



## **St Cyres School**

### MISSION STATEMENT

**S**trive **T**ogether **C**hallenge **Y**ourself **R**ealise **E**veryone can **S**ucceed

Year 8 Options

March 2022

## **Introduction by the Headteacher**

Pupils in Year 8 are about to embark upon a pathway that will develop their knowledge, skills and commitment to lifelong learning. At St Cyres School, we will ensure that the pupils have excellent provision and support during this period.

### **Individual Learning Provision will be provided through:**

- an individual learning pathway which will include your compulsory subjects English, Mathematics, Science, GCSE full course Welsh and GCSE full course RE, core PE and your four option choices
- a wide choice of general and vocational subjects on offer
- opportunities to develop skills and engage in different experiences through the National and Foundation Welsh Baccalaureate and other opportunities such as the Duke of Edinburgh Award Scheme.

### **Learner support will be provided through:**

- a Learning Coach
- personal support for those who may have difficulties with learning
- careers advice and guidance from our independent Careers Wales Advisor.

We know that this can be a challenging time for young people. Therefore, we support and guide our pupils with:

- information assemblies, Parent Teacher Consultations and Options Evenings
- interviews/mentoring with HoY and Deputy Headteacher and our Careers Wales Advisor
- this prospectus which includes a wealth of information you can refer to at your leisure.

I wish you every success in this process and should you have any further queries, please contact Mr R Bruton, Deputy Headteacher [rbruton@stcyres.org](mailto:rbruton@stcyres.org).

Mr P Lewis

Headteacher

## Making the Right Choices

In Year 8, pupils have the opportunity to choose four subjects, which they will study for the next 3 years towards a GCSE qualification, together with English Language and English Literature, Mathematics and Mathematics Numeracy, Science, Welsh, Religious Education, Physical Education and the Welsh Baccalaureate.

Making the right choices needs careful thought and discussion.

When choosing from the courses available, think about the following:

- choose subjects which you enjoy
- choose subjects which your teachers say you are doing well in
- check with the Careers Advisor and the Careers Wales website at [www.careerswales.com](http://www.careerswales.com) that this course will be useful for the job, university course and career you want to follow.

We strongly advise that you do not:

- choose a subject just because you like the teacher
- choose subjects just because your friends have chosen them
- choose a subject simply because it is a new one you have not studied before.

You will choose **four** subjects from the list of available subjects. There are no option columns at this stage so you will have a free choice from the subjects available. The options columns will be formed later, based on the pupils' choices.

Using the google form ( accessed from the school website and explained in the Options Evening pre-recorded presentation video), you will be asked to select your **4** subjects in order of priority (your first choice being the subject you wish to do most).

Each of the subjects will only run if there are sufficient numbers of pupils to make them viable.

## Courses and Qualifications

There is a wide range of subjects that you can choose from.

- Some of the courses are **general courses** and some are **practical/vocational courses**.
- The majority of the courses offered can lead to a Level 2 qualification (GCSE grade \*A - C or the equivalent).
- For some courses there will be a Level 1 qualification (GCSE grade D - G or the equivalent).
- Examples of courses which are practical/vocational and which are very popular and successful at St Cyres School are Business Studies, Food and Nutrition, Health and Social Care, Sports and Coaching Vocational Award and Music Vocational Award. We will also be offering a Performing Arts Vocational Award this year. Most of the above courses are available at A Level and many of our pupils go on to study these subjects at degree level.

- For those pupils for whom GCSE is not a suitable examination, we offer a limited number of courses leading to the **Entry Level Award** e.g. Independent Living, Humanities pathway.

## Welsh Bacallaureate Diploma

At the heart of the Welsh Bacallaureate lies the Skills Challenge Certificate which is made up of 4 components each aimed at developing a range of core employability skills and experiences.

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

Success in each of these areas will give the pupils a **GCSE** known as the **Skills Challenge Certificate** and this will be graded.

Pupils who are successful in achieving the Skills Challenge Certificate can go on to achieve the full Welsh Bacallaureate qualification by also passing their GCSE Maths, English and 3 other GCSE's.

## Key Dates

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|-------------------------|---|
| <b>17 February 2022</b> | <b>Pre recorded Options Presentation by Mr Lewis, Mr Bruton and Mr Morris accessible on the website</b> |
| <b>1 March 2022</b>     | <b>Year 8 Options' evening</b>  |
| <b>10 March 2022</b>    | <b>Parents' evening</b>   |
| <b>15 March 2022</b>    | <b>Deadline for entering options via Google Forms</b>   |

The options process for Year 8 should be completed by the end of March and confirmation information will be shared with pupils who have been successful in their option choices. Mr Bruton and Mr Morris will support individual pupils who may need to choose another option.

## Subjects Offered

<ul style="list-style-type: none"><li>● Art and Design</li><li>● Applied Business Studies</li><li>● Computer Science</li><li>● Construction and the Built Environment *</li><li>● Digital Technology (IT)</li><li>● Drama</li><li>● Engineering *</li><li>● Financial capability and Careers Development (Level 2 certificate)</li><li>● Food and Nutrition</li><li>● French</li><li>● German</li><li>● Geography</li><li>● Health and Social Care</li><li>● History</li><li>● Humanities Pathways (pathway/entry level qualification)</li></ul>	<ul style="list-style-type: none"><li>● Independent Living (pathway/entry level qualification)</li><li>● Media Studies</li><li>● Music (GCSE and Vocational Award)</li><li>● Performing Arts Vocational Award</li><li>● Photography</li><li>● Product Design*</li><li>● Separate Science</li><li>● Sociology</li><li>● Spanish</li><li>● Sport &amp; Coaching Principles (GCSE and Vocational Award)</li><li>● Textiles</li><li>● Work Skills</li></ul>
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\* cannot be taken together

## **Art and Design GCSE**

Art is a subject that has more cross-curricular links than any other. Art lessons can investigate periods in history, geographical locations and cultural differences to explore why artwork has been created and what it means to different groups of people. You will observe things around you and through the study of art and design; you will learn to be inspired by the natural and manmade world. You will develop a vocabulary of visual language and methods of 'reading' images where imagination and self-expression is vital. If you want to pursue a career related to art and design, then this course is essential to help you access the curriculum at a higher level.

The GCSE course is built around four areas of creative study: Drawing, Painting, Printmaking and Ceramics, but if relevant pupils have the opportunity to specialise in a specific area of interest as the course progresses. These could include Digital Design, 3D Sculpture, Photography or Textile Art. A prerequisite of the course will be an Art Pack of basic materials including an A2 folder, A4 sketchbook and watercolours that can be purchased at cost price from school.

There is an emphasis on drawing skills and pupils will be expected to further develop their use of the visual elements of Art and Design, i.e. line, colour, tone, form, shape, pattern and texture, through work both in and out of school. Written evaluation of practical work is also essential to demonstrate knowledge of artists' work and understanding of technical processes.

By the end of the course pupils will submit one coursework project (60%) and an examination project (40%). Both projects will include preparatory studies and a final piece. This work should demonstrate an ability to apply a variety of artistic techniques and uses of media as well as make relevant links to the work of other artists. The examination project takes place over ten weeks in the Spring Term of Year 11, in addition ten hours is allocated for the completion of a final piece under examination conditions.

## **Business Studies GCSE**

This GCSE specification in Business will enable learners to:

- actively engage in the study of business to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply business knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate a range of perspectives on the impacts of business on wider society
- consider the extent to which business activity can be ethical and support sustainable development
- develop and apply quantitative skills relevant to business including using and interpreting data
- apply and relate knowledge and understanding to real enterprise and business opportunities, decision making and scenarios.

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners 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.

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

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

### **Assessment**

Unit 1 - Business World is a written examination (62.5%)

Unit 2 - Business Perceptions is a written examination (37.5%)

## **Computer Science GCSE**

Computing is of enormous importance to the economy. The role of computer science as an 'underpinning' subject across science and engineering is rapidly growing. Young people need to develop skills that will enable them to pursue a career in Computer Science and/or help them gain valuable life skills such as innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity. A good grounding in Computer Science will teach young adults how to deal with change and play an active and effective role in the digital world.

A course in Computer Science offers students a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes. Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs.

The course is divided into 3 units:

### **Understanding Computer Science**

This is a 1.5 hour examination aimed at assessing your understanding of the theory behind Computer Science.

### **Computational Thinking and Programming**

This is a 2 hour practical examination to assess the practical application of knowledge and understanding through a series of on-screen tasks. These on-screen tasks will require students to demonstrate skills in greenfoot, understanding algorithms and HTML code.

### **Software Development**

This is assessed through a 15 hour practical controlled assessment where students will develop a piece of work using programming software following a task brief issued by the exam board



## **Constructing the Built Environment**

The WJEC Level 1/2 Award Construction course is made up of two distinct sections, theory and practical. The course is aimed at providing the students with the basic skills necessary to allow them access to the Level 3 college course or an apprenticeship. During the course the students will familiarise themselves with the legal requirements of health and safety and how they impact upon the construction industry. They will consider the risks to health and safety in different situations and how these risks can be minimised. Along with the theoretical knowledge the students will also acquire practical construction skills within a realistic context. The students will choose three practical skills from the following list:

- Wood
- Brick
- Plaster
- Decorate
- Tiling
- Electrical
- Plumbing

## **Digital Technology GCSE**

GCSE Digital Technology is a fantastic course that updates and improves on ICT to allow you to learn how to use professional software at an expert level; you'll be doing everything from developing websites and animation to building a full-on digital marketing campaign for social media. It's the qualification you take if you'd like to learn the Adobe suite, if you think that being able to produce digital content in a professional way is something you'd like to be able to do or if skills in the use of ICT will be important to your future.

This qualification suits any career path where having ICT skills would be a benefit; students often go into careers in tech, business, graphic design and even digital marketing. Subjects that pair well are Computer Science, Business, and the creative subjects such as Art, Media and Engineering.

This qualification is assessed through two practical NEA units worth 60% of the overall grade, with an on-screen written exam worth 40% where you'll be learning all about the value of digital technology in the modern world including the impact of these systems on society and even how to secure these systems from cyber threats.

You will be given access to the full Adobe suite of applications, which you can also install at home, for the length of the GCSE and be taught skills that are not only relevant, but contemporary and important in the real world. Digital technology is a new and exciting way of developing your ICT skills whilst using industry standard software; we're excited to deliver it and would love to see you in our classroom next year.

## **Humanities Pathways, Entry Level Award.**

Many pupils enjoy some topics from History and some topics from Geography. The Humanities Pathways course allows the pupils to do this. The course also allows the teachers to create lessons linked to the interests of the pupils. Pupils will demonstrate their progress through written and oral work, posters, Powerpoint presentations, storyboards, interviews, surveys and questionnaires, map work and videos.

The Humanities Pathways covers 6 topics:

- Hitler's Germany
- Life in the 1960s
- Historical change over time
- Fragile Environments
- Volcanoes, Earthquakes and Tsunamis
- Renewable Energy

There is no exam with this subject. Pupils will build up credits through the work they do in lessons. This will lead to an Award or Certificate.

## **Drama GCSE**

GCSE Drama is all about learning how to perform in various styles. You learn about different performing styles as we look at practitioners and genres. You will have the opportunity to create and perform your own work as well as study plays written by others. The course is heavily practical with written work that relates to the practical work that you have done or witnessed. There are many opportunities to experiment with the technical side of Drama by operating the lighting and sound equipment within the studio for your own and other people's work.

**Unit 1** is an internally assessed unit. You have to choose a performance style and devise a piece based on a stimulus. There is some written work in this unit including an evaluation of your performance and log book of your process. This is 40% of the GCSE and usually takes place towards the end of Yr10 and we perform the piece early on in Yr11.

**Unit 2** is an externally assessed unit. You have to perform in a contrasting style to unit 1 and a visiting examiner comes to watch and mark the performance. For this unit you are only marked on the performance. Unit 2 counts for 20% of your GCSE and will take place in Yr11.

**Unit 3** is a written exam. The paper is split into two sections. Section 1 asks a range of questions relating to a play we have studied in class. Section 2 is a live theatre review. This means that you have to have seen a piece of live theatre in order to answer the exam question.

## Engineering GCSE

This course will provide exciting opportunities for those who wish to take a 'high tech' approach and have an interest in engineering or making things work. The Engineering course will also provide pupils with the essential skills needed for the A Level Design Technology course in Years 12 and 13.

Pupils will design and use control technological systems such as: mechanisms, electronics, pneumatics and microprocessor (computer) control. There will also be a strong 'making' element using resistant materials. Examples of projects are: interactive advertising displays, electronic alarm systems; modelling the working of automatic systems; programming robots to complete tasks.

In Years 9 & 10 pupils will explore the above areas through small modular projects and develop their skills and knowledge of Engineering.

In Year 11 pupils will complete a Controlled Assessment Task. Pupils will design and make a project of their choice in class time. The Controlled Assessment Task will account for 50% of their final grade. During the summer term pupils will sit a theory exam based on their subject knowledge. The summer exam will account for the remaining 50% of their final grade.

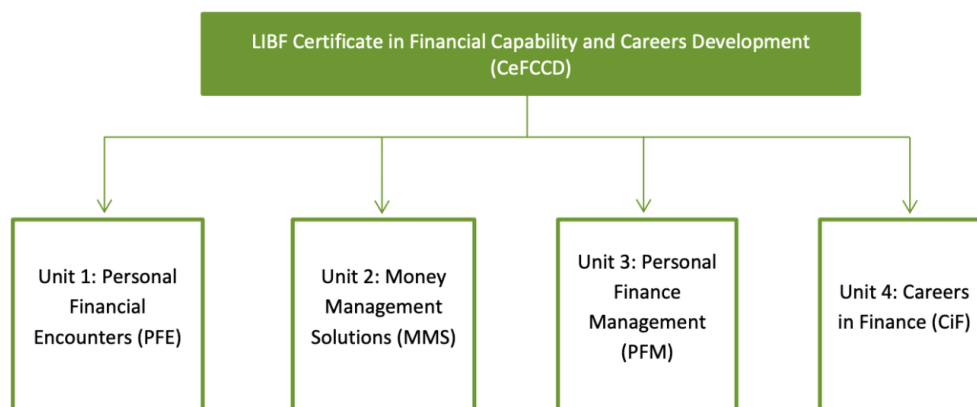
## Financial Capability and Careers Development (Level 2 certificate)

The LIBF Level 2 Certificate in Financial Capability and Careers Development (CeFCCD) provides you with a strong basis for further study in finance-related fields such as Accountancy, Business Studies and occupation-specific qualifications within financial services. It helps you engage with finance-specific knowledge and understanding by relating it directly to your own personal financial decision making, whilst providing an insight into a range of career opportunities within the financial services industry and the further training and study that will support these aspirations.

CeFCCD develops your knowledge of the practical and legal constraints on the sources and uses of money, the methods of organising your money through personal budgeting, the considered use of appropriate bank and building society accounts and the concepts and consequences of overspending or payment default.

The qualification is particularly suited to many of the apprenticeship opportunities within the Business, Administration and Law sector where an appreciation of the concepts of banking, taxation and money management are core skills in many roles. It complements or provides progression to further study in other vocational areas that will be aided by greater financial awareness in managing the finances of employment, self-employment or trade. The qualification develops your ability to manage your own personal finance in an effective manner.

Assessed through four online multiple choice assessments as and when you are ready. This qualification not only gives you the grounding for a career in finance it gives you the flexibility to work at your own pace. The qualification will be graded A\*-C. Students must pass all four units to achieve the award.



## Food and Nutrition GCSE

Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition. It allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course is divided into two parts. In **The Principles of Food and Nutrition** pupils will learn about Food commodities; Principles of nutrition; Diet and good health; The science of food; Where food comes from; Cooking and food preparation. During the course the pupils will develop their knowledge and understanding and will have the opportunity to develop technical skills through carrying out practical and experimental work. *This will be tested in a written examination.*

In **Cooking and Nutrition in Action**, pupils will complete two assessments that are set by WJEC. These will be a **Food Investigation** and a **Food Preparation** assignment. Pupils will complete this in class in an allocated number of lessons.

## French GCSE

The vast majority of pupils in Europe are required to learn a foreign language in Key Stage 4 and 5, and whereas this is not the case in Wales, our pupils clearly need to consider very carefully the importance of being able to compete in the job market with those who have studied one, *often two and sometimes* three foreign language(s). A GCSE in a Modern Foreign Language at either Higher or Foundation Tier is always very highly regarded by universities and employers alike. It will help you to develop your linguistic and communication skills both in the language you are learning and in English as well. It will also help you to build your confidence.

The course comprises four units: Unit 1 – Speaking; Unit 2 – Listening; Unit 3 – Reading; Unit 4 – Writing (each unit is worth 25% of the overall GCSE and is examined at the end of Year 11. There is no coursework element).

The 4 units will cover the following topics:

- Youth culture, including technology, social media, music and fashion
- Lifestyles, including relationships, health and fitness, entertainment
- Customs and Traditions, including food and drink, special celebrations
- Home and Local Area, including travel and transport
- The Wider World, including holiday and tourism
- Global Sustainability, including environmental issues
- Studies and School Life
- Employability and Future Plans

You will be using a wide array of tools, including textbooks, websites, interactive apps, videos, dictionaries, etc.



## German GCSE

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- **Home and Local Area**, including travel and transport
- **The Wider World**, including holiday and tourism
- **Global Sustainability**, including environmental issues
- **Studies and School Life**
- **Employability and Future Plans**

You will be using a wide array of tools, including textbooks, websites, interactive apps, videos, dictionaries, etc.

## Geography GCSE

The study of Geography provides pupils with a 'sense of place' by studying the processes which create patterns across the earth's surface. Through Geography pupils acquire skills in map work, fieldwork, ICT and enquiry in order to study both the human and physical environment at a range of scales ranging from local to global. Through a developed understanding, pupils are able to make critical and informed judgements on a range of issues which exist in the world in which we live.

The course is divided up into units: **Unit 1: Changing Physical and Human Landscapes –**

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

**Option Theme 3** - Tectonic Landscapes and Hazards. In **Unit 2** pupils will study **Environmental and Development Issues: Core Theme 5** - Weather, Climate and Ecosystems; **Core Theme 6** - Development and Resources Issues; **Option Theme 7** - Environmental Challenges.

Pupils will also complete a **Fieldwork Enquiry as a controlled assessment**. This 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.

Pupils will go on two compulsory field trips to contrasting environments e.g. one to a rural/ urban environment. The Department runs a residential optional trip to the Bay of Naples in Italy (Easter 2020) some of the activities we take part in include a visit to the Amalfi Coast, Herculaneum and Vesuvius visits and tour. This trip deepens the learning principles within the classroom but gives the pupils an opportunity to visit a geographically active region of the World.

## **GCSE in Health and Social Care, and Childcare**

The WJEC GCSE in Health and Social Care, and Childcare equips learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

Can be studied as a single option or double GCSE.

### **Single Award (One option column)**

Unit 1 - Human growth, development and well-being - Written examination

Unit 2 - Promoting and maintaining health and well-being - Non-exam assessment

### **Double award (Two option columns)**

You will study Units 1 and 2, plus

Unit 3 -: Health and social care and childcare in the 21st century which will be assessed through a written exam.

Unit 4 - Promoting and supporting health and well-being to achieve positive outcomes

Both units look at Obesity, child poverty, dementia as well as other current issues.

## History GCSE

Many pupils will want to continue to study History for the enjoyment and enlightenment the subject provides. It is our aim that the stories and characters from the past will be brought to life. We therefore use a wide variety of learning strategies in lessons, including debates, mock trials, ICT, group work and other active and interactive methods. Pupils will be given opportunities in each History lesson to develop their historical and key skills. They will feel confident of success in their examinations as they take advantage of our in-house revision guides, revision sessions, use of iTunes U courses and a thorough revision programme. An optional educational visit to Belgium will enhance the studies of those who choose to take up this opportunity.

The GCSE History syllabus allows pupils to study the history of the Twentieth Century.

**Depression, War and Recovery c. 1930-1951** focuses on the causes of the Depression in Britain, life during the Depression, examining how Britain prepared for the Second World War, the growing importance of radio and cinema, consideration of the impact of the war and how life changed in Britain after the war. *This unit is assessed through a 1 hour examination paper worth 25% of the final GCSE grade.*

**The USA, c. 1910 – 1929** focuses on the positive aspects of the Roaring Twenties, such as the dances, music, films and crazes, but also the negative aspects, such as crime, racism, the Ku Klux Klan and gangsters like Al Capone. *This unit is assessed through a 1 hour examination paper worth 25% of the final GCSE grade.*

**Changes in Crime and Punishment, c. 1500 to the present day** focuses on the main causes and types of crime such as vagrancy, smuggling, computer crime and violent crime; law and order; methods of punishment such as transportation, execution and imprisonment. *This unit is assessed through a 1 hour 15 minutes examination paper worth 30% of the final GCSE grade.*

**The Controlled Assessment** focuses on the condition of the trenches during the First World War and considers whether conscientious objectors were wrongly labelled as cowards. *The unit is controlled assessment worth 20% of the final GCSE and completed in class.*

## **Independent Living**

The Independent Living programme is ideal for students working at Entry Level who require a personalised approach, designed to meet their individual needs. Students can study a range of units to develop vocational skills such as preparing for work and work placements whilst the independent living units will help them to manage money, go shopping and undertake basic food preparation as well as using public transport. It will also help them develop personal, social and communication skills.

Units covered in Year 9 include:

- The Family
- Planning a journey
- Food, preparation, cooking and serving
- Myself within the community
- Introduction to plant care

All units can be studied at Entry Level 1, 2 and 3, with some units offered at Level 1.

## Media Studies GCSE

Media Studies GCSE seeks to combine theory and practical work. It is designed to enable pupils to become active, critical consumers of the media; something we feel is essential in the media-driven world of the 21st century.

Over the three years of the course, students cover topics of real relevance to them and their lives, studying subjects as diverse as the impact of celebrity culture and social media on audiences and the effects of new technologies on media industries and organisations. The course is made up of three Units; two externally examined units and one non-examination assessment unit.

Students study elements of radio and TV, cinema, advertising, news media, video gaming and the music industry. They will have the opportunity to develop a range of skills through studying a variety of media platforms, including: research and data handling, photography, filming, editing, sound recording, report writing and presentation skills.

**40% of the course** is non-examination assessment consisting of research, planning, the production itself and an evaluation e.g. create the front cover, contents page and one additional page for a new magazine in any genre aimed at teenagers **or** film a 2-minute sequence from a specific genre film aimed at a mainstream 18-30 year old audience.

There are **two examination units** which are worth **30%** each. The examination units explore the relationship between media industries, media texts and their audiences through the key concepts of representations, genres and narratives. Pupils are encouraged to become critical thinkers and consider issues such as the purpose of a text and the ideology behind it.

Where possible we ensure the texts we use are contemporary and relevant to the pupils, for example, looking at key aspects of Hollywood as an industry through exploring a multi-media franchise such as 'The Hunger Games' or 'Star Wars' or examining modern Welsh representations through analysis of 'Educating Cardiff' and considering whether the representations are in any way realistic.

## Music GCSE

Music is all around us. It has a huge influence upon our moods and emotions and stimulates and excites us in many ways. Studying music has many benefits, some subject related and others more general skills that will aid in lifelong learning. When studying GCSE Music pupils will be involved in a large amount of practical activity which will involve performing and composing music; listening to features in music; developing creative skills; developing analytical skills; making decisions; working in teams; developing communication skills.

The course is a thorough and practical study of Music through Performing, Composing and Listening/Appraising focussing upon the following 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 is split into 3 units: Performing, Composing and Evaluating.

**Unit 1: Performing - Section A:** A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. 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. Total duration of the performances: 4-6 minutes. **Section B:** A programme note for one of the pieces chosen for performance forms part of the assessment and is linked to an area of study.

**Unit 2: Composing** - Learners will compose two compositions, one of which must be in response to a brief set by WJEC. The total duration of the compositions is to be 3-6 minutes. An evaluation of the piece composed then will be completed in response to a brief set by WJEC.

**Unit 3: Appraising** - This unit is assessed via a listening examination which lasts 1 hour. There are eight questions in total, two on each of the four areas of study listed above. Two of the eight questions are based on prepared extracts set by WJEC.

*As part of the course you would be expected to participate in the extra-curricular activities.*

## **Music Vocational Award**

### **What does the qualification cover?**

This course allows you to engage with the music industry and develop a range of relevant practical and technical skills. If you enjoy the music technology aspects of music but do not perform on an instrument you can still access this course. You will explore music product development and events management, and apply your knowledge in new and practical industry-related contexts. This is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about the music industry and enjoys music technology.

You will study the following two mandatory units, covering the fundamental knowledge, skills and understanding required for the music sector:

- the music industry
- managing a music product.

You will then choose a further two units based upon your personal interests from the following list;

- introducing live sound
- introducing music composition
- introducing music performance
- introducing music recording
- introducing music sequencing

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

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on. For the assessment for Unit 1 which is sent away to be marked, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

### **Where will this take me?**

The sector-specific knowledge and skills will support progression to a Level 3 academic, applied general or technical level music or music technology qualification, or to an apprenticeship.



## Performing Arts Vocational Award

Do you have a passion for performance? Are you a budding actor, dancer or musician? Do you want to discover more about the fantastic roles behind the scenes – from costume design and make-up, to set design and lighting? If so, this is the qualification for YOU!

### Unit 1: Performing

You will learn how to create and refine your own original work in performing arts, such as choreography, designing costumes or composing music. You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea.

This unit can be completed through any of the following disciplines: **Drama, Music, Music Technology** or **Musical Theatre** (which may incorporate **dance**).

### Unit 2: Creating

You will learn how to create and refine your own original work in performing arts, such as **choreography, designing costumes, composing music** or **designing sets** to name a few.

This unit can be completed through any one of the following disciplines: Devised drama, Choreography, Composition, Composition using technology, Costume design, Lighting design, Make-up and hair design, Set design, Sound design.

### Unit 3: Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea.

HOW WILL I BE ASSESSED?

You will be assessed through **project work**.

For Units 1 and 2 you will undertake projects (not exams) in response to briefs. The project for each Unit will take 10 hours and be worth 30% of

your qualification. For each one you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and will need to undertake a number of tasks.

### **What skills will you develop?**

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

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management.

## Photography GCSE

GCSE Photography allows pupils to develop their visual language and critical understanding, they will explore a number of artists and photographers and apply techniques used to their own photographic outcomes. During the course pupils will learn how to use DSLR cameras and how to develop their practical photography skills. In addition to this they will develop their understanding of the work of others through analysis of imagery as well as critically evaluating their own work and the work of others.

Pupils will be taught how to use industry standard software and given opportunities to develop creative outcomes through still and moving images, this includes the development of gif and video. They will also be given the tools to develop their work using the iPad as well as using the Photography Mac Suite.

Pupils will have an initial introduction to photography through a year of workshops, where they will build an understanding of the technical aspects of photography as well as support to develop the written element of the course. During Year 10 pupils will work independently to develop a personal project with the guidance of their teacher and Year 11 will conclude with an externally set task.

The course is primarily delivered on a digital platform and pupils ICT skills will be developed to an industry standard.

**Coursework Project** – Pupils will need to develop a workshop portfolio and a Personal Project portfolio. A final outcome will be created in response to research conducted throughout the personal project.

**Externally Set Task** - Pupils will be issued with an exam paper in January of Year 11 where they have 10 weeks to develop a portfolio exploring their chosen question. Pupils will then create an outcome to demonstrate their ability to respond to a given brief within a 10-hour exam.

**Equipment** - Pupils must provide their own DSLR camera and purchase expendable materials. Assistance can be made with both purchase and choice. Understanding photographic equipment and digital technologies is an important part of the course.

## **Product Design GCSE**

This course is suited to pupils who are interested in analysing and designing the products of the future. You will need to be creative, enjoy designing, be interested in how things work and be prepared to write critically in order to evaluate your ideas. The Product Design course will also provide pupils with the essential skills needed for the A Level Design Technology course in Years 12 and 13.

Pupils will learn CAD (Computer Aided Design) skills, hand sketching techniques, modelling skills and more traditional practical workshop skills. They will be expected to develop their CAD and hand drawing skills at home in order to become fully competent. Examples of projects are: Passive amplifier design, Alessi inspired CAD/CAM project and a Laminated lighting project.

In Year 9 pupils will develop their design and making skills through small projects that run alongside and compliment theory work. ( A theory exam accounts for 50% of the final grade in year 11).

In Year 10 pupils will be given the opportunity to develop their own design style whilst still working on small individual projects and group work. They will become more confident in their designing and workshop skills and will test their theory knowledge by answering GCSE questions.

In Year 11 pupils will complete a Non Examined Assessment Task. (NEA). Pupils will design and make a project of their choice. Whilst practical work will be completed in class, supporting folio work can be completed at home as well as school. The NEA will account for 50% of their final grade. During the summer term pupils will sit a theory exam based on their subject knowledge. The summer exam will account for the remaining 50% of their final Grade.

## **Separate Science 3 GCSEs**

If you are passionate about Science and intend to study Biology, Chemistry or Physics at A Level then you should certainly consider selecting the Separate Science option.

It is a demanding course and you will need to be on track to achieve a Level 7 in Science at the end of Key Stage 3. Level 6 or 7 in Mathematics and English are also advantageous to support attainment in this challenging course. You will also need to perform well in the end of year 8 exams. Studying Separate science provides you with the opportunity to gain three distinct GCSEs – in Biology, Physics and Chemistry and will help you to determine which field to specialise in. Speak with your current Science teachers before you make your decision.

This GCSE qualification in Separate Science - Biology, Chemistry and Physics offers assessment at foundation and higher tier. In most cases, we would expect candidates to be assessed within the same tier. Exceptionally, it may be appropriate to enter some candidates for a combination of higher and foundation tier units. Students will be expected to sit three written examinations in the summer of Year 10; B1/C1/P1 contributing to 45% of the final cash in. They will then sit a further three written examinations at the end of Year 11; B2/C2/P2 contributing a further 45%. The final 10% of each Separate Science qualification consists of a practical experiment and exam that will be sat in the spring of Year 11.

Studying GCSE Separate Science 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. Students 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.

**B1: CELLS, ORGAN SYSTEMS and ECOSYSTEMS**

**B2: VARIATION, HOMEOSTASIS and MICRO-ORGANISMS**

**C1: CHEMICAL SUBSTANCES, REACTIONS AND ESSENTIAL RESOURCES**

**C2: CHEMICAL BONDING, APPLICATION OF CHEMICAL REACTIONS AND ORGANIC**

**CHEMISTRY**

**P1: ELECTRICITY, ENERGY and WAVES**

**P2: FORCES, SPACE and RADIOACTIVITY**

## **Sociology GCSE**

The study of Sociology is about how people act and why they behave the way they do. Sociologists aim to explain the differences in human behaviour – why people in one country do things differently to those in another, or why our behaviour can change radically over time. Sociology is, therefore, a subject for people who are interested in people and in human behaviour.

The Sociology qualification can help to gain access to a wide variety of careers including law, journalism, social work, the police, probation services and medicine.

The course is divided into 2 units which are assessed through examinations:

### **Unit 1 – Understanding Social Processes worth 50% of qualification**

Students will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings.

Unit 1 covers the following topic areas:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

### **Unit 2 – Understanding Social Structures worth 50% of qualification**

Students will enhance their awareness of the social world through an examination of social structures and their influence on human behaviour.

Unit 2 covers the following topic areas:

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

## Spanish

The vast majority of pupils in Europe are required to learn a foreign language in Key Stage 4 and 5, and whereas this is not the case in Wales, our pupils clearly need to consider very carefully the importance of being able to compete in the job market with those who have studied one, often two and sometimes three foreign language(s).

A GCSE in a Modern Foreign Language at either Higher or Foundation Tier is always very highly regarded by universities and employers alike. It will help you to develop your linguistic and communication skills both in the language you are learning and in English as well. It will also help you to build your confidence.

The course comprises four units:

**Unit 1 – Speaking;**

**Unit 2 – Listening;**

**Unit 3 – Reading;**

**Unit 4 – Writing**

Each unit is worth 25% of the overall GCSE and is examined at the end of Year 11. There is no coursework element.

The 4 units will cover the following topics:

- Youth culture, including technology, social media, music and fashion
- Lifestyles, including relationships, health and fitness, entertainment
- Customs and Traditions, including food and drink, special celebrations
- Home and Local Area, including travel and transport
- The Wider World, including holiday and tourism
- Global Sustainability, including environmental issues
- Studies and School Life
- Employability and Future Plans

You will be using a wide array of tools, including textbooks, websites, interactive apps, videos, dictionaries, etc.

## **WJEC Level 1/2 Vocational Award in SPORT AND COACHING PRINCIPLES**

WJEC Vocational Awards are designed primarily for 14-16 year old learners in a school or college environment and can be delivered alongside GCSEs and other Level 1/2 qualifications as part of the Key Stage 4 curriculum. They offer exciting and interesting experiences that focus learning for 14-16 year-olds through applied learning. The qualifications are devised around a 'plan, do, review' approach to learning, where learners are introduced to a concept, carry out activities and review outcomes and learning.

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into sports performance and coaching. It is designed to develop independent learners that can make informed decisions about further learning opportunities or continue into related career choices. Learners develop both a critical and analytical approach to problem solving whilst gaining an understanding of sports performance, fitness and coaching principles.

The qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify actions plans to develop physical fitness for sport or health, and how to coach different groups with different needs. The knowledge and skills gained provide a clear grounding within the sport and sports coaching sectors for those learners that may choose a career in sport, leisure, fitness instruction and coaching.

The WJEC Vocational Award in Sport and Coaching Principles is made up of three mandatory units:

Unit 1	Improving Sporting Performance
Unit 2	Fitness for Sport
Unit 3	Coaching Principles



## **Fashion and Textiles GCSE**

Fashion and Textiles is a creative and varied GCSE which is assessed via a written exam paper worth 50% of the qualification with the remaining 50% comprising a coursework project. The course will suit those with an interest in textile design who enjoy making products out of fabric. Students will develop their practical and creative skills by exploring a series of design and make projects throughout year 10. They may need to provide fabric for some of these. Students will also learn about how fabrics are made, how they are manufactured into different products and some of the global issues associated with this process along with modern and technical advances in textile design. Much of the theoretical content is taught alongside practical based focus tasks.

**Unit 1 – written paper 50%** Pupils will be assessed on their knowledge and understanding of fabrics and fibres, fabric finishes, smart and technical materials, colour and design, construction and decorative techniques, fashion designers, the fashion industry, environmental and ethical issues associated with the industry and via a series of product analysis based questions. The exam takes place in year 11.

**Unit 2 – NEA project 50%** Pupils will complete a design and make task set by the exam board. The briefs are designed to be broad enough to suit the diverse interests of textile candidates and can be interpreted to suit their particular interests. The tasks all involve research, designing, making and evaluating and will take the form of a sketchbook, digital portfolio and finished product. The majority of this work is completed in year 11.

## **BTEC Level 2 Extended Certificate in Work Skills**

The BTEC Workskills qualification will develop and support the employability skills of learners. The programme is flexible with a range of units available for learners to study so that we can ensure we tailor the course around the needs of the learners. The qualification develops discrete skills such as applying for jobs, developing interview techniques and working within teams to ensure the pupils have a realistic learning experience that emulates the 21st century workplace. Within this qualification you will:

- develop skills that are valued by employers and are in demand in the workplace
- develop knowledge related to employability and the workplace
- embrace the 21st century workplace and build a career plan
- achieve a nationally recognised qualification that prepares you for employment