking and Programming (30%)		
2 hour on-screen examination to assess understanding of algorithm design, programming languages: HTML & Greenfoot, and assembly language.	30%	60
Unit 3 - Software Development (20%)		
Internally assessed and externally moderated 20 hour controlled assessment to develop a piece of work using programming software following a task brief issued by WJEC.	20%	80
Pupils will learn how to program in Python to complete the task.		

All assessments are to be completed in Year 11.

The depth of coverage means that this course will provide a solid foundation for either the study of A Level Computing or ICT and employment.



<http://www.wjec.co.uk/qualifications/computer-science/>

Constructing the Built Environment

Examination Board WJEC

The Initial Vocational Qualification (IVQ) Level 1/2 Award provides a more practical alternative to GCSE. The qualification allows for both synoptic learning and assessment in the study of how buildings are designed, constructed and maintained. The qualification offers pupils the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts and is equivalent to a GCSE.

Construction provides a practical, real-world approach to learning. It develops pupils' specific knowledge and skills pupils need to work successfully in the construction industry, such as:

- Discovering the world of construction and how it impacts on our world today.
- Communication skills to articulate and discuss new ideas or work as a team to solve problems.
- Health and safety in the workplace and the appropriate procedures and legislation.
- How mathematics and science is essential to construction success.

Pupils will also be able to present their work in a variety of ways, including:

- Presentations
- Demonstrations
- Producing small scale products

Course Content

Units covered during the course:

- Safety and security in construction (external examination)
- Practical construction skills (internal assessment)
- Planning construction projects (internal assessment)



All pupils will study 3 units and develop the skills to produce a range of items from a suitable material using industry approved techniques.

Assessment

The majority of the units in this qualification are assessed through internal assessment with only one unit being assessed externally through a written examination.

Beyond Level 1/2 Construction:

- Level 3 qualifications in construction, such as diplomas in Construction and the Built Environment.
- Further qualifications in specialist areas such as plumbing, bricklaying and carpentry.
- Apprenticeships in construction.
- Degrees in construction, surveying or site management.

Drama

Is this the right subject for me?

If you enjoy:

- expressing yourself in an active and exciting way
- working in a group
- contributing your ideas and taking on-board those of others
- exploring ideas by putting yourself in other people's shoes
- playing many parts in different imaginary situations
- creating your own drama work
- looking at plays written by other people.



.then our GCSE Drama is the ideal subject for you.

What will I learn?

You will learn:

- how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage
- how to create a character and play this character in a performance
- many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

What do I need to know, or be able to do, before taking this course?

You will have had experience of drama during Key Stage 3. You may also be a member of a drama club. Any of these experiences can help if you choose drama as a GCSE subject. You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and at different ways of bringing a script to life on stage. If you are more interested in the technical aspects of drama (for example set design or lighting) you could focus on these for part of the course.



How will I learn?

The Drama GCSE is divided into the following 3 units:

Unit 1: Devising Theatre

This is an internally assessed, externally moderated unit that makes up 40% of the qualification.

- You will participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC.
- You will complete a written evaluation of the performance.
- You can be assessed on either acting or design.
- You work in groups of between two and five performers.

Unit 2: Performing Theatre

This is externally assessed by a visiting examiner and makes up 20% of the qualification.

- You will participate in a performance based on two 10 minute extracts from a performance text of your own choice.
- You will be assessed on either acting or design.
- You will work in groups of between two and four performers.

Unit 3: Interpreting Theatre

This is a written examination: 1 hour 30 minutes and it equates for 40% of the qualification.

Section A: Is a series of questions on George Orwell's 1984. The questions explore the play as an actor, designer and director.

Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.

Why I should take GCSE Drama?

When an employer sees GCSE Drama on an application form, they see a person who is confident with excellent communication skills and a creative flair. Drama encourages you to work as part of a team, be creative and empathise, it also teaches you to critically analyse various literature and consider other peoples' strengths and weakness. Moreover, Drama compliments subjects such as English, History, Music and Art. The subject will also develop your confidence and help you with whatever career path you choose to follow.

Electronics

The GCSE in Electronics provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, electronics and to recognise its importance in their own lives and in today's technological society.



The specification ensures that learners have the scientific and mathematical knowledge and understanding, and the engineering skills, to tackle problems in an electronics context. GCSE Electronics is to be studied in such a way as to develop and maintain the learner's interest in engineering subjects and the appreciation of their relevance to their everyday lives. The scope and nature of the learner's study should be coherent and practical. The practical work enables learners to see the theoretical knowledge contained in the specification in action and to gain greater understanding of the knowledge in a practical context.

Studying this GCSE in Electronics enables learners to:

- develop scientific knowledge and conceptual understanding of the behaviour of analogue and digital electrical/electronic circuits including a wide range of electronic components
- develop an understanding of the nature, processes and methods of electronics as an engineering discipline to help them answer questions about practical circuits
- be aware of new and emerging technologies
- develop and learn how to apply observational, practical, problem solving and evaluative skills in the identification of needs in the world around them and to propose and test electronic solutions
- progress to level 3 qualifications in electronics and engineering

The GCSE consists of three components:

- **Component 1:** Discovering Electronics

Written examination: 1 hour 30 minutes - 40% of qualification

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context

- **Component 2:** Application of Electronics

Written examination: 1 hour 30 minutes - 40% of qualification

A mix of short answer questions, structured questions and extended writing questions, with some set in a practical context

- **Component 3:** Extended system design and realisation task

Non-exam assessment - 20% of qualification

An extended system design and realisation task to assess electronics skills

Fashion & 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. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Specification Overview

Each learner will therefore study four areas of content:

- Core knowledge and understanding.
- In-depth knowledge and understanding of fashion and textiles.
- Core skills.
- In-depth skills of fashion and textiles.



Subject Content

Unit 1: Design and Technology in the 21st Century

Written examination: 2 hours

50% of qualification

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of fashion and Textiles.

Unit 2: Design and make task

Non-exam assessment: approximately 35 hours

50% of qualification



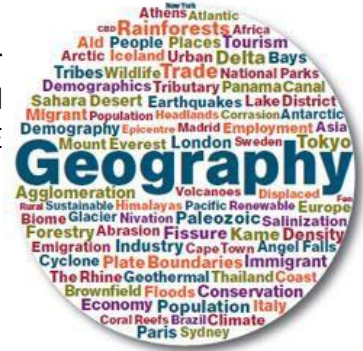
A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

Geography

This is a two year course in which pupils have the opportunity to develop their geographical skills, knowledge and understanding through investigating and learning about places, environments and issues at a range of scales. This GCSE is a linear qualification which means there is no higher or foundation tier.

There are three units studied as part of this GCSE. These are identified below:



Unit 1 - (40% of Qualification) – 1 hour 30 minute exam in year 11

Section A: **Compulsory Units**

Core Theme 1 - Landscapes and Physical Processes.
Core Theme 2 - Rural-Urban Links.

Section B: **Optional Units**

Core Theme 3 - Tectonic Landscapes and Hazards (we currently study this theme)

or

Core Theme 4 - Coastal Hazards and their Management.

Unit 2 – (40% of Qualification) - 1 hour 30 minute exam in year 11

Section A: **Compulsory Units**

Core Theme 5- Weather, Climate and Ecosystems
Core Theme 6 - Development

Section B: **Optional Units**

Core Theme 7 - Social Development Issues.

or

Core Theme 7 - Environmental Challenges (we currently study this theme).



Unit 3 – (20% of the full GCSE) – 2 hours 30 minute exam in year 11

This is a Fieldwork Enquiry whereby the pupils are given the opportunity to attend two separate field excursions and then complete a portfolio of work that can be taken into the exam. Essentially it is an open book exam that has to be completed independently and in silence. The teachers within the department will supervise and support this unit of work.

Health & Social Care with Child Development

This qualification will equip learners with knowledge and understanding of the development and care of individuals from conception to old age.

Learners will gain an understanding of how service provision in the Health and Social Care, and Childcare sectors in Wales support the development and well-being of individuals.

Learners will also be introduced to a broad range of roles within the Health and Social Care, and Childcare sectors which will help them to develop an understanding of the career pathways available to them.

The GCSE in Health and Social Care, and Childcare will cover key topics such as:

- human growth, development and well-being
- promoting and maintaining health and well-being
- health, social care and childcare in the 21st Century
- promoting and supporting health and well-being.



The GCSE in Health and Social Care, and Childcare will be made up of four mandatory units.

The course is made up of controlled course work equating to 60% of the final mark and an examination at the end of year 11 which makes up the final 40% of the GCSE qualification. Learners completing the GCSE in Health and Social Care, and Childcare could then go on to study other qualifications such as:

- Level 3 Children's Care, Play, Learning and Development:
- Level 3 Advanced GCE in Health and Social Care, and Childcare.

They may also be interested in progressing to further study and/or training in related areas including: Sociology, Psychology and Medical Science.



History

History is an exciting and diverse option choice at GCSE and you will be choosing a subject that has real relevance to the world in which we live and is highly regarded by employers. With a historical perspective you will be better equipped to appreciate and understand the present day and make informed decisions as to the future.

The course is assessed by 3 examinations, two of 60 minutes (50% of the GCSE), and 1 exam of 75 minutes (30% of the GCSE). In addition, there are two pieces of internally marked controlled assessment (accounting for 20% of the GCSE).

Depth Study

USA 1919-1929

Pupils will study the problems and challenges facing the USA such as restrictions on immigration, racism towards black Americans, Prohibition and the rise of the gangsters, and the threat of Communism in the 1920s. Pupils will also study culture and society in the USA while learning about Charlie Chaplin and the cinema, Louis Armstrong and the jazz music, as well as sport stars such as Babe Ruth. The rise of the American economy will also be studied including the rise of the motorcar and the stock market, as well as the end of the boom period with the Wall Street Crash of 1929.

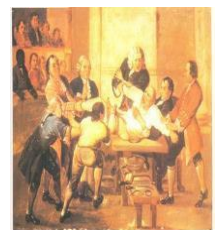


Depression, War and Recovery 1930-1951

Pupils will study the problems facing Britain during the Depression, the years during and after WW2 and how this affected the people of Britain. The course will examine the causes of World War Two and how people coped during the War years. The course will also focus on how the Depression, War and Recovery impacted on the people of Wales. The course is focused on social, political and economic changes in Britain 1930-51.

Thematic Study

Students learn about changes in Health and Medicine 1340 to the present day. Students will learn about the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Students will learn about the discovery of bacteria and the creation of antibiotics, plastic surgery and organ transplants. Students will also find out how surgeons moved away from sawing patients legs off whilst they were awake to allowing them to be anaesthetised without feeling pain.



Coursework/Controlled Assessment

There will be two essay questions worth 20%. The topic of the controlled assessment will be on how Hitler rose to power and what was life like in Nazi Germany. Both questions will be completed in school as a controlled assessment.

“He who ignores the mistakes of the past is doomed to repeat them”

Hospitality and Catering

Hospitality and Catering Aims

The WJEC Award in Hospitality and Catering has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Hospitality and Catering Objectives

By studying Hospitality and Catering learners will be able to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Understand and explore the Hospitality and Catering industry, the job roles and the different types of equipment use to support the industry.



Assessment

There are two main units in this qualification:

Unit 1:

Written examination: 40% (90 Marks) of qualification.

Time: 1 hour 30mins

Areas of content:

1. Understand the environment in which hospitality and catering providers operate Principles of nutrition.
2. Understand how hospitality and catering provisions operate.
3. Provision meets health and safety requirements Cooking and food preparation.
4. How food can cause ill health.
5. The hospitality and catering provision to meet specific requirements.

Unit 2:

Non-Examination assessment: 60% of qualification.

Time: 9 hours

- The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.
- Propose four nutritional dishes for a menu and then plan for the production of two dishes that could be included on the menu.
- Prepare, cook and present the two dishes.



Assessment

There are two main units in this qualification:

Unit 1:

Written examination: 40% (90 Marks) of qualification.

Time: 1 hour 30mins

Areas of content:

6. Understand the environment in which hospitality and catering providers operate Principles of nutrition
7. Understand how hospitality and catering provisions operate.
8. Provision meets health and safety requirements Cooking and food preparation.
9. How food can cause ill health.
10. The hospitality and catering provision to meet specific requirements

Unit 2:

Non-Examination assessment: 60% of qualification.

Time: 9 hours

- The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.
- Propose four nutritional dishes for The Western Deli and Coffee Shop.
- Plan for the production of two dishes that could be included on the menu.
- Prepare, cook and present the two dishes that the apprentice will prepare and cook.
- Practical exam is a two-course meal for two people with accompaniments.



Information & Communication Technology (ICT)

A qualification in Information & Communication Technology can open up an increasing number of career opportunities for pupils. Technology advances quite rapidly and industry is making full use of the available technology in today's global workplace.

Career paths include: telecommunication infrastructure, telecommunication design, telecommunication repair and development, software/games design and development, software/games programming and testing, computer hardware design and development, system analysis and design, system integration and of course teaching ICT.

ICT is an enjoyable and important addition to your GCSE results. It will be a useful addition in any choice you make when you leave school.

GCSE Information & Communication Technology

GCSE ICT is a linear course where pupils sit both exams at the end of Year 11.

GCSE ICT Single Award

Pupils are required to complete Unit 1, Unit 2, Unit 3 and Unit 4.



Unit 1	Single Award	Marks
External Exam – Understanding ICT. Assesses KS4 and also functional elements of ICT in a home and a school context. 1½ Hours	20%	80
Unit 2		
Practical, Controlled Assessment – Solving Problems Using ICT. A portfolio of the pupils work which shows how they research, obtain, interpret, use, develop and present information. Assesses the functional aspects of ICT. 22½ Hours	30%	80
Unit 3		
External Exam – ICT in Organisations. Assesses how ICT is used in a business and industry context. 1 ½ Hours	20%	80
Unit 4		
Practical, Controlled Assessment – Developing Multimedia ICT Solutions. Pupils develop a piece of work using multimedia software following a task which will be given to them by the WJEC. 22½ Hours	30%	80

Modern Foreign Languages - Spanish

Interested in Spanish? Want to be more employable?



A - General information

The aims of the MFL department are to provide pupils with the opportunities to achieve the best results possible. We support and encourage every individual. Spanish GCSE offers an exciting challenge, allowing you to use your language skills to communicate in the country/countries where the language is spoken. You will concentrate on 'real' situations you might come across in future study and employment or whilst on holiday.

The course will help you to:

- develop the ability to use the language effectively
- form a sound base of skills, language and attitudes which you might need for further study, work and leisure
- look into the culture and civilisation of the countries where the language is spoken
- find enjoyment and intellectual stimulation
- have positive attitudes to foreign language learning and to speakers of foreign languages
- develop a sympathetic approach to other cultures and civilisations.
- look more favourable when applying for university and/or employment.

The content of the course will cover the following broad themes:



- Identity and culture
- Wales and the world
- Current and future study and employment.

These broad themes will be divided into sub-themes to include things like self and relationships, health and fitness, entertainment, food and drink, travel and transport, holidays, environment, school life and the world of work.

B - Examination Requirements

The examination consists of tests in the four skill areas of **LISTENING, SPEAKING, READING and WRITING**. Each exam is worth 25%. You and your teacher will decide whether you will sit foundation or higher papers.

Come and joint us. You'd be very welcome!

Music

This option is a two year GCSE course, which prepares learners for careers in the Performing Arts, Music or Entertainment Industry whilst developing skills required for any profession such as confidence, organisation, time keeping and ICT.

Pupils work towards a WJEC GCSE in Music. This course provides good progression to Nationals or AS/A2 levels.

Compulsory units studied:

- Performing 35% (solo and ensemble)
- Composing 35% (2 pieces)
- Appraising 30% (Externally marked listening exam).

Will this course suit you?

You must be:

- organised
- able to work to deadlines (like in the music industry!)
- able to work as a team
- willing to perform live to an audience.



The following skills are required:

- the ability to play an instrument or sing (minimum grade 2 standard) at end of Year 9 (level 7)
- the ability to read music (essential)
- good piano skills
- good general ICT skills.

Assessment

The course is predominantly practical with each unit having 1-2 large assignments for completion.

EVERY PIECE OF YOUR WORK COUNTS TOWARDS YOUR FINAL GRADE.

Pupils who opt for Music are expected to contribute to the school community and performing arts; participating in school ensembles (orchestra / choir / rock band etc) school concerts, productions and events and county ensembles (when the required standard has been reached). This can contribute to your portfolio.



Product Design

General Information

Technology covers a wide range of activities and has natural links with science and art teaching. In Technology, understanding and applying scientific principles is just as important as the development of 'making skills'. Our aim is to reflect the complex abilities required to gain control over the man-made world. The common activities in all Technology courses are 'designing and communicating', 'making', 'testing', and 'evaluating'.



Technology has a vital part to play in your education if you are to be prepared for living and working in an industrial society. In activities such as 'designing or adapting', then 'making', you will respond to problems which are often unfamiliar. In producing a solution, you will have to make decisions bearing in mind the restraints of time, available resources and your own skills.

All areas of Technology are taught through a 'problem solving' approach. This approach encourages pupils to think about and experience scientific, aesthetic, social, ethical and mathematical issues and concepts.

Project work developed through 'problem solving' can be of two types:

- **CONSTRUCTIONAL:** The construction of an artefact, device or system as the solution to the problem.
- **INVESTIGATIONAL:** These projects require pupils to conduct a series of investigations and propose likely solutions.

The end product of the 'problem solving' approach is suitable **only** if it is well made or investigated and functional.



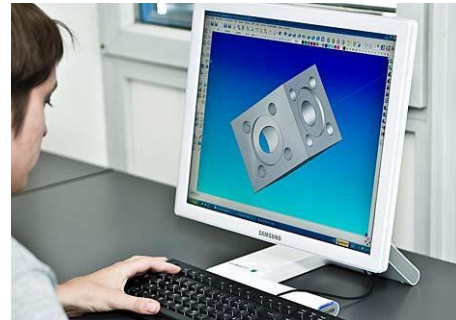
Our Technology courses involve the use of the best materials and equipment available including plastics, constructional kits, the more traditional materials and food. Computers are also used in the design and investigational stages of work, as a tool for controlling mechanical devices and to develop pupil skills in CAD/CAM.

Syllabus

A study of a common core to support each area will give you an overview of technological processes which must be applied within problem solving activities.

The core involves the following:

- Designing and communication skills
- Knowledge of materials and making skills
- Evaluation
- Products and application
- Systems and control
- Awareness of the environmental, moral and social implications of technological activities.



GCSE Product Design

Product Design is an exciting, creative subject leading to a range of potential careers including Architecture, Fashion, Engineering and Design. Pupils will follow a 2 year GCSE course where the emphasis is on working in a variety of different areas including graphics, systems and control and resistant materials. Pupils will analyse existing products and design and make a range of 3- dimensional products using a wide variety of materials. Assessment is through Written Examination (50%) and Controlled Assessment (50%), which must include a Design Folder, and 3-dimensional products and both are completed in Year 11.

Controlled Assessment requires strong evidence of the use of ICT, and in-depth knowledge and use of industrial practices.

NOTE: A positive approach and commitment to all Design Technology subjects is essential throughout the course. Pupils will be expected to put in 'extra time' if necessary to keep up with coursework deadlines.



Year 11 GCSE controlled assessment practical work

Religious Studies

RS at GCSE is a diverse subject which is constantly adapting to reflect our changing society. The course involves 8 units of study spread across 2 years which focus on a range of religious, ethical and philosophical themes. Throughout the course we will look at a topic, consider both our approach and society's approach before considering different religious and non-religious perspectives. The religious element of the course is based on the study of two different religions; Christianity and Islam.

The topics we will study from a topical approach include:

- Relationships
- Issues of Life and Death
- Medical Ethics
- Good and Evil
- Crime and Punishment
- War and Conflict
- Human Rights
- Social Justice

Religious Studies is one of the fastest growing subjects in the UK. It is compatible with- and has a similar skills base- as English, History, Politics, Sociology and Law as well as many other subjects.

Where will an RS qualification take me?

In the 21st Century, RS is one of the most relevant subjects for a job where you are expected to work with members of the public and is highly sought after by employers.

Related professions:- primary and secondary teaching, law, information services, journalism, publishing, medical services, social services, caring services and child care.

Working with people:- personnel work, youth and community work, nursing and related services. **Other careers:-** purchasing, marketing, selling, production, transport, distribution, any managerial role, insurance, banking and computing.

The **skills** acquired through the Religious Studies course offer many employers a good foundation for training. They show that a student can: -

- think clearly
- express himself / herself coherently
- use different methods of enquiry and investigation
- debate complex and controversial issues
- grasp and interpret different ideas and concepts
- understand the beliefs of others and co-operate with them



Religious Studies helps us to make sense of the world and culture we live in. Students of GCSE Religious Studies vouch for the fact that the course is interesting, demanding but enjoyable and provides a meaningful academic qualification.

The course is 100% examination with an exam sat at the end of Year 10 and one at the end of Year 11. There is one tier of entry where students can attain grades from A*-G meaning that the course is suitable for all abilities. It is a literacy based subject with an emphasis on discussion and debate.

Sociology

The WJEC Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues.

Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena.

By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world. This specification will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are able to play a positive, active and informed role in society.

This WJEC Eduqas GCSE specification in Sociology requires learners to:

- apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions
- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- use sociological theories to understand social issues, debates, social changes and continuities over time
- understand and evaluate sociological methodology and a range of research methods
- use sociological terminology appropriately and make connections between the key areas of subject content.





There are two components and two examinations both 1hr 45 minutes and worth 50% of the course – Both of these exams will be at the end of Year 11. NO COURSEWORK.

Component 1

Learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings. Learners will be encouraged to contemplate how they acquire their individual identity. This theme is continued through a detailed study of two agents of socialisation: families and education, which will provide learners with a deeper, more theoretical understanding of the social world and an awareness that the process of socialisation is contested. Concepts and theories used throughout Component 1 will be applied to an understanding and analysis of the topic areas in Component 2.

Component 2

Learners will enhance their awareness of the social world through an examination of social structures and their influence on human behaviour. Learners will also develop an understanding of the nature and extent of inequality and will examine competing theories on the causes of inequality through a study of the ideas of the classical sociologists, and a more detailed study of crime and deviance. In applied methods of sociological enquiry, learners are encouraged to develop their understanding of the research process by studying the stages in carrying out research and in interpreting data. This will assist in their assessment of the evidence used in both components.



Tourism

WJEC Level 1/2 Vocational Award in Tourism offers a learning experience that focuses learning for 14-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

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



The qualifications 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. This approach mirrors many work related activities in tourism and provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in tourism and wider opportunities for progression into further education, employment or training.

Assessment

The WJEC Level 1/2 Vocational Award in Tourism is assessed using a combination of internal and external assessment.

Unit 1: Customer Experience – internally assessed

Why is customer service so important? What happens if a customer does not experience good customer service? What do customers want when they visit an attraction or use transport? Why do customers choose one tour operator rather than another? Why do customers show loyalty to a certain travel agency or chain? Why do customers stop using an organisation? These are all important questions to tourism organisations. By finding answers to these, we can learn what customers see as a good or bad experience and help tourism organisations to assess and improve their performance.

In an increasingly competitive environment, knowing your customers' views on their experience enables tourism organisations to focus on delivering a quality customer experience to meet the demanding and diverse needs of their customers. Customer service departments are responsible for developing customer service policies and standards; providing training to staff; collecting and interpreting customer feedback. Customer facing staff such as holiday representatives, travel consultants and guest services in an attraction, must ensure that customer service is maintained before, during and after a sale or visit. A 'mystery shopper' or 'quality inspector' might be employed by a tourism organisation to monitor and assess customer service.

In this unit, you will learn about the principles of customer service and how tourism organisations use these to set the standards that are at the heart of the customer experience. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees and the effect it has on a business. You will develop research skills so that you can investigate the quality of the customer experience across different tourism organisations, and learn how to analyse and present your findings.

Unit 2: The Business of Tourism - externally assessed

How important is tourism to the UK? How do tourism organisations achieve success? How do travel agencies survive in business when so many customers shop online? How can some airlines offer fares that are so cheap and others are so expensive? How do tourism organisations help to protect the environment?

Tourism organisations operate in a changing, global environment where enterprise and innovation are keys to successfully competing in changing local, national and international markets. In recent years, there have been a number of tourism organisations that have ceased trading. At the same time, new organisations have been started and many have expanded. This is often because they have been innovative and enterprising in their approaches and the use of new technologies. Whilst senior managers might be responsible for developing these strategies, those working in customer facing roles such as sales consultants, cabin crew, receptionists and guest services will be required to contribute. It is important that all employees of tourism organisations are aware of what is happening both within and outside of the tourism sector and how their own and other organisations are responding.

Through this unit, you will learn about the issues faced by tourism organisations in today's highly competitive market. You will gain knowledge of how they organise their businesses to respond to change. You will be able to use the knowledge and understanding you gain to analyse situations, identify issues and review suggestions made for how different types of tourism organisations can respond to issues.

Unit 3: Developing UK Tourist Destinations – internally assessed

Why are some tourist destinations more popular than others? Do business tourists look for something different from a destination than a leisure tourist? Are all beaches appealing? If a destination does not have a railway station, can it still be popular? How important is accommodation to the appeal of a destination? Can an attraction bring new tourists to a destination?

Tourist destinations exist in a changing, competitive and increasingly global environment. New technologies have made destinations throughout the world accessible to tourists in the UK. For UK destinations to maintain or increase their appeal to different types of tourists, organisations need to work together to find ways of improving the tourist experience and making potential tourists aware of what is available. Those working in tourist attractions, accommodation providers and transport providers will be looking at ways they can improve their products and services in order to increase the appeal of destinations.

Through this unit you will understand the features of different types of tourist destinations, considering what it is about those features that make a destination appealing to different types of tourists. You will gain knowledge of the range of organisations that can support the development of a destination, and the role they can play in that development. With this knowledge and understanding, you will be able to recommend ways that destinations can enhance their appeal, drawing on evidence of how different destinations have been successful in increasing their appeal and popularity.

PUPILS / PARENT / CARER – CHECKLIST & QUESTIONS

1. What are the subjects that you must do?
.....
.....
2. Have you read the information about the subjects on offer?
.....
.....
3. What are your favourite subjects?
.....
.....
4. What subjects are you good at?
.....
.....
5. Are there any subjects that you would like to know more about? YES / NO
6. If **Yes**, what are they?
.....
7. Do you know who to ask for help? YES / NO
8. Have you discussed this booklet with your parents/carers? YES / NO (if you have answered No, then you **MUST** do so.
9. Now go back to the beginning and read through the subject descriptions for a second time. When you have done that, you might be ready to make your choices.
10. Have you got any problems? YES / NO
11. FILL IN YOUR CHOICES ON THE FORM PROVIDED. You must return your form to your **Form Tutor**.
12. **KEEP** this booklet in a safe place. It contains important information on how your work will be assessed at Key Stage 4. You may also want to refer to it if you should want to change your choices.
13. What happens next?
 - (a) You will give your choices to your Form Tutor.
 - (b) You may be asked to discuss your choices with your Progress Manager.

CHANGING YOUR OPTION CHOICES – THE LAST RESORT

Very few students actually change subject option during Year 10. The longer you study a subject then the more difficult it is to change.

If you are unhappy with one of your subject choices then you need to consider the following carefully: -

- Have you given yourself enough time to adjust to the new course?
- What are your reasons for wanting to change subjects?
- Are you being honest with yourself?
- It will mean extra hard work to catch up on the work you have missed.

WHAT DO YOU DO NEXT?

- Discuss any issues with your subject tutor.
- Your parents/guardians will need to make a request in writing to your Progress Manager.
- Finally the issue will be discussed by the Senior Management Team.
- Every effort will be made to accommodate your request. However, it is not always possible to change courses. Therefore it is important that you consider your Option Choices carefully at this stage.

***Make the right choices and remember that
success is directly linked to effort.***

These important two years will have a strong impact on how well the rest of your life
will go.



Good luck to you all !

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