

ST. ILLTYD'S CATHOLIC HIGH SCHOOL

YEAR 9 OPTIONS 2019



St Illtyd's Catholic High School

How will I make my choices?

The key dates are shown below, it is important that you are in school every day to view the presentations about different courses and to listen to advice from your tutor and Head of Year.

Week beginning 4 February 2019
Option blocks and booklet made available on the school website and discussed in classes
From 11 February 2019
One to one meetings with a senior staff member to discuss your choices
22 February 2019
All options forms to be submitted

OPTIONS 2019

COMPULSORY CORE	OPTION A	OPTION B	OPTION C
MATHS ENGLISH SCIENCE RELIGIOUS STUDIES WELSH BACCALAUREATE WELSH GAMES	Sport	Sport	Sport
	Geography	Geography	Health & Social Care and Childcare (Single Award - 1 GCSE)
	History	Music	History
	Health & Social Care and Childcare (Double Award - 2 GCSEs)		Food & Nutrition
	Drama	Photography	Art
	Food & Nutrition	Product Design	ICT
	Product Design	Spanish	BTEC Business
	BTEC Business	ICT	Drama
		Art	
	The iAchieve Programme		
	Asdan		Asdan

Please circle the subject you wish to choose from each column.

If you are choosing the iAchieve Programme then that takes up two options (A and B) with a free choice in option C.

Asdan must be the two options A and B as a minimum. You cannot just choose Asdan in option C, but it can be chosen for all 3 columns.

Signed: (Student)

Signed:- (Parent)

Signed: (Staff member)

Date:

How to Choose

It is strongly recommended that most pupils study a balanced curriculum which includes subjects from different areas to help keep their options open after Year 11. Some pupils may have specific interests and strengths, together with a clear idea of what they would like to do after Year 11.

Making the right choice of courses at Key Stage 4 is very important because it may affect a pupil's progression after Year 11 and possibly their future career opportunities. Option choices will also determine the number, type and grade of qualifications a pupil will achieve as well as their enjoyment of Years 10 and 11. Therefore, the decision making involved in the options process deserves careful consideration of the information, advice and guidance provided by the school.

Key questions to ask:

1. What am I good at and what courses will I succeed in? `

Recent scores in assessments, Teacher feedback and assessment point data will all help pupils to identify their areas of strength. If pupils are unsure about their ability to succeed in a particular course, they should ask their subject teacher.

2. What am I interested in and enjoy?

It is important to make sure pupils choose a course because they find the subject interesting rather than just because they like the teacher or the group of friends in their current Year 9 class. It is unlikely that pupils will have the same teacher or group in a particular subject next year.

3. What qualifications do I need for my next step after Year 11 and beyond?

One of the most important outcomes of Key Stage 4 is that pupils achieve the qualifications that they need for progression to their desired next step after Year 11 and in their long term career aspirations. If pupils are clear about what career they wish to pursue they should seek advice about relevant courses. At this stage, many pupils will not know exactly what career they want to pursue so it is important to choose a broad and balanced combination of courses to keep their future options open. However, it is important that pupils think ahead as much as possible and find out what qualifications they may need for their desired post-16 education. However, at this stage, pupils should not be overly concerned if they are unsure about what they want to do after Year 11, as long as they follow the advice of choosing a balanced curriculum to help keep their post-16 options open.

Art and Design

Course Outline

The Art and Design course has been designed to encourage an adventurous and enquiring approach to art and design and to develop the skills to express it. Students will gain an understanding of past and contemporary art and design and be able to produce a personal response embracing a range of ideas. The skills developed will be varied. Students will develop a working knowledge of the materials, practices and technology of Art and Design; students will use skills to investigate, analyse and experiment within the field of art.

What will I study?

Art and Design is in two parts:

In unit 1 students will produce a personal portfolio of work (coursework).

This will cover work produced from activities, theme(s) and projects set by the Art department; this is weighted at 60% of the course.

Unit 2 is the externally set assignment (examination) in Art and Design and is weighted at 40% of the course. (10 hr practical exam to produce a final piece).

Students will learn how to:

- use media and refer to contextual sources (artist and craftspeople) to develop a range of recording skills
- demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
- carry out appropriate research from primary and contextual sources
- develop visual, spatial, textural and other qualities within the context of recording from appropriate sources
- record ideas through different media, photography, drawings, ICT.

Students will be expected:

- to work independently throughout the course, printing out their own research where possible and buy a student pack of materials
- to work at home to fill their sketchbooks with drawings and studies of the theme
- to write and evaluate their own work in detail
- to write a detailed journal at the end of each project
- to attend a weekly afterschool art session 3 - 4.30pm



Asdan CoPE

Course Outline

The ASDAN Certificate of Personal Effectiveness is a course designed to allow students to develop a range of skills. It is aimed at providing a way in which students can gain credits for what they have learnt from a wider variety of activities which can be accessed both inside and outside of school life.

It encourages students to work independently in order to learn whilst completing a variety of activities. Students are guided initially, then are encouraged to choose different activities which suit their own skills, types of learning and the pace at which they are comfortable.

The course recognises personal achievement which helps individuals to manage their own learning. It broadens their experiences and develops employability skills and personal effectiveness.

What will I study?

Students will have the choice of studying from 12 different modules. These modules range from Communications and Sports and Leisure to the Environment and Expressive Arts. The range is vast so that every student will have an opportunity to succeed.

Each module is divided into section A, B and C. Student must select which section they want to study in order to gain a credit. To achieve a level 1 or 2, students must gain 12 credits. Level 2 student must be more independent learners and must attempt at least 6 credits from sections B and C.

As well as gaining 12 credits students complete 6 key skills. These key skills are as follows:

- Working with others.
- Improving own learning.
- Problem solving.
- Research.
- Student discussion.
- Oral presentation.



Food and Nutrition

Course Outline

Studying a course in Food and Nutrition will help students to understand human food needs for people of all ages in different situations. Students learn about the science and technological improvements in food preparation and develop a wide range of skills, such as analysing, evaluating and problem solving which will help and support studies in other subjects.

What will I study?

To use equipment safely and to make a wide range of enjoyable food dishes for children, teenagers, adults, sports groups, the elderly and people with special dietary needs; e.g. vegetarians and people with allergies.

Develop recipes by adapting ingredients to personal and family tastes.

Learn how foods perform and change when they are prepared, cooked or stored.

Learn how to preserve food and keep it safe and why food additives are used.

The need for packaging and detailed labelling on commercially produced food products.

There are 4 lessons a fortnight, lessons will vary from demonstrations, practical food experiments and theory lessons involving research and writing, sometimes involving ICT.

The course is split 40% Examination and 60% Coursework (two assessments)



BTEC Business First Award

Course Outline

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression to further study and responsibility in the workplace.

What will I study?

This course allows you to study the world of business, giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of setting up a new business and its financial management. You will also develop key skills, such as analysis and review of key financial statements.

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

You will study three mandatory units, covering key aspects that underpin all business and the development of business models:

- Mandatory units
- Unit 1: Introduction to Business
- Unit 2: Finance for Business (External)
- Unit 3: Promoting a Brand
- Unit 4: Principles of customer service

How will I be assessed?

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

Unit 2 is externally assessed via a test set and marked by Pearson.

For the assessment for Unit 3 you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

Where will this take me?

The knowledge and skills you will acquire, as outlined above, support progression to a broad range of level 3 study, whether academic or vocational, for example a BTEC National in Business or a BTEC National in Enterprise and Entrepreneurship, A Level Business or A Level Economics.



Health and Social Care & Childcare

Course Outline

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 (Single Award) will be made up of two mandatory units.

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

The qualifications are both externally and internally assessed.

What will I study?

Unit 1

- Human growth, development and well-being
- Human development across the life cycle
- Physical, social, emotional and intellectual health
- The importance of active participation on development and well-being
- Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances

Unit 2

- Promoting and maintaining health and well-being
- Health and social care, and childcare provision in Wales to promote and support health and well-being
- Public health and health promotion across the life cycle
- Factors affecting health and well-being across the life cycle

Unit 3

- Health and social care, and childcare in the 21st century
- Equality, diversity and inclusion including Welsh language and culture
- Safeguarding
- Contemporary issues in health and social care, and childcare
- Supporting a sustainable health and social care, and childcare system in the 21st century

Unit 4

- Promoting and supporting health and well-being to achieve positive outcomes
- How public health and social care, and childcare and the National Health Service Wales (NHS Wales) have improved the health and well-being of the nation
- How types of care can support individuals to achieve positive outcomes
- Supporting self-identity, self-worth, sense of security and resilience across the life cycle
- Meaningful activities to support and promote health, development and well-being

Drama

Course Outline

The course enables students to continue to develop their skills in creativity, devising, performing, researching, group work, characterisation, learning scripts, analysis and evaluation. All of these skills are essential for their two performance exams, course work and written exam.

What will I study?

Year 10

- The key skills of performing.
- Performing focusing on characterisation.
- Explore the theories of a variety of theatre practitioners such as Brecht, Stanislavski and Boal.
- Experiment with different genres of theatre such as Theatre in Education and Physical Theatre.
- Read a mixture of plays.
- Devise your own performance based on a stimulus and perform in front of an audience.
- Experience going to the theatre and watching different styles of theatre.
- Reviewing theatre.
-

Year 11

- Read a set text and practically explore the genre, structure, character, form, dialogue, stage directions, social and historical context, actor's intentions and design elements of the text. This will also involve written work in preparation for the written exam.
- Research and learn scenes from a script to perform in front of an audience, focusing on the character's interaction, vocal and physical skills.
- Evaluate performances.
- Create a portfolio.

60% Practical performance with written coursework elements

40% Written exam



English Language

Course Outline

The English Language course will enable students to:

- Demonstrate oracy (speaking and listening), reading and writing skills that are instrumental in communicating with others confidently, effectively, precisely and appropriately
- Demonstrate their proficiency in accessing and retrieving information from a wide range of written and dynamic/digital texts, forming a broad general understanding of the text, summarising and synthesising content, inferring intended meaning and evaluating its purpose
- Understand the patterns, structures and conventions of oral and written language
- Understand the impact of variations in language, selecting and adapting speech and writing to different situations, purposes and audiences
- Develop their skills in order to meet their own personal needs as well as the needs of employers and further education so that they can fully participate in society and the world of work
- Develop their verbal reasoning and their ability to think constructively and critically in response to written and digital/dynamic texts
- Develop their proofreading and editing skills

You will develop your ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately, effectively and critically - for a wide range of personal, functional and social purposes.

What will I study?

Following the course will prepare learners to use language effectively in society and employment. It will enable learners to:

- Demonstrate skills in Speaking, Listening, Reading and Writing necessary to communicate with others confidently, effectively, precisely and appropriately
- Express themselves creatively and imaginatively
- Use reading to develop their own skills as writers
- Understand the patterns, structures and conventions of written English
- Select and adapt speech and writing to suit different situations and audiences.



English Literature

Course Outline

The English Literature course is based on the conviction that the study of literature should centre on an informed personal response and a critical understanding of a range of texts in the genres of prose, poetry, and drama.

Throughout the course you will:

- Understand that texts from English, Welsh or Irish literary heritage have been influential and significant over time and explore their meaning today
- Explore how texts from different cultures and traditions may reflect or influence values, assumptions and a sense of identity
- Connect ideas, themes and issues, drawing on a range of texts
- Become critical readers of fiction and non-fiction prose, poetry and drama
- Experience different times, cultures, viewpoints and situations as found in literary texts
- Foster an appreciation of Wales' cultural heritage through the study of Welsh writing in English.

What will I study?

The content of the course will allow you to develop your knowledge, skills and understanding over a range of literature as outlined below. It will require you to study a minimum of five texts, at least three of which are from the English, Welsh or Irish literary heritage. Texts must include prose, poetry and drama (including a play by Shakespeare), and will be sufficiently rich and substantial to engage readers intellectually and emotionally.

The range of texts studied will include:

- Texts from the English, Welsh or Irish literary heritage
- Texts from different cultures and traditions
- Welsh writing in English
- Texts by contemporary writers



Geography

Course Outline

The GCSE Geography course is designed to encourage an enquiry approach towards the study of geographical issues and concepts. Pupils are encouraged to actively engage in the lessons and try to pose their own geographical questions. The course will extend the learners knowledge of locations, places, environments and processes at a range of different scales.

What will I study?

Year 10

- **Unit 1: Changing Physical and Human Landscapes**
- This will include rivers, flooding, glaciation, coasts, counter-urbanisation, population and global cities.
- Written exam: 1 hour and 30 minutes
- **Section A- Core Themes**
 - 1 question- Landscapes and Physical Processes
 - 1 question- Rural-urban Links
 - 28 marks each
- **Section B- Options**
 - 1 question- Coasts
 - 24 marks each
- 40% of Qualification
- 83 marks (3 for spelling, punctuation and grammar)

Year 11

- **Unit 2: Environmental and Development**
- This will include climate change, weather, ecosystems, sustainability, global inequalities, resource management and social development.
- Written exam: 1 hour and 30 minutes
- **Section A- Core Themes**
 - 1 question- Weather, Climate and Ecosystems
 - 1 question- Development and Resource issues
 - 28 marks each
- **Section B- Options**
 - 1 question- Social Development Issues
 - 24 marks each
- 40% of Qualification
- 83 marks (3 for spelling, punctuation and grammar)
- **Unit 3: Fieldwork Enquiry**
- A report will be written on fieldwork that has been carried out. This will be written in response to a set of questions set by the WJEC. These will be released in the November of Year 11. The exam will be sat before the 31st December that year.
- Written exam/ High Control: 2 hour and 30 minutes
- 20% of Qualification
- 44 marks

History

Course Outline

Students will develop their historical skills and understanding by completing a variety of tasks in and out of the classroom.

Tasks could include:

- Independent research of a given topic
- Preparation of written essays
- Debates and discussions
- Planning group/pair presentations
- Practising source analysis skills
- Practising knowledge and understanding.

What will I study?

Students will explore three main areas of History:

- The rise of Hitler in Germany.
- Depression war and recovery 1930-1951
- Crime and punishment

There are examinations covering the three areas above, as well as a controlled assessment covering an historical enquiry, requiring students to investigate an issue of historical debate or controversy. The course requires students to have good literacy skills and a passion for the subject. Students will be expected to evaluate sources and complete enquiries cover these time periods.



Course Outline

A course in Information and Communication Technology offers a unique opportunity for candidates to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

What will I study?

Unit 1: Understanding ICT

Single Award 20%;

External Assessment: 1½ hours 80 Marks

This examination paper will assess the requirements of the Key Stage 4 Programme of Study for Information and Communication Technology and the functional elements of ICT in a home and school context.

Unit 2: Solving Problems with ICT

Single Award 30%;

Controlled Assessment: 22½ hours 80 Marks

This controlled assessment consists of a portfolio of work, which shows candidates' attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.

Unit 3: ICT in Organisations

Single Award 20%

External Assessment: 1½ hours 80 Marks

This examination paper will assess the 'application' content of ICT in a business and industry context.

Unit 4: Developing Multimedia ICT Solutions

Single Award 30%

Controlled Assessment: 22½ hours 80 Marks

This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief issued by WJEC.



The iAchieve programme

The iAchieve programme consists of 3 separate qualifications designed to improve pupils' employability and life skills.

The first qualification undertaken in the iAchieve award is provided by the Prince's Trust. During this programme pupils will undertake a range of project based work, practical work and written work in order to complete a learning portfolio. Areas of study include: career planning, preparing for a healthy lifestyle, digital skills, teamwork, community & enterprise projects, planning for personal development, and a work experience placement.

The second qualification undertaken is SWEET which is a fully accredited BTEC qualification. As part of this programme, pupils gain valuable skills in wellbeing, confidence and resilience by undertaking a range of written tasks to create a learning portfolio. The course covers money matters, personal identity and managing relationships,

The final qualification undertaken is the Duke of Edinburgh award. Pupils will undertake the Bronze award in year 10 and the Silver award in year 11. In order to achieve these, four sections will need to be completed - expedition, skill, physical and volunteering. It is expected that these sections are completed independently and in pupils' own free time away from the classroom. However full training and assessment will be given by staff in the expedition section of the award. Full support is also given in the monitoring and recording of progress in all sections

As part of these awards, pupils will need to undergo practical expeditions to wild countryside around South Wales. The physical element may prove demanding for some pupils, so a good level of physical fitness is needed. Good behaviour and a positive attitude towards learning is essential in order to undertake this option.



Mathematics - Numeracy

Course Outline

Mathematics - Numeracy is a new course from 2015. It will build on and progress from the numeracy skills you have developed throughout Key Stage 3 and will assess the mathematics that you will need in your everyday life, in the world of work, and in other general curriculum areas.

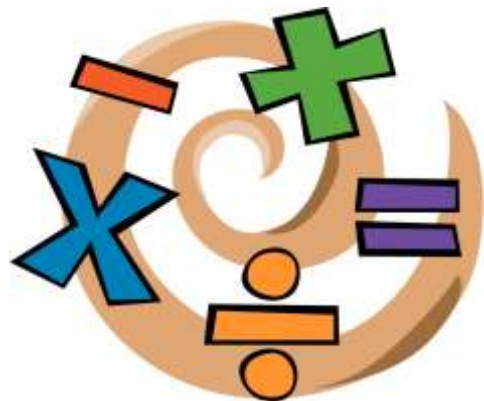
It will help you to develop confidence in, and have a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to everyday life and to society.

The emphasis will be on those aspects of mathematics which are of most relevance to you within the twenty-first century. It will prepare you to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problem-solving cycle will feature within the course as well as the more numerical aspects of mathematics. There will also be opportunities for you to make informed decisions about the use of technology, the management of money and the use of statistics.

What will I study?

The Mathematics - Numeracy course will enable you to:

- Develop knowledge, skills and understanding of mathematical and statistical methods, techniques and concepts required for everyday life, in the world of work, and in other subject areas
- Select and apply appropriate mathematics and statistics in everyday situations and contexts from the real world
- Use mathematics to represent, analyse and interpret information
- Acquire and use strategies for problem solving and modelling in context
- Understand that models may need refining and that there may be more than one way to solve a problem
- Interpret mathematical results and draw and justify conclusions that are relevant to the context
- Communicate mathematical information in a variety of forms.



Mathematics

Course Outline

Mathematics will build on and progress from the levels of achievement at the end of Key Stage 3, and extend this to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

It will enable you to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare students to make informed decisions about further learning opportunities and career choices.

The course will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically-related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage learners to employ and evaluate different mathematical techniques.

What will I study?

The Mathematics course will enable you to:

- Develop knowledge, skills and understanding of mathematical methods, techniques and concepts required for progression into mathematics or mathematically-related disciplines or employment routes
- Make connections between different areas of mathematics
- Select and apply mathematical methods in both mathematical and real-world contexts
- Reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences
- Develop and refine strategies for solving a range of mathematical and real-world problems
- Communicate mathematical information in a variety of forms
- Interpret mathematical results and draw and justify conclusions that are relevant to the context
- Communicate mathematical information in a variety of forms.



Course Outline

Music is open to any student, regardless of whether they play an instrument. However, if you do not play an instrument, you must be prepared to sing or play a classroom instrument. It is not essential to be able to read music, but a commitment to extra-curricular musical activities such as orchestra or choir is compulsory. In Years 10 and 11, students will continue to develop the skills highlighted in Key Stage 3 - performing, composing and appraising.

Unit 1 - Performing 35%

Section A 30% - A minimum of two pieces; one ensemble and one solo.

Section B 5% - Programme note for one of the performance pieces.

Unit 2 - Composing 35%

Section A 30% - Two compositions.

Section B 5% - A written evaluation of one of the compositions.

Unit 3 - Appraising 30%

1 hour written listening examination linked to the areas of study.

What will I study?

The performing, composing and appraising skills will be developed within the following four areas of study:

- Musical Forms and Devices - structures and composition devices in the Western Classical Tradition.
- Music for Ensemble - texture and timbre, for jazz and blues, musical theatre, chamber music and Welsh folk music.
- Film Music - experimental music using IT and how it has an impact on the audience.
- Popular Music - explore musical idioms associated with a variety of popular music.

Any student who chooses to follow the Music GCSE course will be entered for instrument or singing lessons with a visiting specialist. However, there is a charge for these lessons currently £55 per term.



Photography

What is Photography?_

Learning to see, think and communicate in new ways.....Then come and join photography.

Pupils will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They should be made aware of both traditional and new technologies. Pupils will produce two units of coursework (60%) and one exam unit (40%). Pupils will work in sketchbooks/workbooks/journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate. Pupils may use traditional methods and/or digital techniques to produce images.

GCSE Photography

Pupils are required to work in **one or more** area(s) of Photography, such as those listed below depending on the project brief. They may explore overlapping areas and combinations of areas:

- portraiture
- landscape photography (working from the urban, rural and/or coastal environment)
- still life photography (working from objects or from the natural world)
- documentary photography, photojournalism
- fashion photography
- experimental imagery
- multimedia
- photographic installation
- moving image (video, film, animation)



Product Design

Course Outline

This course builds on the individual strengths of the students and provides a firm grounding in the practical and academic elements of Design and Technology. A course in Product Design will develop knowledge, understanding and a diverse range of skills. Some of the most fulfilling careers today are available to those who possess recognised technological qualifications.

Product Design has now taken the place of Graphics. WJEC have removed Graphics from the list of courses they supply. However, there is a great deal of overlap in the content of both Graphics and Product Design.

What will I study?

Product Design is the process of creating new products intended to be sold commercially. It involves the generation and development of ideas through a design process that lead to new and exciting outcomes which help to solve the myriad of problems encountered in 21st Century society.

The product designer's role is to combine art, science, and technology to create new products that other people can use. Their evolving role has been facilitated by digital tools that now allow designers to communicate, visualize, analyse and in some cases manufacture in a way that would have taken greater time and manpower in the past.

Students will:

- Learn how to safely use a range of tools and equipment.
- Learn how to cut, shape, drill, form and join various materials.
- Carry out a variety of designing and skill based tasks.
- Place emphasis on analysing, designing developing and manufacturing.
- Develop a knowledge of different woods to make quality products.
- Develop a knowledge of metals and plastics to make quality products.
- Learn to use Computer Aided Design to design and present ideas.
- Use Computer Aided Manufacture to manufacture products or components.
- Complete mock/mini Controlled Assessment Tasks; these will focus on certain aspects of the Controlled Assessment Task.

The course is split 50% Examination and 50% Coursework. The exam and coursework will take place in Year 11

Religious Studies

Course Outline

The Religious Studies course will enable students to:

- Adopt an enquiring, critical and reflective approach to the study of religion
- Explore Roman Catholicism and Judaism, reflecting on fundamental questions responding intellectually and personally
- Enhance their spiritual and moral development, and contribute to their health and wellbeing
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and to contribute to social and community cohesion
- Develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- Reflect on and develop their own ethical values, opinions and attitudes in light of their learning.

What will I study?

Students will follow two units:

Year 10: Catholic Christianity and Judaism

Year 11: Catholic Christianity and Ethical Themes



Science

Course Outline

The Double Award Science course is designed to develop knowledge and understanding about the material, physical and living worlds. Students will learn about the application of Science in everyday life and the relationship between Science and society as well as developing their skills in problem solving, mathematics, use of technology and the evaluation of risks and benefits. There are also many opportunities for students to develop their practical skills through laboratory and field based experiments. Two grades will be awarded at the end of this course.

What will I study?

The Science course is split into 8 units, which focus upon the three main scientific disciplines:

Year 10

- Biology 1 - Cells, body systems, plants and human impact on the environment
- Chemistry 1 - Fundamentals of chemistry, the Earth and its resources
- Physics 1 - Energy, electricity and waves

Year 11

- Biology 2 -Biodiversity, inheritance and human response and regulation
- Chemistry 2 - Atoms, bonding and chemical reactions
- Physics 2 - Laws of motion, space and radiation
- Practical Assessment - Obtaining and analysing scientific data

Throughout the course, students will learn How Science Works. This underpins the science in the course and ensures that candidates understand scientific method, including the formulation of hypotheses and the collection and analysis of experimental data.

A Triple Science pathway will also be available to a small number of pupils particularly interested in pursuing Science as a career.



Spanish

Course Outline

Students following Spanish will continue to develop their skills in listening, speaking, reading and writing. Listening and reading are each worth 25% (50% total) of the marks available in the final examination. Speaking and writing are worth 25% each (50% total) of the final mark.

What will I study?

Students will further develop their understanding and ability to express themselves through the Spanish language in speaking, listening, reading and writing.

Various tasks are set as classwork and homework, each demanding and involving different skills and approaches. Tasks could include:

- Research
- Preparation of written essays
- Learning vocabulary
- Planning group/pair presentations
- Reading/listening comprehensions
- Practising grammar skills
- Practising speaking skills
- Practising translation skills



SPORT

Course Outline

From September 2018 the PE department are proud to offer two sports courses which students can access. These are the WJEC Level 1/2 Vocational in Sport and Coaching Principles and WJEC GCSE PE. Students will develop their theoretical understanding of what affects sporting performance in both courses, but are assessed differently. The Sport and Coaching Principles course concentrates on developing the students as coaches and is divided into three Units (two coursework- worth 60% and one exam unit - worth 40%). The WJEC GCSE PE course will continue to develop their practical skills and gain a theoretical understanding of the factors that affect sporting performance. The practical element of the course is worth 50% with the remaining 50% being completed in a final theory exam.

What will I study?

Students need to understand that although there will be a practical element to both courses, that there will be more theoretical classes than practical.

WJEC LEVEL 1/2 VOCATIONAL IN SPORT AND COACHING PRINCIPLES

This course is designed to provide insight into the sports performance and sports coaching sectors. Learners will develop knowledge and understanding in how to analyse performance, create an action plan and evaluate performance in all three units. This will provide a clear pathway, should the students choose to enter into related jobs, colleges or training.

Unit 1 - Analysis of Sport Performance Coursework (30% of course)

This unit looks deeper into how coaches analyse sports performance and how feedback can help develop a competitor.

Unit 2 - e-Exam (40% of course)

This unit is a 90 minute exam which students will complete on the computer. It will be based around components of fitness and methods which students begin to learn about in KS3 PE.

Unit 3- Coaching Principles Coursework (30% of course)

As part of this unit, students will be applying to become a student teacher within the PE department. They will write a letter of application, plan a PE lesson and deliver this to students within the school. They will then watch the recorded session and write an evaluation based on the video of their coaching session.

WJEC GCSE PE

For the practical aspect of the course pupils will be assessed in:

- **Three** different activities in the role of the performer. At least **one individual** and **one team sport** and **one other** which can be **individual or team**.
- Pupils will be assessed on their **skills and techniques**, their **decision making skills**, their **problem solving solutions** and their **physical characteristics**.
- A personal fitness programme linked to **one** of the above sports.

For the theoretical aspect of the course, the work is divided into 5 sections. These include:

- Health, training and exercise
- Exercise physiology
- Movement Analysis
- Psychology in Sport and Physical Activity
- Socio-cultural Issues in Sport and Physical Activity

The PE Department Staff will select which of these courses best suits the students.

Course Outline

The GCSE specification in Welsh second language will enable candidates to:

- understand and use the language for a variety of purposes and audiences
- develop language learning skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified context
- develop language learning skills and strategies to enable candidates to develop their grasp of Welsh further and develop curiosity about the language

What will I study?

Students will further develop their understanding of spoken and written Welsh and their ability to express themselves through the medium of Welsh. Students will continue to develop their Welsh language skills in speaking, listening, reading and writing.

Students will also study a range of topics based around the three broad themes of **Youth, Wales and the World** and **Employment**

Topics will include, but not be limited to:

- part time and voluntary work: Duke of Edinburgh award, in school, in the local area, career choices, 6th form, college, work, careers
- bilingualism: signs, polices, image, advantages, organisations that promote the Welsh language, career pathways, benefits, learning Welsh in school, the use of Welsh in schools, adult classes, language centres
- friends, family, the area, holidays, interests, modern technology, healthy lifestyle

The new syllabus comprises 4 units of work, all worth 25% of the overall GCSE grade. There are no controlled assessment or coursework elements.

Unit 1 - Pair/Group speaking - non-examination assessment
(Oracy response to visual stimulus)

Unit 2 - Pair/Group speaking - non examination assessment
(Communicating with others - infographic)

Unit 3 - Reading and Writing examination
(Narrative, specific and instructional)

Unit 4 - Reading and Writing examination
(Descriptive, creative and imaginative)



Welsh Baccalaureate

Course Outline

The Welsh Baccalaureate is designed to ensure that you develop the necessary skills that are essential for employers, further education, life and work. It provides opportunities to develop these skills through purposeful, meaningful and engaging learning experiences; making your learning relevant and set in real-life contexts for real-life purposes.

The objectives of the Welsh Baccalaureate are for students to be able to:

- Develop an appreciation of the importance of skills development as a key aspect of life-long learning;
- Engage in active, creative, open-ended and student-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.

What will I study?

Your skills will be developed, applied and assessed through the completion of four 'challenges' to achieve the Skills Challenge Certificate. These are:

- Individual Project
- Global Citizenship
- Enterprise and Employability
- Community

The qualification is achieved through securing this certificate, as well as qualifications in English Language, Mathematics - Numeracy and two other supporting qualifications.

