

# Islwyn High School



## Key Stage 4 - Option Booklet 2021/22

### IMPORTANT DATES

Friday 11 <sup>th</sup> December 2020	-	Option Booklet out to Parents
Friday 8 <sup>th</sup> January 2021	-	Initial Choices to Form Tutor
Thursday 28 <sup>th</sup> January 2021	-	Parents' & Options Evening Year 9
Thursday 11 <sup>th</sup> February 2021	-	Final Options Deadline

*“Education is the most powerful weapon which you can  
use to change the world”.*

**Nelson Mandela**

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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!**

Sian Mainwaring  
Deputy 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 2<sup>nd</sup> 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](http://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**

Friday 11 <sup>th</sup> December 2020	-	Option Booklet out to Parents
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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.

Don't 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.



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**CAN I WITHDRAW FROM ANY COURSE?**

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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.

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**IS IT TOO EARLY TO THINK OF SIXTH FORM?**

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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. Crosskeys 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.

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**WHAT KIND OF CAREERS ADVICE WILL I RECEIVE?**

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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.

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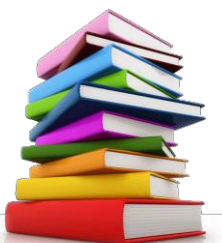
**OPTION CHOICES**

Options blocks to be confirmed before Parents' Evening.  
See attached single sheet for initial choices.  
(Top 3 and a reserve 2)

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

- English Language and English Literature
- Welsh 2<sup>nd</sup> 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

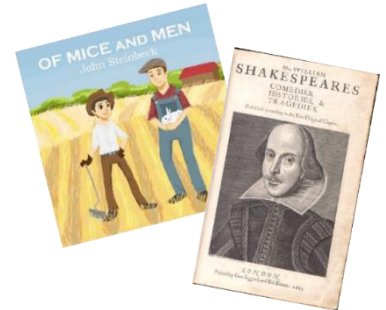
You will have to complete two written tasks in this section – one argumentative and one persuasive. Marks for this writing task are awarded for content, organisation and accuracy.

# 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?
<b>UNIT 3: poetry and drama (literary heritage)</b>
<b>Task one - Shakespeare</b> You will have 2 hours to write an essay which analyses how a theme is explored throughout a Shakespeare play.
<b>Task two – Welsh Poetry</b> 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 new specification gives 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.





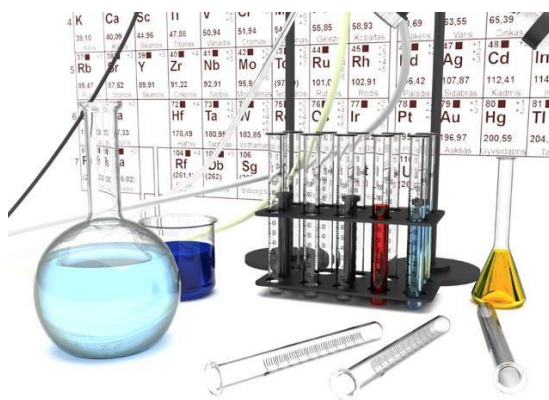
## Career Opportunities

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"> <li>▪ Planning and organisation</li> <li>▪ Critical thinking and problem solving</li> <li>▪ Digital literacy</li> </ul>
Enterprise & Employability Challenge	20%	10 hours of teaching 20 hours (at least) of controlled assessment.	<ul style="list-style-type: none"> <li>▪ Creativity and innovation</li> <li>▪ Personal effectiveness</li> <li>▪ Digital literacy</li> </ul>
Global Citizenship Challenge	15%	15 hours of teaching 10 hours (at least) of controlled assessment.	<ul style="list-style-type: none"> <li>▪ Critical thinking and problem solving</li> <li>▪ Creativity and innovation</li> </ul>
Community Challenge	15%	15 hours of teaching 10 hours of "doing" (volunteering)	<ul style="list-style-type: none"> <li>▪ Planning and organisation</li> <li>▪ Personal effectiveness</li> </ul>

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

This is often confused with the Welsh Baccalaureate. This is a part of the Welsh Baccalaureate along with English, Maths and 3 others GCSEs.

The SCC is compulsory at level 3 (A-Levels) some level 1/level 2 courses at college require this qualification.

# 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.

# **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 a 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 currently over seventy Art and Design related courses on offer in many colleges. These courses offer many opportunities and access to a wide variety of careers. These careers include, but are not restricted to, the following: -

- Animation, Production Design for film theatre and television
- Fashion Design, Textiles and Jewellery Design
- Architecture, Interior Design, Furniture and Product Design
- Advertising and Commercial Photography
- Video and Computer Graphics
- Conservation and Restoration Work.



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 a teacher set theme.**

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. From a choice of starting points pupils will be expected to respond in a personal and imaginative way to the Portfolio 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. The preparatory stages 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. We will expect pupils 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 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 will be expected to access the Art Google Classroom regularly. Homework tasks will be uploaded, with explanations, Slide shows and images available to help with each task. Pupils will be expected to photograph their work and submit it via the Google Classroom. Help and advice will be given during lesson times and a record of that advice will be recorded on the Google Classroom.

## How can parents help?

To help support your child it would be beneficial to have some art materials at home. For example - a set of water based paints, two brushes and a set of drawing pencils in various grades, 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

## Why choose GCSE in Built Environment?

The WJEC GCSE in Built Environment offers a learning experience for 14 – 16 year olds which focuses on gaining and applying knowledge, skills and understanding through contextualised tasks and study. It provides an ideal introduction to the built environment.



## What will I study?

**Unit 1:** Introduction to the Built Environment In this examined unit you will develop knowledge, skills and understanding in the ideas and concepts related to the built environment. This will include the built environment life cycle, structures, materials, sustainability, careers and health & safety.

**Unit 2:** Creating the Built Environment In this non-examined assessment unit (NEA) you have a choice of two pathways: Designing the Built Environment - focus is on 2D and 3D drawing skills Constructing the Built Environment – focus is on the development of 2 practical skills You are required to select just one pathway. The task in each pathway assesses your knowledge, understanding and skills in relation to identifying, interpreting and calculating information; writing success criteria; carrying out a range of techniques appropriate to the pathway and evaluating tasks.

**Unit 3:** Exploring the Built Environment In this non-examined assessment unit (NEA) you will develop knowledge, skills and understanding in relation to the stages of the building life cycle; the stages and processes involved in the design, construction and value & use of the built environment.

## What skills will I develop?

By studying for the GCSE in Built Environment: Constructing the Built Environment pathway - you will develop two practical skills. Those available are Wood, Brick, Plaster, Decorating, Tiling, Electrical, Plumbing, Heritage and Textiles. Your teacher will tell you which are available at your centre. In addition to these practical skills you will gain other built environment skills including interpreting technical sources of information, costing and planning.

Designing the Built Environment pathway - you will develop 2D and 3D drawing skills in the development of plans and virtual models (which will include IT skills associated with the drawing package(s) used). In addition to these drawing skills you will gain other built environment skills including identifying and calculating information, writing and setting success criteria and evaluating designs.

Regardless of which pathway you choose, you will also be able to gain essential employability skills that are valued by employers, further and higher education, including: literacy and numeracy digital literacy critical thinking and problem solving planning and organisation creativity and innovation personal effectiveness



## **How will I be assessed?**

**Unit 1:** Introduction to the Built Environment will be assessed through a written examination.

- 1.5 hours
- 35% of the GCSE
- on-screen
- a range of questions based on ideas and concepts of the built environment.

**Unit 2:** Creating the Built Environment will be assessed through non-examination assessment (NEA):

- marked by your teacher
- externally moderated by WJEC
- 25 hours
- 40% of the GCSE
- assessment will relate to either Constructing the Built Environment or Designing the Built Environment depending on your choice.

**Unit 3:** Exploring the Built Environment will be assessed through non-examination assessment (NEA):

- marked by your teacher
- externally moderated by WJEC
- 15 hours
- 25% of the GCSE.

## **Careers with the GCSE in Built Environment**

This GCSE provides you with a general overview of the built environment in addition to developing your abilities in a range of practical skills or design skills. It provides a potentially suitable foundation for further study, an apprenticeship or employment. It will also provide a coherent, satisfying and worthwhile course of study for you if you do not progress to further study in this subject. In addition, it will introduce you to many new aspects of the built environment which could help you make informed decisions about a wide range of career opportunities.



## 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 a set text. 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 21<sup>st</sup> 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:

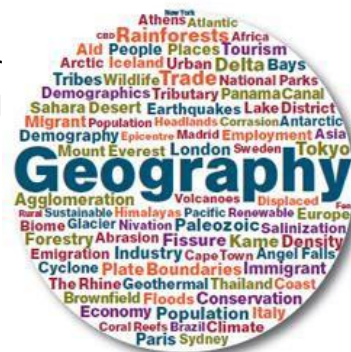
- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.



## 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 Single Award GCSE in Health and Social Care, and Childcare will be made up of two 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.

- Unit 1 is the external examination – which makes up 40% of the GCSE examination.

## 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 life in the trenches during World War One and punishments during World War One.

“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.





## GCSE in Digital Technology

### Why choose WJEC GCSE in Digital Technology?

The WJEC GCSE qualification in Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.



<b>Unit 1: The Digital World</b> Overview of unit <ul style="list-style-type: none"> <li>Digital technology systems</li> <li>The value of digital technology</li> <li>Perspectives on digital technology</li> </ul>	<table border="1"> <tr><td>2.1.1</td><td>Data</td></tr> <tr><td>2.1.2</td><td>Digital technology systems</td></tr> <tr><td>2.1.3</td><td>Digital communications</td></tr> <tr><td>2.1.4</td><td>Impact of digital systems on organisations and individuals</td></tr> <tr><td>2.1.5</td><td>2.1.5 Securing data and systems</td></tr> </table>	2.1.1	Data	2.1.2	Digital technology systems	2.1.3	Digital communications	2.1.4	Impact of digital systems on organisations and individuals	2.1.5	2.1.5 Securing data and systems
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2.1.4	Impact of digital systems on organisations and individuals										
2.1.5	2.1.5 Securing data and systems										
<b>Unit 2: Digital Practices</b> Overview of unit <ul style="list-style-type: none"> <li>Interrogating spreadsheet data</li> <li>Data-informed digital products.</li> </ul>	<table border="1"> <tr><td>2.2.1</td><td>Data organisation</td></tr> <tr><td>2.2.2</td><td>Data analytics</td></tr> <tr><td>2.2.3</td><td>Planning digital products</td></tr> <tr><td>2.2.4</td><td>Developing digital products</td></tr> <tr><td>2.2.5</td><td>Evaluating completed digital products</td></tr> </table>	2.2.1	Data organisation	2.2.2	Data analytics	2.2.3	Planning digital products	2.2.4	Developing digital products	2.2.5	Evaluating completed digital products
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<b>Unit 3: Communicating in the Digital World</b> Overview of unit <ul style="list-style-type: none"> <li>Social media and online marketing communications</li> <li>Creating digital assets and planning digital communications</li> </ul>	<table border="1"> <tr><td>2.3.1</td><td>Forms of online marketing communications</td></tr> <tr><td>2.3.2</td><td>Impact of online marketing communications</td></tr> <tr><td>2.3.3</td><td>Creating digital assets</td></tr> <tr><td>2.3.4</td><td>Planning digital communications</td></tr> <tr><td>2.3.5</td><td>Evaluating completed digital products</td></tr> </table>	2.3.1	Forms of online marketing communications	2.3.2	Impact of online marketing communications	2.3.3	Creating digital assets	2.3.4	Planning digital communications	2.3.5	Evaluating completed digital products
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### How will I be assessed?

<b>Unit 1</b>	<b>On Screen exam</b>	<b>40%</b>	<b>80 marks</b>
An assessment (taken on-screen), comprising of a range of question types to assess specification content related to digital technology systems, the value of digital technology and perspectives on digital technology. All questions are compulsory.			
<b>Unit 2</b>	<b>NEA</b>	<b>40%</b>	<b>80 marks</b>
A non-examined assessment comprising of two sections. In Section A candidates will interrogate a supplied data set imported into a spreadsheet in order to inform Section B, where they will create a website incorporating an animation related to a set context.			
<b>Unit 3</b>	<b>NEA</b>	<b>20%</b>	<b>80 marks</b>
A non-examined assessment focusing on marketing digital assets using social media. Candidates will create digital assets related to a set context and then formulate an online digital communications campaign around them.			

## 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 join us. You would be most 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.



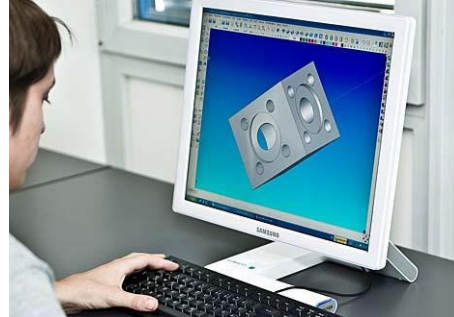
Our Technology courses involve the use of the best materials and equipment available including plastics, constructional kits, the more traditional materials and food. Computers are also used in the design and investigational stages of work, as a tool for controlling mechanical devices and to develop 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 21<sup>st</sup> 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**

Topics covered in this unit include:

- Social concepts (Including understanding identity, gender, socialisation, feral children)
- The Family (Including understanding divorce, marriage, gender roles)
- Education (Including understanding how school influences our identity, attainment patterns)
- Social Research methods (Including understanding how to conduct sociological research e.g. interviews)

### **Component 2**

Topics covered in this unit include:

- Social stratification (Including understanding inequality, poverty, social class, ethnicity, gender)
- Crime (Including understanding why people commit crimes, criminological statistics, theories of crime)
- Social research methods (Including data analysis, sampling and designing research)

If you have any questions about studying WJEC Sociology next year, please contact Miss Whitehouse (Subject Lead).



Understanding feral children: Oxana



Understanding gender roles in the family



## WJEC Level 1/2 Vocational Award in Retail Business

Unit Title	Assessment	GLH
Customer Experience	Internal	30
Retail Business	External	30
Retail Operations	Internal	60

### Unit 1: Customer Experience (internal assessment)



In this unit candidates review the quality of the customer experience in a retail organisation. Candidates will learn about the principles of customer service and how retailers use these to set the standards that are at the heart of the customer experience. You will develop research skills so that you can investigate the quality of the customer experience across different retailers, analysing and presenting your findings. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees.

### Unit 2: Retail Business (internal assessment)

The purpose of this unit is to enable learners to propose business solutions for a range of issues in the retail sector. Through this unit you will learn about the issues faced by retailers in today's highly competitive market. You will gain knowledge of the retail sector and how its retailers organise their businesses to respond to change. You will be able to use the knowledge and understanding you gain in order to recommend how different types of retailers can respond to issues.



### Unit 3: Retail Operations (external assessment)



The purpose of this unit is for learners to apply their knowledge and understanding of retail operations to propose responses to change. Store and department managers will have responsibilities for organising their retail operations. They have to adapt those operations for different seasons and special events and for changes in the law. Regardless of the size of the retail business, its retail channel and its location, a retail business is organised to deal with the routine and non-routine. With this unit you will learn about the everyday activities of a retailer and how different retailers organise these activities.

1. What are the subjects that you must do?

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2. Have you read the information about the subjects on offer?

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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 Leadership 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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