



Ysgol
Bae
Baglan

If you can dream it...

Ysgol Bae Baglan School

Ysgol Bae Baglan

Year 9 Learning Pathways

2020 - 2022

Foreword

Introduction from the Headteacher

This is an extremely important time in your educational journey. The decisions you take now regarding which subjects you want to follow into Years 10 and 11 could, potentially, impact on the choices you make when you leave Bae Baglan. Therefore, it is vital that you make the right choice for yourself – not because of what your friends are doing or because you think a subject will be easy.

Many of you will find this difficult because you do not know what you want to do when you leave school. Don't worry at this stage. Make sure you take lots of advice from your form teacher, Heads of Department, Head of School or Deputy Head. Keep your options as broad as possible so that you do not reduce the opportunities available to you after Bae Baglan.

This booklet sets out to tell you and your parents more about what subjects and courses are on offer for you here at Ysgol Bae Baglan. Read it carefully. Some subjects change drastically between Years 9 and 10, so find out all about them before you decide. There are also some subjects on offer that you won't have studied before.

My goal is to ensure that all my pupils at Bae Baglan leave school and go onto further education, training or employment so it is essential that the courses you choose best suit you. I will ensure that you get the best possible teaching, facilities and support to help you achieve your potential and go on to play an active role in our society.

Remember if you are struggling with your choices – ask. We are here to help!



Richard Rees
Headteacher

The Aims of The School

As a comprehensive school, the basic aim at Ysgol Bae Baglan is to seek the maximum development of each and every pupil. To achieve this, we aim to provide a quality educational experience for all pupils in terms of the curriculum, styles of teaching and learning, resources and extra-curricular activities. The school seeks to provide equal opportunities for every pupil to pursue courses appropriate for their age, aptitude and interests in order that they might develop to their full academic potential.

In Years 10 and 11 pupils should follow courses which cover a wide range of disciplines in order to provide as broad a base of experience as possible. This will enable them to progress and take advantage of all the possible academic and vocational courses available post 16. Qualifications are vital in this process and it is therefore our expectation that all pupils will sit external examinations.

A Balanced Curriculum

The curriculum at Key Stage 4 has been designed to fulfil the aims of the school and to meet the statutory requirements of the National Curriculum.

(a) Core Subjects

Every pupil in Years 10 and 11 will follow courses in English, Mathematics, Numeracy, Science, Religious Education, Welsh and The Skills Challenge Certificate, with all leading to an appropriate qualification. In addition, there will be compulsory lessons in Physical Education / Health and Fitness.

(b) Option Structure

In addition to the compulsory subjects taken in Years 10 and 11, students must select three optional subjects to study and two reserve choices. At this stage of the process it is not possible to guarantee that 100% of the subject choices can be met.

Parental Support

If we are to try and get the best from each individual pupil, then it is very important that parents and the school work closely together. Co-operation between the home and the school should ensure that pupils are well motivated, and that progress is carefully monitored. Parents' Meetings will be held when pupils are in both Years 10 and 11. However, parents should not hesitate to contact Mr G Williams, Mrs S Rogers, Ms K Willment or Mrs E Jenkins should they have concerns regarding their child and their selection of subjects. Subject teachers, for their part, will inform parents whenever they feel that the required progress is not being made.

Homework Policy

Homework is regarded as an essential part of the school day and is compulsory for all pupils. Whilst we do not believe in the inflexibility of a fixed homework timetable, we do expect our pupils to organise their time and complete the work set. Homework can be defined as any written or learning work set coursework by the subject teacher for completion at home. With nearly all examination courses, project work completed in the pupil's own time is increasingly expected. Therefore, as pupil's progress through the school they will receive an increased amount of homework which will take progressively longer to complete to the required standard. In addition, private study and careful revision are essential if pupils are to be successful. Parents will receive notification of any set homework via the Show My Homework app that the school uses.

It is of the greatest possible help to the school and its pupils if parents encourage and take a positive interest in their children's work. If possible, parents should provide pupils with a quiet area or room in which to work. Also, they should check regularly all their children's exercise books and files to ensure that work is being properly completed to the appropriate standard.

Why Choose in Year 9?

Your child will have completed nearly three years at Secondary School and will have experienced a wide and varied curriculum and at this stage in their education they now have the opportunity to study fewer subjects but in more depth. In some cases, they may choose not to follow subjects they dislike or find difficult; they may also be able to study subjects that have not been offered until now. The aim is to secure a balanced curriculum which enables them to design a learning pathway for themselves which takes into consideration their interests and career aspirations.

Why Have Options?

We want to encourage our pupils to make decisions which will affect their future lives and to take responsibility for their own learning. In addition, giving pupils choices about what they study should mean that they are more motivated to work hard and do their best to succeed. It may help pupils to stay interested and engaged in learning and let them gain experience in making important decisions.

Choosing Subjects

The choice of subjects for the next two years requires much thought and consideration. Every pupil will receive guidance to ensure that they have chosen wisely. They will receive advice from their subject teachers and form teachers. There will be opportunities for further discussion after option choices have been made to ensure that every pupil has chosen the subjects best suited for them. Your decisions will lead to a two-year commitment, so a lot of thought and discussion is needed. Consider what you are good at and what you enjoy. Below is a list of questions which individuals might consider before committing themselves to particular subject combinations.

- *Do I enjoy the subjects I have chosen?*
- *Am I good at them, especially in the examination situation?*
- *What kind of work will have to be done in the different courses?*
- *Have I chosen the best combination of subjects for my future career?*
- *Can I explain clearly the reasons why I have chosen each subject?*
- *Have I consulted my teachers?*
- *Have I consulted my parents?*

Remember do not choose a subject because your friend has chosen it and do not choose a subject because you like the teacher.

Attendance

It is essential that students have good attendance records during their final years at school. Missing school means that valuable learning time has been lost, interrupting progress. We have set a target of 95% for all students and our strict monitoring procedures show the importance we attach to good attendance. There is a very clear link between good attendance and good results. Remember that 80% attendance means your child is losing a day a week of school – or a whole year out of five years at secondary school. We are sure you would not want your child to be at a disadvantage compared with others, so we expect your support in insisting on good attendance.

Public Examination Policy

The school prepares pupils for GCSE and Vocational examinations entering pupils with the relevant examining boards, depending on the subject taken.

The decision as to which examinations the pupils should take together with levels/tiers will be arrived at by consultation involving pupils, staff and parents.

Controlled assessment tasks, field studies, project work and practical work form an important part in individual subject assessment. Work not completed and not submitted for marking by the set deadlines will only be accepted in exceptional circumstances at the discretion of the school.

The decision to enter your child for public examinations is taken by the school.

There is a fee to be paid for each examination. The school meets the cost of this fee when your child is entered for the first time. If your child misses an exam, without a valid medical reason, then you will be liable for this fee. The school will be able to provide you with further details.

What do I do now?

Look through the subject's one at a time. Read the information very carefully, speak to your teachers and find out as much as you can about the subjects you are interested in.

At the end of this booklet is your choice sheet and it is here that you record your preferred choices along with 2 reserve choices. Once you are happy with your choices please detach this sheet from the booklet and hand it to your form teacher by **January 30th, 2020** at the very latest.

14-19 Learning Pathways

The Options Menu provided in Ysgol Bae Baglan addresses all learning domains and supports and meets the needs of pupil's post 16 pathway, providing the platform to continue their studies or training, or engage in employment opportunities. In addition to the more traditional G.C.S.E. options, Vocational based courses have been included within the Options Menu e.g. Sport, ICT, Engineering, Construction, Vehicle Technology and Hairdressing. These are now classified as IVET's which is either general or vocational education and training carried out in the initial education system, usually before entering working life.

	Level 2	GCSE Grades A* - C Vocational Grades D* / D / M / P
	Level 1	GCSE grades D_G Vocational Grades L1 Pass

At post 16 pupils can continue with their individual learning pathway, progressing onto the next level e.g. from Level 1 to Level 2 or from Level 2 to Level 3.

On the following pages you will find all the subjects on offer listed alphabetically. To start there are also some compulsory subjects that all pupils must follow.

The Key Stage 4 Curriculum

Please note that any of the courses shown may be withdrawn if the group size is not viable

	Lessons per fortnight	Subjects
Compulsory Subjects	4	GCSE Cymraeg
	7	GCSE English Language and Literature
	7	GCSE Numeracy and Mathematics
	3	GCSE Religious Studies
	9	GCSE Science
	3	Skills Challenge Certificate
Optional Subjects	5	GCSE Further Additional Mathematics
	5	GCSE Art and Design
	5	GCSE Art – Photography
	5	Level 1/2 Business and Enterprise
	5	GCSE Business
	5	GCSE Computer Science
	5	Pathways Certificate for IT Users
	5	Level 1/2 Award in I&CT
	5	Level 1/2 Award in Constructing the Built Environment
	5	GCSE Drama
	5	Level 1/2 in Engineering
	5	GCSE French
	5	Level 1/2 Global Business Communication
	5	GCSE Geography
	5	Level 1/2 Certificate in Hair Services
	5	GCSE Health & Social Care
	5	GCSE History
	5	Level 1/2 Award in Hospitality and Catering
	5	GCSE Music
	5	GCSE Physical Education
	5	GCSE Product Design
	5	GCSE Fashion and Textiles
	5	GCSE Science - Triple Award
	5	Level 1/2 Award in Sport
	5	Level 2 Vehicle Technology
	5	Level 1/2 CoPE
	5	Life Skills / Basic Skills



Learning Pathways

Compulsory Subjects



Cymraeg

Qualification type	GCSE
Exam board	WJEC
Assessment	2 X Reading and writing examinations 25% each examination, 2 X Oral examinations 25% each task.

Following this course will enable pupils to understand and use the language for a variety of purposes and audience. It will develop language learning skills to enable pupils to communicate and interact confidently and spontaneously. The course will enable pupils to use Welsh in further studies, in the work place and in their communities.

Course outline

Unit 1 – Oracy response to visual stimulus - 25% (Speaking 10% listening 15%)

Non- examination assessment: 6-8 minutes (pair) 8-10 (group of three)

The visual stimuli will be provided by WJEC, the assessment will consist of two parts –

- Watch a video clip (approx. 2 minutes) twice and complete the related sheet.
- Discussion between the pair/group on the topic viewed.

Unit 2 – Communication with others -25% (Speaking 20% listening 5%)

Non- examination assessment: 6-8 minutes (pair) 8-10 (group of three)

A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC.

Unit 3 - Written examination 1 hour 30 minutes - 25% (Reading 15%, writing 10%)

Various tasks including translation English to Welsh, proof reading (correction) and writing tasks.

Unit 4 - Written examination 1 hour 30 minutes - 25% (Reading 10%, writing 15%)

Various reading tasks with non-verbal and written responses and writing tasks.

Assessment

50% of the course is based on oral tasks. All pupils will be recorded as samples are required by the WJEC.

Career prospects

Most employers now state that Welsh is desirable for employees.

Link to exam board

<http://www.wjec.co.uk/qualifications/welsh-second-language/>



English Language

Qualification type	GCSE
Exam board	WJEC
Assessment	Oracy 20%, Description, Narration and Exposition 40%, Argumentation, Persuasive and Instructional 40%

Course outline

Unit One: Oracy (20%) An 'Individual Researched Presentation'

You will participate in an individual oral activity by presenting information on any aspect or aspects relating to one of the following themes: 1. Wales 2. Leisure 3. The World of Work 4. The World of Science/Technology 5. Citizenship

A group 'Responding and Interacting' discussion on set WJEC stimulus.

In your group discussion you will show that you can participate in oral activities with others in order to express and corroborate an opinion. A recording of your contributions will be made.

Unit Two: Description, Narration and Exposition (40%)

This unit consists of a 2 hour exam testing your understanding of a range of fiction and non-fiction texts. You will be assessed through a range of structured questions (similar in structure to the PISA tests and the National Reading Tests you have sat in years 7 to 9). This section will also include an editing task.

You will have to complete one writing task from a choice of two, (narration, description or exposition) and a proofreading task.

Unit Three: Argumentation, Persuasive and Instructional (40%)

This unit consists of a 2 hour exam testing your understanding of a range of non-fiction texts, assessed through a range of structured questions (similar in structure to the PISA tests and the National Reading Tests you have sat in years 7 to 9).

You will have to complete two writing tasks, (one argumentation and one persuasive).

Assessment

English Language is a single tier GCSE. Each oral assessment is worth 10% and will be marked /40 by your English teacher. The remaining 80% of the course is examined through **two** 2-hour exams composed of reading and writing tasks which are marked by external examiners.

Career prospects

English Language is invaluable for your future no matter what you are aiming for. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, English Language is a must have subject for college, university, work and life!

From Architecture to Zoology, GCSE English will help you to:

- work independently
- be creative
- think critically
- communicate your ideas with confidence
- think logically.



Get your dream job! GCSE English Language could help you land that dream job... sports journalist – lawyer – film director – public relations executive – fashion journalist – author – newsreader – politician – actor – architect – creative director – scriptwriter.

Link to exam board

<http://www.wjec.co.uk/qualifications/english/english-gcse/index.html>



	English Literature
Qualification type	GCSE
Exam board	WJEC
Assessment	Different Cultures Prose and Contemporary Poetry 35%, Literary Heritage Drama and Contemporary Prose 40%, Shakespeare and Welsh Writing in English 25%

Course outline

Unit One: Different Cultures Prose and Contemporary Poetry (35%)

This unit requires you to read a text from a different culture and explore, respond to and compare two contemporary poems. You will be examined in this unit in either the June of Year 10 or the January of Year 11.

Unit Two: Literary Heritage Drama and Contemporary Prose (40%)

This unit requires you to study a play and a novel from a list specified by the WJEC. You will be examined in this unit at the end of the course in Year 11.

Unit Three: Non-Examination Assessment (25%)

There will be two written non-examination assessments: A comparison of two Welsh poems from a list stipulated by the WJEC and a study of a Shakespeare play on a title stipulated by the WJEC.

Assessment

English Literature is a tiered GCSE with both Higher and Foundation papers. Unit One and Unit Two are both assessed through a 2-hour exam paper. These will test your ability to analyse extracts from your set texts, respond to unseen poetry and write an essay on either a theme or character from your set texts. They will be marked by an external examiner. You will be assessed on your knowledge of the contexts of the Different Cultures Prose and Literary Heritage Drama. Unit Three will be assessed through two non-examination assessments (one on a Shakespeare play and one on a comparison of poems). These will be marked /24 by your English teacher and moderated by the WJEC.

□Your spelling, punctuation and grammar will be taken into account in your essay responses.

Career prospects

Studying English Literature helps to sharpen your analytical skills. If you can take a text and find the themes plus connect it with other texts, theories and historical events, you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context. You will also develop your planning and research skills as well as gain knowledge of history, culture, philosophy and even human behaviour. English Literature is one of those subjects that employers like to see on a CV. The skills you learn from studying English Literature are marketable in most careers and can be easily transferred from one role to another. Pupils who have studied English Literature typically end up working in all kinds of roles including teaching, communications, marketing and commercial writing, to name a few.

Link to exam board

<http://www.wjec.co.uk/qualifications/english/english-literature-gcse/index.html>



Mathematics Numeracy

Qualification type	GCSE
Exam board	WJEC
Assessment	Examination Non-Calculator 50%, Examination Calculator 50%

Course outline

GCSE Mathematics Numeracy will build on the standards in Numeracy reached in key stage 3. The course will focus on elements of mathematics that pupils may need in their everyday lives.

The content of the course will include topics in Number work, Measure and Statistics, Geometry, Probability and some aspects of Algebra. The focus of each topic will be how it is applied in a real-life context.

The course will enable learners to:

- develop knowledge, skills and understanding of mathematical and statistical methods required for everyday life
- select and apply mathematical and statistical techniques for real life problems
- use mathematics to represent, analyse and interpret information
- develop multiple strategies to solve real life problems
- interpret mathematical results, making and justifying conclusions
- communicate mathematical information in various forms

The course will help all learners develop confidence in mathematics, understanding its importance and relevance in their everyday lives.

Assessment

There are three tiers of entry for this qualification:

Higher Tier: Grades A* - C; Intermediate Tier: Grades B - E and Foundation Tier: Grades D – G.

Pupils must sit a non-calculator (unit 1) and calculator (unit 2) paper in the same tier. Each unit makes up 50% of the overall qualification.

Each examination will assess pupils in three different assessment objectives:

AO1: Recall of mathematical knowledge (weighting: 15%-25%)

AO2: Selecting and applying methods in a real-life context (weighting 50%-60%)

AO3: Interpreting and analysing problems and finding strategies to solve them (weighting 20%-30%)

Career prospects

Mathematics-Numeracy is a subject that is necessary for a large range of careers and it can open up a variety of opportunities in many different fields. It contributes to pupils overall Welsh Baccalaureate qualification and is a requirement for the majority of further education institutions.

The focus on relevant mathematics useful for the real world means this course prepares pupils for aspects of mathematics they are likely to encounter as twenty-first century citizens.

Link to exam board

<http://www.wjec.co.uk/qualifications/mathematics/mathematics-gcse/index.html>



Mathematics

Qualification type	GCSE
Exam board	WJEC
Assessment	Examination Non-Calculator 50%, Examination Calculator 50%

Course outline

GCSE Mathematics will focus on extending pupils in areas needed for progression to scientific, technical or further mathematical study. The course will overlap with GCSE Mathematics Numeracy significantly and will contain all elements of GCSE Mathematics Numeracy (Number work, Measure and Statistics, Geometry, Probability and some aspects of Algebra) as well as additional topic areas in Algebra, Geometry and Probability.

The focus for assessment in each topic will involve questions that are either in or out of a real-life context. The course will enable learners to:

- develop knowledge, skills and understanding of mathematical methods required for progression into mathematics-related disciplines.
- make connections between different areas of mathematics
- select and apply mathematical techniques for both real life and mathematical problems.
- reason mathematically and construct simple proofs
- develop and refine strategies to solve both real life and mathematical problems
- interpret mathematical results, making and justifying conclusions
- communicate mathematical information in various forms

The course will help all learners develop confidence in mathematics, and prepare them for progression into other mathematics-related disciplines.

Assessment

There are three tiers of entry for this qualification:

Higher Tier: Grades A* - C; Intermediate Tier: Grades B - E and Foundation Tier: Grades D – G.

Pupils must sit a non-calculator (unit 1) and calculator (unit 2) paper in the same tier. Each unit makes up 50% of the overall qualification.

Each examination will assess pupils in three different assessment objectives:

AO1: Recall of mathematical knowledge (weighting: 50%-60%)

AO2: Selecting and applying mathematical methods (weighting 10%-20%)

AO3: Interpreting and analysing problems and finding strategies to solve them (weighting 25%-35%)

Career prospects

Mathematics is a subject that is necessary for a large range of careers and it can open up a variety of opportunities in many different fields. It develops skills in problem solving, logical thinking, communication, data handling and interpretation. These skills are useful in any career and as such Mathematics remains a requirement for the majority of employers and further education institutions.

Link to exam board

<http://www.wjec.co.uk/qualifications/mathematics/mathematics-gcse/index.html>



Religious Studies

Qualification type	GCSE
Exam board	WJEC
Assessment	Religion and Philosophical Themes exam 50%, Religion and Ethical Themes exam 50%

Course outline

Pupils study two courses which combined create a full GCSE in Religious Studies. The course consists of two papers sat in the summer of year 10 and the summer of year 11. Year 10 pupils will cover 'Religion and Philosophical Themes' and Year 11 cover 'Religion and Ethical Themes'. Religion and Philosophical themes covers many modern social issues ranging from 'Beliefs in the after-life' to 'Crime and Punishment' and looks at major moral ethical issues such as belief in Good and Evil and the nature of Suffering. Religion and Ethical Themes covers social issues ranging from 'Relationships' in which pupils study the concept of marriage and divorce to 'Prejudice and Discrimination' which covers both social and moral aspects of racism and issues of wealth and poverty. Students must demonstrate an ability to argue their opinion on these difficult problems and must appreciate other points of view. They look at Christian, Jewish and Humanist attitudes to these issues. Pupils are assessed throughout the key stage including annual examinations.

Assessment

WJEC Unit 1: Religion and Philosophical Themes -Exam 50%

WJEC Unit 2: Religion and Ethical Themes - Exam 50%

A*-G Grades.

Career prospects

Teaching; Social work; Medicine; Law; Armed forces; Public Relations; Media Studies; Social work; Police; Politics; Religious worker; Charity work.; Retail.

Link to exam board

<http://www.wjec.co.uk/qualifications/religious-studies/religious-studies-gcse/>



	Religious Studies
Qualification type	GCSE (Short Course)
Exam board	WJEC
Assessment	Religion and Philosophical Themes exam 50%

Course outline

Pupils study one course creating a short course GCSE in Religious Studies. The course consists of one paper sat during the summer of year 11. Religion and Philosophical Themes covers many modern social issues ranging from 'Belief in the after-life' to 'Crime and Punishment' and looks at major moral ethical issues such as belief in Good and Evil and the nature of suffering. Students must demonstrate an ability to argue their opinion on these difficult problems and must appreciate other points of view. They look at Christian, Jewish and Humanist attitudes to these issues. Pupils are assessed throughout the key stage including annual examinations.

Assessment

WJEC Unit 1: Religion and Philosophical Themes – Exam 50%
A*-G Grades.

Career Prospects

Teaching; Social work; Medicine; Law; Armed forces; Public Relations; Media Studies; Social Work; Police; Politics; Religious worker; Charity work; Retail.

Link to exam board

<http://www.wjec.co.uk/qualifications/religious-studies/religious-studies-gcse>

Entry Pathways in Humanities

Course Outline

Entry Pathways in Humanities is a qualification which can be achieved by pupils who find the GCSE course challenging. This course offers an Entry 3 in Humanities. Pupils study four units over a two year course, these are Religious Festivals, Places of Worship, Important Ceremonies and Prejudice and Discrimination. This course is 100% coursework which the majority of it being completed electronically.

Assessment

Portfolio of work for each unit

Link to exam board

<https://www.wjec.co.uk/qualifications/humanities/index.html>

Science

Within the statutory Science requirements at YBB we offer 3 different qualifications designed to meet the ability level of each individual pupil.

Qualification type	GCSE (Double Award Wales)
Exam board	WJEC
Assessment	See below

Course outline

This WJEC GCSE Science (Double Award) specification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society.

Studying GCSE Science (Double Award) provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed
- diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

These key ideas are relevant in different ways and with different emphases in the three subjects as part of Science (Double Award): examples of their relevance are given for each subject in this specification.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1 – Biology 1 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 2 – Chemistry 1 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 3 – Physics 1 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 4 – Biology 2 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 5 – Chemistry 2 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 6 – Physics 2 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Each of the 6 units is a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 7 - Practical Unit 10% of qualification. This practical assessment that will be carried out in school but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment.

Career Prospects

- Interested in people and how the mind works? You could become a clinical psychologist.
- Do you live for football? Then sports science could be the job for you.
- Like the idea of designing and building structures? Perhaps you are an engineer?
- If you want to be involved in combating diseases and treating people who are ill, how about a career in medicine?
- Dentistry is a great choice if you want to put a smile on people's faces.
- Love music, but don't fancy appearing on Pop Stars? Music technology is a very popular choice.
- Are you obsessed by animals? Animal health is a great career choice for anyone who wants to improve their lives

Link to exam board

[http://www.wjec.co.uk/wjec-gcse-science-double-award-spec-from-2016%20\(28-05-15\).pdf?language_id=1](http://www.wjec.co.uk/wjec-gcse-science-double-award-spec-from-2016%20(28-05-15).pdf?language_id=1)



Qualification type	GCSE (Single Award Applied Science)
Exam board	WJEC
Assessment	See below

Course Outline

The WJEC GCSE Applied Science (Single Award) specification utilises a context led approach to science learning and assessment. It provides learners with a broad, coherent, practical, satisfying and worthwhile course of study.

Studying the GCSE Applied Science (Single Award) provides insight into, and experience of how science works, whilst stimulating learners' curiosity and encouraging them to develop an understanding of science, its applications and its relationship to the individual and society.

This GCSE is not designed to enable progression to level 3 qualifications in Science.

This WJEC GCSE Applied Science (Single Award) specification will enable learners to develop:

- knowledge and understanding of key areas of science and its application
- interest in, and enthusiasm for science
- competence and confidence in a variety of practical, mathematical and problem solving skills
- understanding of the scientific process
- practical, problem-solving, enquiry and scientific modelling skills and understanding in laboratory, and work-related contexts
- understanding of the relationships between data, evidence and explanations and their ability to evaluate scientific methods, evidence and conclusions
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles set in meaningful contexts enabling them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: (Single Award) SCIENCE IN THE MODERN WORLD Written examination: 1 hour 30 minutes 40% of qualification 75 marks

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

Unit 2: (Single Award) SCIENCE TO SUPPORT OUR LIFESTYLES Written examination: 1 hour 30 minutes 30% of qualification 75 marks

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

Unit 3: (Single Award) TASK BASED ASSESSMENT 20% of qualification 60 marks

- A task based assessment which will be externally assessed by WJEC. It will take place in the second half of the autumn term in year 11 (November – December).

Unit 4: (Single Award) PRACTICAL ASSESSMENT 10% of qualification 30 marks

- Practical assessment that will be carried out in centres, but will be externally marked by WJEC. It will take place in the first half of the spring term in Year 11 (January – February).

Link to exam board:

<https://www.wjec.co.uk/qualifications/science/gcse/applied-science-single-gcse-2016/>



Qualification type	Entry Level Certificate in Science
Exam board	WJEC
Assessment	See below

Course Outline

Entry Level Certificate in Science is designed for candidates who have not reached Level 3 of the National Curriculum at the end of Key Stage 3 and for whom GCSE and equivalent vocational qualifications are not deemed appropriate. The qualification utilises a context led approach to science learning and assessment. It provides learners with a broad, coherent, practical, satisfying and worthwhile course of study.

This specification has been written to meet, where appropriate, the Programme of Study requirements for National Curriculum Science at Key Stage 4. However, it recognises that the National Curriculum allows material to be selected from earlier Key Stages to enable individual candidates to progress and demonstrate achievement. Where such material is used, it is presented in contexts suitable for older candidates.

This WJEC Entry Level Certificate in Science specification will enable learners to develop:

- knowledge and understanding of key areas of science and its application
- interest in and enthusiasm for science
- competence and confidence in a variety of practical, and problem solving skills
- understanding of the scientific process
- scientific enquiry and modelling skills and understanding in laboratory, and work-related contexts
- understanding of the relationships between data, evidence and explanations and their ability to evaluate scientific methods, evidence and conclusions
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles set in meaningful contexts enabling them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: Entry Level Science 1 Written examination: 1 hour 25% of qualification 60 marks

- A mix of short answer questions, structured questions, and data response questions with some set in a practical context.

Unit 2: Entry Level Science 2 End of unit tests: 4 x 0.5 hours 60% of qualification 120 marks

- A mix of short answer questions, structured questions, and data response questions with some set in a practical context. An internally assessed unit

Unit 3: Entry Level Science 3 Practical assessment: 2.5 hours 15% of qualification 40 marks

- An internally assessed, practical assessment.

Link to exam board

<https://www.wjec.co.uk/qualifications/science/entry-level/>



Skills Challenge Certificate

Exam board
Assessment

WJEC
Portfolio Development

Course outline

All current Year 9 pupils will undertake the Skills Challenge Certificate as part of their KS4 studies.

The central focus of the SCC at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers.

Through the course learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the SCC provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

Assessment

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

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

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National Level 2 graded A*-C or Foundation Level 1 graded Pass.

Link to exam board

<http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/>



LEARNING PATHWAYS

OPTION SUBJECTS



Pupils who opt for Further Additional Mathematics will study the Additional Mathematics, Award in Mathematics and Statistics course as outlined on pages 24-26

Additional Mathematics

Qualification type	Level 2 Certificate in Additional Mathematics
Exam board	WJEC
Assessment	100% Terminal Examination

Course outline

The specification is designed to stretch the most able candidates for GCSE Mathematics. It also provides an appropriate and fulfilling course for those who have sat GCSE Mathematics a year early or are planning to follow a mathematics course at AS level or a related discipline post-16. It is also envisaged that the course will strengthen considerably the formal techniques necessary for further study and hence narrow the perceived gap between GCSE and post-16 qualifications.

The subject content for WJEC Level 2 Certificate in Additional Mathematics consists of: Algebra, Coordinate geometry, Mensuration, Calculus, and Trigonometry all of which are developed to Advanced level standard.

Assessment

The scheme is not tiered and a candidate's result will be reported as distinction, merit or pass. Candidates failing to achieve a pass will not receive an award. The examination will be available in the summer series only. The assessment will take into account the quality of written communication and evaluation of mathematical techniques.

Career prospects

This course is designed to provide a route of progression through the subject leading to AS/A Mathematics. It will also help students prepare for some Higher Education courses with a mathematical expectation. This is the second additional Mathematics qualification and will thoroughly prepare a candidate for A level. It is an outstanding benchmark to determine suitable for study at Advanced Level.

Link to exam board

http://www.wjec.co.uk/uploads/publications/10996.pdf?language_id=1



Edexcel Award in Mathematics

Qualification type	Level 2 Award
Exam board	Edexcel
Assessment	100% Terminal Examination.

Course outline

There are three different awards in Mathematics, Algebra, Statistics and Number and two assessment opportunities per year, January and June. The awards are small stand alone qualifications that enable a student to develop a proficiency in an area of Mathematics. Roughly half the size of a GCSE they fit into existing programmes of delivery and help students to progress to GCSE, AS/A level or further study. The level 3 Awards are worth 7 UCAS points.

Pupils will be expected to sit a minimum of two awards over the two year GCSE period. The first will be a Level 2 award in preparation for the Statistics GCSE and will be taken in the January of Year 10. The second will be an Algebra Award to supplement Additional Mathematics in Year 11. There will be further opportunities to sit other awards dependant on pupil progress. There are currently no other centres in Wales following these courses so they offer a unique opportunity for pupils to develop a qualification set for further study.

Assessment

It is set in January and June of each year, Every level of Award is graded pass or fail and is designed to sit as a stand alone qualification to work alongside existing studies. The qualifications help develop understanding in key areas related to other Mathematical courses.

Career prospects

This course is designed to provide a route of progression through the subject leading to AS/A Mathematics. It will also help students prepare for some Higher Education courses with a mathematical expectation.

Link to exam board

<https://qualifications.pearson.com/en/qualifications/edexcel-awards-in-mathematics/statistical-methods>

<https://qualifications.pearson.com/en/qualifications/edexcel-awards-in-mathematics/algebra.html#>



Statistics

Qualification type	GCSE
Exam board	AQA
Assessment	100% Terminal Examination

Course outline

This specification aims to attract candidates to study Statistics by offering an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of statistical thinking and practice, and an understanding of how Statistics are used in the real world. There are two tiers of entry but are graded using the 9-1 English exam board system, as this is English board Qualification, Higher tier up to 9 grade A* equivalent and Foundation tier up to a 5 equivalent C grade. Sections of the course overlap and extend thinking critically for the Mathematics and Numeracy GCSE and provide a sound base to extend Mathematical knowledge further. The main areas of focus are Data Collection, Tabulation and Interpretation, Data Analysis and Interpretation, planning a strategy for investigation and Probability. A scientific calculator is required for this course.

Assessment

GCSE Statistics consists of two units, both of which are examination at either Foundation or Higher tier. The terminal examination at both tiers examines all work covered during the course and a focus on the practical application of Statistics.

Career prospects

GCSE Statistics could lead on to further study in Statistics at A-level or other related subjects such as Mathematics, Further Mathematics and the Social Sciences.

It could lead to higher study in subjects such as: Computer Science, Biochemical Sciences, Natural Sciences, Anthropology, Geography, Engineering, Medical Science, Psychology, Sociology, Linguistics, Politics, Economics, Law, Accountancy and Management.

Link to exam board

<https://www.aqa.org.uk/subjects/mathematics/gcse/statistics-8382>



	Art and Design	
Qualification type	GCSE	
Exam board	WJEC	
Assessment	Portfolio - 60%	Exam - 40%

Course outline

The WJEC GCSE Art and Design provides engaging, challenging, clear and meaningful learning experiences through a flexible structure that develops pupils' creative skills. Our department offers a programme of study which broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the course is to continue pupils' enthusiasm for Art, Craft and Design and, through a broad introductory of creative, critical, practical skills that enable students to gain a clear understanding of a range of practices and contexts in the visual arts, crafts and design fields. As a department, we will build on previous experiences at KS3 and develop the students' skills into a mature, imaginative and personal portfolio of outcomes. When possible, we shall arrange visits to local areas of interest to encourage students to use first hand experiences when producing outcomes and building up a successful portfolio. We will also plan gallery visits to ensure students can understand existing and traditional art practitioners.

Assessment

There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression of Art, Craft and Design. Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

- AO1 - Critical understanding
- AO2 - Creative making
- AO3 - Reflective recording
- AO4 - Personal presentation.

Students must be aware that they should be able to work independently and demonstrate an enthusiasm for the subject. They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.

Career prospects

GCSE art and Design students will have the opportunity to develop a wide range of essential skills required for further and higher education, as well as employment. A selection of creative opportunities are:

Animator, Architect, Architectural technician, Art editor, Art therapist, Cake decorator, Ceramics designer-maker, Clothing alteration hand, Community arts worker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Furniture designer, Glass engraver, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Landscape architect, Make-up artist, Model maker, Museum curator, Photographer, Product designer, Prop maker, Set designer, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser, Web designer and much more.

Link to exam board:

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>



	Art - Photography
Qualification type	GCSE
Exam board	WJEC
Assessment	Portfolio - 60% Exam - 40%

Course outline

The course is defined as the practice of creating still or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. Students undertaking the photography title are required to demonstrate the knowledge, skills and understanding set out through areas of study relevant to their unit title (provided by teacher). Areas of study include:

Documentary photography, Photo-journalism, Studio photography, Digital photography, Location photography, Experimental imagery, Installation, Moving image: film, video and animation.

Work is not limited to one area of study.

Any students opting for the course must consider the following:

- It is desirable that they have access to their own camera/camera phone along with access to those images through either a USB lead, internet access to send either at home, class or on the go.
- Should be able to work independently and demonstrate an enthusiasm for the subject.
- They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.
- Having access to a printer at home will extend their portfolio further.
- Students are required to produce extensive photographic images outside of the classroom. This means extra independent work in their own time. Lessons may often be aimed at theory and written analysis with an expectation of personal images being brought in to support lessons.
- An ability to draw ideas is essential and part of the mark criteria, the quality of their drawing is not important, it is an indication of the processes from idea through to outcome.
- Experimentation of techniques such as multimedia, mixed media and manipulation will be encouraged throughout the course.

Assessment

Unit 1 Portfolio - 60%

Unit 2 - Examination task - 40%

Career prospects

Students are encouraged to develop the experiences of the course at further and higher education. Many options are available to students after building up their knowledge and understanding of the subject. Examples of areas in employment are: Film and broadcasting, fashion, marketing, web design, wedding photographer, advertising, journalism, scientific and medical, cooperate design etc.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>



	Business and Enterprise
Qualification type	BTEC – QCF Extended Certificate Level 2 IVET
Exam board	EDEXCEL
Assessment	100% Portfolio (Double Award)

Course outline

The Entrepreneurial Mindset

Many people dream of running a successful business. Determination, vision, adaptability and a wide variety of skills are required to make a business successful. This unit will enable learners to investigate the qualities and characteristics of successful entrepreneurs, whilst developing the attributes needed to plan and run a business. The development of mindset and skills will, in part, depend on understanding that limits and constraints can be overcome with planning and determination.

Creating a Business Plan

Successful entrepreneurs develop ideas and turn these ideas into a product or service to which they can make a commitment. They do this by having a vision of the future of the product or service and by making this vision a reality. In the first part of this unit learners will explore successful and innovative business ideas. They will learn about how some ideas have been based on identifying new customer needs, whilst others have provided innovative means of satisfying established needs.

Marketing and Promotion

The marketing plan is one of the most important parts of a business plan because it directly communicates the nature of the intended business and the manner in which that business will be able to succeed. In this unit, learners will learn about the fundamental marketing concepts that any entrepreneur needs to master.

Finance

Business Finance provides an introduction to decision making and business finance. You will look at how businesses can measure their performance through keeping accounts and you will find out the value of ICT in helping them to manage their finances. You will learn about simple recording systems, how to interpret financial documents and how to identify different options for businesses when faced with financial decisions.

Career prospects

Students who have studied Business will have the necessary knowledge, understanding and skills required to progress to level 3 general qualifications within the national framework (including AS level Applied Business or Business Studies), appropriate vocational qualifications, training or directly into employment. Many business studies students go into management and administration jobs in businesses in commercial businesses, and a business studies qualification can also be helpful to get into finance, banking or insurance. But skills in management and marketing are also required in other areas such as charity, social work and local government, while a knowledge of business is also important for consultancy, certain teaching jobs and for financial journalists.

Link to exam board

<http://qualifications.pearson.com/en/qualifications/myskills/btec-enterprise-skills/enterprise-skills.html#tab-2>



Qualification type
Exam board
Assessment

Business
GCSE
WJEC
Examination

Course outline

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

Unit 1: Business World (Written examination): 2 hours

Pupils will learn the nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit. At the heart of business activity is enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives. These objectives often adapt as businesses grow and as the market and competitive environment in which they operate changes. Business organisations vary in size and ownership and operate in local, national and global contexts. Businesses have many stakeholders who are affected by business activity and can also impact on business behaviour. Pupils will learn about functions in a business and how they operate. This includes Human Resources, Marketing, Finance, Operations, Customer Service and Administration.

Unit 2: Business Perceptions (Written examination): 1 hour 30 minutes

Unit 2 focuses on a case study. Pupils will be required to read the case study and answer questions regarding how the business is performing, identify any issues that the business will face and suggest improvements. They will apply their business knowledge to a real-life organisation.

Assessment

Unit 1	Written Exam	Question paper testing knowledge and understanding	2 hour examination
Unit 2	Written Exam	Case Study applying business understanding and knowledge	1 hour 30 examination

Career prospects

- Opening own business or working within a large organisation
- Working in Finance (accountancy, banking)
- Working in Human Resources (management of staff)
- Working in Marketing (advertising, public relations)
- Working in Administration (office management, personal assistant)

Link to exam board

[https://wjec.co.uk/qualifications/business/r-business-gcse-2017/wjec-gcse-business-spec-from-2017%20\(22-06-16\).pdf](https://wjec.co.uk/qualifications/business/r-business-gcse-2017/wjec-gcse-business-spec-from-2017%20(22-06-16).pdf)



Qualification type

Computer Science

GCSE

Exam board

WJEC

Assessment

Examination and Controlled Assessment

Course outline

The specification offers students the opportunity to gain an understanding of the way computers work, and to create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others.

Assessment

1. Understanding Computer Science (50%) – 90-minute examination to assess understanding of the theory content of the specification.
2. Solving Problems Using Computers (30%) - 2-hour external assessment to assess the practical application of knowledge and understanding through a series of on-screen tasks.
3. Developing Computing Solutions (20%) - internally assessed and externally moderated 15 hour controlled assessment to develop a piece of work using programming software following a task brief issued by WJEC. There is a choice of two task briefs which can be found here.

Career prospects

Games developer

Website Designer

Information systems manager

Computer Programmer

Multimedia programmer

Network engineer

Systems developer

Link to exam board

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



Qualification type
Exam board
Assessment

WJEC Pathways Qualification for IT Users

WJEC Level 1 Certificate for IT Users
WJEC
Portfolio

Course outline

A practical ICT course which is suitable for lower ability pupils, consisting of different units of work including:

Improving Productivity using IT
IT User Fundamentals
Database Software
Spreadsheet Software
Word Processing Software
Presentation Software
Desktop Publishing Software
Audio Software
Video Software
Using Mobile IT Devices
Internet Safety for IT Users
Using Email
Using the Internet
Imaging Software

Assessment

Portfolio of work for each unit

Career prospects

IT Apprenticeship
Trainee IT Support Technician

Link to exam board

<http://www.wjec.co.uk/qualifications/ict/ict-entry-pathways/>



Qualification type
Exam board
Assessment

Award in I&CT

BTEC Level 1/ 2 Award IVET
EDEXCEL
Examination and Portfolio

Course outline

The course is made up of two core units which everyone takes and a choice of specialist units. The core units are “The Online World” and “Digital Portfolio”. The specialist units enable you to study particular areas in more depth and will be chosen in consultation with your teachers.

Unit 1 – The Online World (30 Guided Learning Hours - GLH)

On Screen Examination – 25%

This unit will help you understand the main technologies and processes behind the internet and investigate how they come together to let you view websites and send information across the world.

Unit 3 - Digital Portfolio (30GLH)

Portfolio – 25%

A digital portfolio is an exciting onscreen way to showcase your achievements to potential employers or when applying for a course.

It is all about:

- the projects you have created and developed
- your use of communication and presentation skills
- your capabilities and potential.

1 (60GLH) or 2 (30GLH) other units to be chosen

Assessment

Unit 1 Examination graded Pass, Merit or Distinction

Other Units - Portfolio development which will be graded as Pass, Merit or Distinction

Career prospects

IT Apprenticeship
Trainee IT Support Technician
Computer Operator
Software Developer
Systems Analyst,
Multimedia Design
Programmer,
Network Engineer
Web Design
IT Teacher

Link to exam board

<http://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html>



Constructing the Built Environment

Qualification type	Level 1 and 2 Award IVET
Exam board	WJEC
Assessment	75% Internal Controlled Assessment 25% External Controlled Assessment

Course outline

Pupils will complete the WJEC Level 1/2 Award in Constructing the Built Environment. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. It is mainly suitable as a foundation for further study. This further study could provide learners with the awareness of the work of different types of job roles in the sector such as joiners, carpenters and bricklayers. As a result, they may wish to start an apprenticeship or continue with their studies in order to pursue those job roles.

The successful completion of this qualification, together with other equivalent qualifications, such as in maths and the sciences, could provide the learner with opportunities to access a range of qualifications including GCE, apprenticeships, vocationally related and occupational qualifications.

What will I study and how will I be assessed?

Unit 1- Safety and security in Construction- Exam 25% overall grade- Pupils use knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts. This exam is a computerised-on screen test.

Unit 2- Practical construction skills - Coursework 50% overall grade- Pupils learn and use skills needed to complete 3 construction based tasks- joinery, electrical and brickwork.

Unit 3- Planning construction projects - Coursework 25% overall grade- Pupils use learning from the development of practical skills and health and safety requirements of construction processes and gain the knowledge and understanding needed to plan straightforward built environment development projects.

Assessment

Pupils will be assessed by completing assignments. The assignments will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

Career prospects

There are many places where the construction process takes place. Bricklayers could be building a garden wall or a block work wall at the top of a new tower block. A plumber could be installing a new bathroom or fitting pipes in a petro-chemical plant. Plasterers could be working on walls that previously had asbestos and need to think about how they dispose of waste. A steel fixer could be working on a foundation or at the top of a multi-storey car-park. A roofer could be given construction drawings that contain confidential information that has to be kept secure. Trades people, inspectors, site supervisors, quantity surveyors, architects and project managers are all examples of those working construction processes take place.

Link to exam board

<http://www.wjec.co.uk/qualifications/construction-and-built-environment/>



Qualification type

Drama

Exam board

GCSE

Assessment

WJEC

Coursework - 60% Exam - 40%

Course outline

Unit 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification 60 marks.

Learners will be assessed on either **acting** or **design**. Learners participate in the creation, development and performance of a piece of devised theatre. Learners must produce: practical piece of devised theatre and a portfolio of supporting evidence.

Unit 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification 60 marks Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Written examination: 1 hour 30 minutes 40% of qualification 60 marks.

Section A: Set Text

Section B: Live Theatre Review

Career Prospects

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Personal Skills

Creativity, empathy, confidence, an understanding of values, physical and perceptual skills, motivation, communication of ideas, opportunities for leadership, opportunities to work as part of a team, appraisal skills of appreciation and evaluation.

Career Opportunities

The media, theatre, television, radio, the film industry, arts administration, drama therapy, education.

Link to exam board

<http://www.wjec.co.uk/qualifications/drama/drama-gcse/>



	Engineering
Qualification type	NVQ Level 2 - IVET
Exam board	EAL
Assessment	Portfolio of work – written and practical outcomes.

Course outline

The Skillstart engineering training vocational course offers an opportunity for a practical, hands-on approach to education. Through the completion of a series of carefully designed projects and underpinning knowledge worksheets, candidates can gain a level 1 or level 2 National Vocational Qualification.

These qualifications and experience, recognised by industry, are a potential stepping stone to employment and a career in many technological fields, which could include Electro/mechanical, Construction, Marine, Agricultural and Motor vehicle engineering as well as the Medical industry.

Learners will gain specialist skills in the following options:

Fitting: Students will learn to use hand tools and marking out tools to manufacture components to fine tolerances.

Sheet metalwork: Students will learn all the skills necessary to produce simple and complex shapes in thin sheet metal.

Mechanical Assembly: Students will learn to correctly position and secure components using various mechanical fastening devices, tools and techniques. You will be able to carry out visual and functional checks to confirm that the finished assembly meets the required standard.

Assessment

Assessment is through a portfolio of work. This will include written work demonstrating subject knowledge and practical work to demonstrate the skills of the subject.

The units covered in a level 2 qualification are:

Working safely in an engineering environment. (Mandatory)

Working efficiently and effectively in engineering. (Mandatory)

Using and communicating technical information. (Mandatory)

Producing components using hand tools and fitting techniques.

Producing sheet metal components and assemblies.

Producing Mechanical assemblies. (This unit is not required for L1)

Career prospects

These qualifications and experience, recognised by industry, are a potential stepping stone to employment and a career in many technological fields, which could include Electro/mechanical, Construction, Marine, Agricultural and Motor vehicle engineering as well as the Medical industry. These qualifications can also be developed on at level 2&3 at college in the engineering sector leading onto studying Engineering at University.

Link to exam board

<http://www.eal.org.uk/>



	French
Qualification type	GCSE
Exam board	WJEC
Assessment	Speaking 25%, Listening 25%, Reading 25%, Writing 25%

Course outline

Learners studying a modern foreign language will develop their desire and ability to communicate with and understand speakers of French in a variety of contexts and for a variety of purposes.

The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. It provides learners with a solid foundation on which to prepare them for future language study.

The course will cover 3 main themes divided into subtopics:

Identity and culture	Wales and the World – areas of interest	Current and future study and employment
Youth Culture	Home and Locality	Current Study
Lifestyle	The Wider World	Enterprise, Employability and Future Plans
Customs and Traditions	Global Sustainability	

Assessment

External examinations

Component 1 - Speaking (25%)

- 2 role-plays
- 1 photo card discussion
- 1 conversation

Component 2 - Listening and Reading (50%)

- Listening comprehension
- Reading comprehension
- Translation task - French to English

Component 3 - Writing (25%)

- Writing tasks
- Translation task - English to French

Career prospects

Leisure and Tourism

Business

Law

Politics / Diplomacy

Translation

Teaching

Link to exam board

<http://www.wjec.co.uk/qualifications/french/french-gcse/>



Qualification type

Global Business Communication

IVET

Exam board

WJEC

Assessment

4 Units each worth 25% of final award.

Course outline

This qualification is designed to create independent learners who will develop skills associated with language learning such as problem solving, creativity and literacy and also gain an understanding of the personal benefits of linguistic competence and the importance of cultural awareness.

You will get the opportunity to understand how the language is used in the workplace and learn how to use it in a business context.

Unit 1 - Global opportunities - 25% - Internally assessed

- Understanding the role of languages and their links to global economy.
- Research job opportunities and apply for jobs

Unit 2 - Global travel - 25% - Externally assessed

- Planning global travel for business
- Understand travel information - spoken and written

Unit 3 - Global customer relationships - 25% - Internally assessed

- Understand customer enquiries and complaints
- Make and respond to enquiries and complaints

Unit 4 - Global sales and marketing - 25% - Internally assessed

- Understand how companies can promote their products / services globally
- Produce marketing materials and present sales and marketing information

Assessment

Internal examinations - 75%

External examinations - 25%

Career prospects

Leisure and Tourism

Business

Translation

Link to exam board

<http://www.wjec.co.uk/qualifications/vocational-qualifications/global-business-communication>



Geography

Qualification type	GCSE
Exam board	WJEC
Assessment	Unit 1 - 40%, Unit 2 - 40%, Unit 3 (fieldwork) - 20%

Course outline

Unit 1: Physical and Human landscapes

Section A: Core Themes

Two structured, data response questions assessing Core Theme 1 (Landscapes and Physical Processes) **and** Core Theme 2 (Rural-urban Links).

Section B: Options

One structured question (from a choice of two) assessing either Theme 3 (Tectonic Landscapes and Hazards) **or** Theme 4 (Coastal Hazards and their Management). These themes provide additional **breadth** of study for the content assessed in the core themes.

Assessment will be by data response questions.

Some questions will require extended responses.

Unit 2: Environmental and Development Issues

Section A: Core Themes

Two structured, data response questions assessing Core Theme 5 (Weather, Climate and Ecosystems) **and** Core Theme 6 (Development and Resource Issues).

Section B: Options

One structured question (from a choice of two) assessing either Theme 7 (Social Development Issues) **or** Theme 8 (Environmental Challenges). These themes provide additional **depth** of study for the content assessed in the core themes. Assessment will be by data response questions. Some questions will require extended responses.

Unit 3: Fieldwork

- Unit 3 requires a written report from the learner, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. The report must be written in response to specific questions set by WJEC.

Assessment

80% of this course will be assessed by two exams with a further 20% assessed by completing a piece of Geographical Fieldwork.

Career prospects

Geography is about the acquisition and development of skills and is not only one of the most up to date and exciting subjects to study today, but encompasses many relevant topical issues such as Global warming, food production and natural disasters.

Employers prize the knowledge and skills that Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills. Geographers work in a wide range of jobs, from City to planning, working in the environment to travel and tourism, or in international charities or retail.

Link to exam board

http://www.wjec.co.uk/qualifications/geography/geography-gcse/wjec-gcse-geography-spec-from-2016-e.pdf?language_id=1



Qualification type

Certificate in Hair Services

Level 1/2 Certificate in Hair Services - IVET

Exam board

City and Guilds

Assessment

Controlled Assessment

Course outline

The level 1 and level 2 qualifications are for young learners (14-16) who are interested in a career in hairdressing and is mainly delivered off site by staff at the Skills and Training Unit at Tir Morfa. Pupils learn with their training provider through practical sessions, group discussions or assignments. You'll have access to a realistic hairdressing environment where you'll practise and demonstrate your skills.

Pupils will study the mandatory units of:

- Working in the hair industry
- Follow health and safety in the salon
- Client consultation for hair services
- Shampoo and condition the hair and scalp
- The Art of Dressing hair

In addition pupils will study the additional units of:

- Create an Image Based on a theme within the hair and beauty sector
- Plaiting and Twisting hair

Assessment

You will be assessed by your training provider using assignments, practical hairdressing tasks and online tests.

Career prospects

This qualification gives you the foundation to begin a career in hairdressing or barbering.

Link to exam board

http://cdn.cityandguilds.com/ProductDocuments/Hairdressing/Hairdressing/3002/3002_Level_2/Centre_documents/3002_L2_Qualification_Handbook_v2-5.pdf



	Health & Social Care
Qualification type	GCSE
Exam board	WJEC
Assessment	Coursework 60% Exam 40%

Course outline

This course is intended to provide students with an introduction to health and social care services and an insight into factors affecting people's health. It enables learners to understand aspects of personal development, and the health, social care and early sectors, through investigation and evaluation of a range of services and organisations.

Assessment

Unit 1 (worth 60%) controlled assessment (45 hours) involves studying a client for the duration of the course with health needs that uses health services in the local area. It is of paramount importance that candidates choose an appropriate client to be successful at this element of the course. Independent research/investigation work will need to be carried out.

Unit 2 (worth 40%) involves studying a variety of topics such as; growth and develop, support services and life experiences. This is a written exam of one hour and thirty minutes.

Career prospects

Learners progressing from this qualification may follow a career in: Health care, social care, nursing, counselling, primary teaching and child care. The career prospects are very varied, and these are just a few examples.

Link to exam board

<http://www.wjec.co.uk/qualifications/health-and-social-care/>



Qualification type
Exam board
Assessment

History

GCSE
WJEC
Units 1 and 2 are examined units worth 25%
Unit 3 worth 30%, Controlled Assessment 20%.

Course outline

Unit One - British Study in Depth - Depression, War and Recovery 1930-1951. Exam 1 hour.
In this unit pupils will study the impact of events such as the Wall Street Crash and Great Depression on the lives of the British people. It will look at how Britain was affected by the war and will focus on events such as the Blitz, The Home Front and the Battle of Britain. The final section will focus on the recovery by analysing events such as the creation of the Welfare State. In this unit pupils will study a range of source and will analyse different historical interpretations of these event.

Unit Two - European Study in Depth - Germany in Transition 1919-1930. Exam 1 hour.
In this unit pupils will look at the conditions in Germany after World War One that allowed Hitler to rise to power and examine his use of terror and propaganda to gain support. They will study a range of aspects of life in Nazi Germany such as his education, his policy towards women, censorship and his treatment of opponents such as the Jews. In this unit pupils will be required to answer a series of knowledge based questions as well as considering different interpretations of life under the Nazis.

Unit Three - Thematic Study -Crime and Punishment 1000 - Present day. Exam 1 hour 15 mins

In this unit pupils will study three themes explaining how they have developed and changed over time. They will look at methods of combating crime have evolved from the Bow Street Runners to the Metropolitan Police. They will consider changes to the causes of crime over time looking at Treason, Heresy, Smuggling, and Highway Robbery as well as modern day crimes such as Computer crimes and Terrorism. They will also consider how the purpose and methods of punishment have changed from capital crimes such as beheading and hanging to Transportation, Prison and modern-day alternatives such as Community Service. In this unit pupils will be tested on the historical concepts of change, continuity, similarity, difference and significance.

Unit Four - Controlled Assessment 5 hours - completed under teacher supervision
Pupils will complete two separate tasks on the impact of an historical figure such as Nelson Mandela. In one task pupils will evaluate historical sources to investigate what life was like for black people under apartheid. In the second task pupils will compare different interpretations on the role of Nelson Mandela in ending apartheid in S Africa.

Career prospects

History GCSE develops higher order skills such a problem solving, communication and analysing evidence as well as recall and revision skills. For this reason, it is associated with careers in the Armed Forces, Police, Law, Journalism, Teaching, Advertising, Public Relations and in the Media. However, History is a well-respected academic subject and is valued by a wide range of employers and colleges. Pupils who study GCSE often go on to study a range of subjects at A level. History is also regarded as a key subject by the top- ranking Russell Group universities and is accepted as an entry requirement for a variety of degree courses.

Link to exam board

<http://www.wjec.co.uk/qualifications/history/history-gcse/>



Hospitality and Catering

Qualification type	IVET
Exam board	Level 1 and 2 Award IVET
Assessment	See below

Course outline

This course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

What will I study?

Unit 1 The Hospitality and Catering Industry
Unit 2 Hospitality and Catering in Action

Assessment

External assessment

Unit 1. 90 minutes worth 90 marks

Internal assessment

Unit 2. 9 hours (5 for planning, 4 for the practical exam where 2 dishes need to be made)

Career prospects

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.

Link to exam board

<http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html>



	Music
Qualification type	GCSE
Exam board	WJEC
Assessment	35% Performing, 35% Composing and 30% Appraising

Course outline

Unit 1: Performing

35% of qualification

- A minimum of two pieces, one of which must be an ensemble performance. The other piece(s) may be either solo and/or ensemble.
- One of the pieces performed must link to an area of study of the learner's choice.
- A programme note for one performance linked to an area of study.

Unit 2: Composing

35% of qualification 84 marks

- Two compositions, one of which must be in response to a brief set by WJEC.
- The second composition is a free composition for which learners set their own brief.
- A log of work and an evaluation of the compositions composed in response to the WJEC briefs and areas of study.

Unit 3: Appraising

Written examination: 1 hour

30% of qualification

- This unit is assessed via a listening examination.
- Eight questions in total, two on each of the four areas of study.
- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Assessment

70% of this course is practical. The performance and composition units are moderated units; pupils will need to record all coursework which will be sent to the WJEC. The written exam is taken at the end of the course and is sent to the WJEC.

Career prospects

There are many opportunities for people with an interest and a talent in music. These vary from sound recording and theatre work, session musicians to performers. Music however, is recognised by many employers outside the industry as showing that candidates have confidence, self-belief and commitment.

Link to exam board

<http://www.wjec.co.uk/qualifications/music/>



Qualification type	GCSE
Exam board	WJEC
Assessment	Written exam 50% Practical Performance and analysis 50%

Physical Education

Course outline

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

All of the subject content can be assessed in **Component 1** as part of the written examination and in **Component 2** as part of the analysis and evaluation of personal performance.

Assessment

Component 1: Introduction to physical education written examination: 2 hours 50% of qualification. Pupils will be assessed through a range of short and extended questions. The questions will be based on (audio-visual) stimuli and other sources.

Component 2: The active participant in physical education Non-exam assessment 50% of qualification. This component is internally assessed and externally moderated. Pupils will be assessed in three different activities in the role of performer in at least one individual and one team sport. Pupils will be further assessed through a written analysis and evaluation of their personal performance in one of their chosen activities.

Career prospects

Bio mechanist
Clinical Cardiac Physiologist
Clinical Exercise Physiologist
Dietician
Exercise Physiologist
Fitness Instructor / Personal Trainer
GP Referral Exercise Consultant
Health Promotion Specialist
Lecturer in Higher Education
Performance Analyst
Physical Activity Development Manager
Researcher
Respiratory Physiologist
Sport and Exercise Psychologist
Sports Development Officer
Strength and Conditioning Coach
Teacher

Link to exam board

<http://www.wjec.co.uk/qualifications/physical-education/>



Design Technology – Product Design

Qualification type	GCSE
Exam board	WJEC
Assessment	50% Non – exam Assessment, 50% Examination

Course outline

Have you ever fancied becoming the next James Dyson or working as a designer for big companies such as Apple or Nike? Then this is the course for you.

Product design focuses on designing and making innovative prototypes that reflect developments in industry and the market place. You will have the opportunity to work with a variety of resistant and graphic design and development materials in order to develop a clear understanding of the varied role of a product designer

You will also have the opportunity to use ICT for the design, development and manufacture of the prototypes.

Year 10 comprises of a number of focused practical tasks allowing you to develop your skills and knowledge through hands on activities. Theory lessons will reinforce the subject knowledge gained and enable you to study the work of past and present designers and companies.

In Year 11 you are required to produce a non-exam assessment (NEA) comprising of a design folder and a high quality prototype from materials of your choice.

Assessment

Unit 1: Design and Technology in the 21st Century.

This is a 2-hour paper and makes up 50% of the final GCSE grade.

It is a timetabled examination and will be sat in May/ June along with any other GCSE courses you study.

Unit 2: Design and Make Task.

This is a 35-hour non-exam assessment (NEA) which must be completed under supervision of the classroom teacher. This will run from September in Year 11 until the following March. It makes up 60% of the final GCSE grade. This aspect of the course is marked internally and a moderator from the WJEC visits the school to cross moderator during the month of May.

Career prospects

Further education can follow a number of paths:

AS and A Level in Product Design.

Apprenticeships

The career prospects are varied and include the following examples, Product designer, CAD Designer, Civil Engineer or an Architect.

Link to exam board

<http://www.wjec.co.uk/qualifications/design-and-technology/r-design-and-technology-gcse-from-2017/>



Design Technology – Fashion and Textiles

Qualification type	GCSE
Exam board	WJEC
Assessment	50% Non-exam Assessment, 50% Examination

Course outline.

Have you ever fancied becoming a fashion designer? Designing and making clothing and products for big companies such as Nike or Hollister? Then this is the course for you.

Fashion and textiles focuses on designing and making innovative products and clothing that reflect developments in industrial techniques and the demands of fashion within the market place. You will have the opportunity to work with a variety of natural and manufactured fabrics/materials in order to develop a clear understanding of the varied role of a fashion designer

You will also have the opportunity to use ICT for the design, development and manufacture of the prototypes. Using CNC embroidery equipment to enhance the quality of your work.

Year 10 comprises of a number of focused practical tasks allowing you to develop your skills and knowledge through hands on activities. Theory lessons will reinforce the subject knowledge gained and enable you to study the work of past and present fashion and textile designers and companies.

In Year 11 you are required to produce a non examination assessment (NEA) comprising of a design folder and a high quality prototype from materials of your choice.

Assessment

Unit 1: Design and Technology in the 21st Century.

This is a 2-hour paper and makes up 50% of the final GCSE grade.

It is a timetabled examination and will be sat in May/ June along with any other GCSE courses you study.

Unit 2: Design and Make Task.

This is a 35-hour non-exam assessment (NEA) which must be completed under supervision of the classroom teacher. This will run from September in Year 11 until the following March. It makes up 60% of the final GCSE grade. This aspect of the course is marked internally and a moderator from the WJEC visits the school to cross moderate during the month of May.

Career prospects

Further education can follow a number of paths:

AS and A Level in Product Design, Fashion and Textiles.

Apprenticeships

The career prospects are varied and include the following examples: Fashion Designer for companies who produce wedding dresses, high street brands or even soft furnishings.

Link to exam board

<http://www.wjec.co.uk/qualifications/design-and-technology/r-design-and-technology-gcse-from-2017/>



Biology, Chemistry & Physics

Qualification type	Triple Award Science GCSE
Exam board	WJEC
Assessment	See below

Course outline

This WJEC GCSE Triple award specification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society.

Studying GCSE Triple Award provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: Biology 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Biology 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment

Unit 1: Chemistry 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Chemistry 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment.

Unit 1: Physics 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Physics 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment

Link to exam board

[http://www.wjec.co.uk/wjec-gcse-biology-spec-from-2016%20\(27-05-15\).pdf?language_id=1](http://www.wjec.co.uk/wjec-gcse-biology-spec-from-2016%20(27-05-15).pdf?language_id=1)



Award in Sport

Qualification type	Level 1 and 2 Award - IVET
Exam board	WJEC
Assessment	75% Internal controlled assessment 25% External controlled assessment

Course outline

The course has been designed so that pupils will learn through the practical. There is NO EXAM at the end of the course. Pupils will be assessed by completing assignments. The assignments will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Pupils will complete three units of work:

- Sports Campaigning- Internal assessment 25%
- Improving sporting performance – External assessment 25%
- Fitness for sport – Internal assessment 50%

The structure of the qualification has been designed to introduce pupils to a broad range of necessary knowledge and understanding in relation to sport. Pupils also develop transferable skills, such as planning, communication and evaluation that support progression to further education and training. Each unit gives pupils the opportunity to apply their learning through tasks that have many of the characteristics of real work in the sports industry.

Assessment

Pupils will be assessed by completing assignments.

The assignments will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

Career prospects

The WJEC Level 1/2 Award in Sport is designed to mainly provide learners in schools and colleges with a broad introduction to the world of sport. Successful completion of the qualification, together with other relevant qualifications at Level 2 such as GCSE English, Maths and Science, could lead to learners progressing into Further Education and/or training. This could include:

- A Level in Physical Education
- A Level in Biology
- Level 3 vocational qualifications in Sport.

Career opportunities may include the following:

- Fitness Instructor
- Leisure and Sports Manager
- FE Teaching Professional
- Secondary Education Teaching Professionals
- Physiotherapist
- Youth and Community Worker
- Sports Player
- Sports Coaches, Instructors and Official
- Vocational and Industrial Trainers and Instructor
- Sports and Leisure Assistant

Link to exam board

<http://www.wjec.co.uk/qualifications/sport>



Qualification type	Vehicle Technology
Exam board	BTEC First Certificate
Assessment	EDEXCEL
	Portfolio

Course outline

The BTEC First Certificate in Vehicle Technology course is made up of five units – two core units and three specialist units.

The two core units are

- Vehicle Engine systems principles
- Vehicle Layout and operations of Vehicle systems

The first unit will give you an introduction to the fundamental principles of the internal combustion engine. The second unit will introduce you to automotive components and layouts within the vehicle.

The specialist unit are

- Unit 9 Routine Vehicle maintenance.
- Unit 12 Vehicle Fitting operations- Brakes
- Unit 13 Vehicle fitting operations -Exhausts

The purpose of these units is to enable learners to understand the procedures necessary for routine vehicle maintenance. Learners will also gain an understanding of the effective use of maintenance procedures, the selection of appropriate tools and equipment, and the appropriate completion of maintenance documentation.

The units will be taught largely through practical activities but do require a portfolio of written evidence to support the practical activity.

Assessment

This course is equivalent to 2 GCSEs grade A-C. Assessment is through coursework only. Assessment takes place throughout the 2 years and pupils' progress will be tracked throughout. The Assessment takes 3 forms, a written description of a procedure or system, a verbal description of what the pupil will do and an observation of the pupils working with pictures to provide evidence.

Career prospects

Students who have followed this course will have the necessary knowledge to progress onto further Qualifications at college in Automotive Maintenance and Repair following the national framework for training.

Vehicle Technology students have followed many different career paths into apprenticeships in engineering and Mechanics. Pupils have also progressed through apprenticeships or training onto courses in Automotive Engineering at University of Wales Trinity Saint David.

Link to exam board

<http://qualifications.pearson.com/en/qualifications/btec-firsts/vehicle-technology-2012-qcf.html>



	CoPE
Qualification type	IVET
Exam board	ASDAN
Assessment	Coursework – 100%

Course outline

The Certificate of Personal Effectiveness- CoPE, blends activities pupils undertake in their traditional GCSE subjects with investigative activities and skill based projects. There is an emphasis on rewarding pupils for completing challenges and each pupil builds a portfolio of evidence. Pupil experiences together with a set of challenges combine to form the Certificate of Personal Effectiveness. Pupils will be required to keep records and take responsibility for gathering the evidence of the work they have completed.

Assessment

There is no formal examination and all grades are awarded on the standards achieved in the 12 challenges completed. Pupil portfolios of work will be assessed by the class teacher, checked and then externally moderated. Pupils achieving a high standard of work may and progressing at the necessary pace will be entered for the additional Wider Key Skills qualifications.

The course is designed to prepare pupils for a more independent style of learning required once pupils leave school at sixteen. There is also a strong emphasis on the development of key skills required by employers. Pupils will be encouraged to develop a variety of skills including: planning, research, working with others, discussion, problem solving and evaluation of their work.

Career prospects

The CoPE award is relevant for most jobs as it develops your own personal effectiveness.

Link to exam board

<http://www.asdan.org.uk/courses/qualifications/certificate-of-personal-effectiveness-level-1-and-2>



Course outline

The life skills course is accredited to the ASDAN Living independently short course. The course provides opportunities for the learner to develop living skills and how to use them effectively. Each pupil builds a portfolio of evidence recording a range of practical activities. Pupils will be required to keep records and take responsibility for gathering the evidence of the work they have completed.

Assessment

There is no formal examination and all grades are awarded on the standards achieved in the six challenges completed. Evidence of challenges can be recorded as a log or diary, academic work, witness statements, surveys, research, photos, letters or e-mails, powerpoint presentations, charts.

The course is designed to prepare pupils for a more independent style of learning. Topics included in the course are earning and spending money, a place of your own, health and wellbeing, cooking on a budget, practical cooking skills, career management and preparing for work.

Career prospects

The Living independently course is a generic course aimed at improving skills and confidence for the future.



Year 9 Learning Pathways 2020 - 2022

Name: _____

Registration Group: _____

Please follow these instructions carefully before completing this form:

1. Look through the subjects listed, the Careers Wales website and your options booklet to make sure you understand each subject's requirements e.g. is it a GCSE, BTEC or Vocational Course? Does the subject have exams or is assessment based solely on coursework /portfolio development.
2. From the list of subjects below you must pick the three subjects that you would like to study.
3. It is our intention to match your requirements as closely as possible but we **may not always** be able to provide a perfect match for you. Options will be grouped to accommodate the greatest number of pupils choices, therefore, you can also chose two reserve choices. If we can't give you your main choices then you will be consulted over any difficulties that may arise.
4. When you have completed this form please detach it from this booklet and hand it to your form teacher by **Thursday January 30th 2020**.

GCSE Further Additional Mathematics	Level 1/2 Certificate in Hair Services
GCSE Art and Design	GCSE Health & Social Care
GCSE Art – Photography	GCSE History
Level 1/2 Business and Enterprise	Level 1/2 Award in Hospitality and Catering
GCSE Business	GCSE Music
GCSE Computer Science	GCSE Physical Education
Pathways Certificate for IT Users	GCSE Product Design
Level 1/2 Award in I&CT	GCSE Fashion and Textiles
Level 1/2 Award in Constructing the Built Environment	GCSE Science - Triple Award
GCSE Drama	Level 1/2 Award in Sport
Level 1/2 in Engineering	Level 2 Vehicle Technology
GCSE French	Level 1/2 CoPE
Level 1/2 Global Business Communication	Life skills / Basic skills
GCSE Geography	

My choices

Choice 1	
Choice 2	
Choice 3	
Reserve 1	
Reserve 2	

Parental / Guardian Signature _____ Date _____

Pupil Signature _____ Date _____

