



St Cyres School

MISSION STATEMENT

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

Year 8 Options

2019

Introduction by the Headteacher

Further to my letter dated 6th December 2018, you will be aware that pupils in Year 8 are about to embark upon a pathway that will develop their knowledge, skills and commitment to lifelong learning. You will also be aware of the rationale for bringing in this process a year earlier than we have done in previous years.

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 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 new 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 with Learning Coaches 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 P Lewis, Deputy Headteacher, on 02920 708708.

Dr J P Hicks

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 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 online system (which will be explained in the Options Evening on 15th January 2019), you will be asked to select your **4** subjects in order of priority (your first choice being the subject you wish to do most). You will also be asked for **1** reserve option.

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, Catering, Health and Social Care and Vocational Science. These 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**.

Welsh Baccalaureate Diploma

At the heart of the Welsh Baccalaureate 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 Baccalaureate qualification by also passing their GCSE Maths, English and 3 other GCSE's.

Key Dates

15 January 2019 Year 8 Options Evening

24 January 2019 Year 8 Parents' Evening

30 January 2019 Deadline for entering options via SIMS Options Online

The options process for Year 8 should be completed by the end of March and confirmation letters will be sent by email to those pupils who have been successful in their options choices. Mr Lewis (Deputy Head) and/or Mr Flynn will interview individual pupils who may need to choose another option.

Subjects Offered

- | | |
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| <ul style="list-style-type: none">● Art and Design● Applied Business Studies● Business Administration● Children's Care, Play, Learning and Development● Computer Science● Construction and the Built Environment● Drama● Engineering● Food and Nutrition● French● German● Geography● Health and Social Care● History● Hospitality and Catering● Humanities Pathways | <ul style="list-style-type: none">● Information and Communication Technology● Media Studies● Music● Personal Finance● Photography● Product Design● Religious Studies● Separate Science● Sociology● Spanish● Sport & Coaching Principles● Textiles● Tourism● Welsh Full Course● Work Skills |
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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 learn to 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 three areas of study: Drawing, Painting and Ceramics, but if relevant pupils have the opportunity to specialise in a specific area of interest as the course progresses. These could also include Printmaking, 3D Sculpture, Lens and Light Based Media or Textile Art.

Pupils will be expected to further develop their understanding and use of the basic elements in Art and Design, i.e. line, colour, tone, form, shape, pattern and texture, through work both in and out of school. A prerequisite of the course will be an A2 folder and A4 sketch book that can be purchased at cost price from school.

By the end of the course pupils will submit one full project and select the best examples from other project work; which will include preparatory studies and a final piece. This work should demonstrate the pupil's ability to apply a variety of approaches and uses of media as well as historical or cultural research into the work of other artists. This selection of work is called a Portfolio and will be submitted for final GCSE assessment. In addition, ten hours is allowed for completion of a final task under examination conditions.

Applied Business Studies GCSE

This course will enable pupils to actively engage in the study of business and to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Pupils will look at issues in a national, local and international context and develop an understanding of the different stakeholders involved in business. Pupils will also learn about the extent to which businesses can be ethical and sustainable.

The subject is divided into two sections:

Business and its Environment

You will look at the ways in which businesses sell their products, how they choose locations, how they introduce and use new technology and how they might try to produce goods and services competitively without harming the environment.

This unit is assessed through a controlled assessment in Year 11.

Business Finance

This unit provides an introduction to decision-making and business finance. You will look at how businesses can measure their performance through accounts and 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.

This unit is assessed through a written examination in Year 10.

Pupils who have completed the examination satisfactorily will have the opportunity to study towards a qualification in Personal Finance

Business Administration Level 1 Award and Certificate

This course will enable students to build skills that are invaluable in the world of work. Students will be assessed in their ability to perform tasks both on the computer and in a simulated office environment. These skills will help develop student's confidence in working accurately on a computer, dealing with customers and becoming organised.

There are no examinations. Assessment is mainly in form of the teacher writing a statement explaining that they have observed the student demonstrate the necessary skills. The course has been designed to allow the student to work at his/her own pace and can be tailored to meet individual needs.

The compulsory units are:

- Working in business – teamwork, using a voice mail, photocopier, scanner.
- Understanding formal documents, producing an email and letter.

Optional units are:

- Making and receiving phone calls
- Welcoming visitors
- Handling mail

Level 2 Children's Care, Play, Learning and Development

This qualification is aimed at individuals working in the Children's Care, Play, Learning and Development sector or those wishing to work in the sector. The qualification covers the core knowledge and understanding of the Early Years and Childcare Induction Framework for Wales and allows learners to progress into employment or level 3 qualifications.

The course contains 5 mandatory units which are

- Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age)
- Health Well-Being, Learning and Development
- Professional Practice as an Early Years and Childcare Worker
- Safeguarding Children
- Health and Safety in Children's Care, Play, Learning and Development

Assessment is largely coursework/controlled assessment based and is comprised of 20 % External Assessment - Examination and 80 % Internal Assessment.

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

Computational Thinking and Programming

This 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 BTEC Level 2 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

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 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 Year 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.

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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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 fieldtrips 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 give 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 however, only the single award is being offered.

Single Award

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

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

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.*

Research an Aspect of World War I at Home and Abroad focuses on the impact of the First World War on the lives of women and considers whether Haig and other First World War generals were really incompetent butchers. *The unit is controlled assessment worth 20% of the final GCSE and completed in class.*

Hospitality and Catering Level 2 Award

The specification is designed to give pupils an opportunity to extend and apply their skills and knowledge of the catering industry within a variety of contexts. It will concentrate on the main areas of food production and food service as an introduction to the catering industry. The specification provides progression opportunities both directly into employment and to further learning opportunities within employment, or to further study. A range of life skills are learnt by pupils in an exciting way.

Pupils will learn in theory lessons about the Catering Industry, Health Safety and Hygiene, Food Commodities, Nutrition, Healthy Eating and Special Diets. *This unit is assessed through a written examination.*

In practical lessons pupils will learn about food preparation, methods of cooking, culinary terms and how to present foods. *This unit is assessed through two practical tasks.*

Task 1 will be based on producing dishes containing dairy products

Task 2 will be based on international cuisine

Pupils have to plan and prepare a two course meal

This is a practical based subject and pupils can expect and must be prepared to cook every week.

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.

Information and Communications Technology GCSE

A course in Information and Communication Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing information and communication systems in a wide range of contexts relating to their personal interests. Information and Communication Technology develops your capacity for imagination, innovation, creativity and independence.

The Information and Communication Technology course followed at St Cyres has been chosen to equip students with the core skills required both inside and outside the classroom. Whichever career path you choose to follow you will effortlessly meet ICT on a very large scale and GCSE ICT will enable you to survive in this technological age.

Unit 1 Understanding ICT – External Examination - This examination paper will assess the requirements of the Key Stage 4 Programme of Study for Information and Communication Technology and the functional elements of ICT in a home and school context.

Unit 2: Solving Problems with ICT - Controlled Assessment - This controlled assessment consists of a portfolio of work which shows candidates' attainment in obtaining and interpreting different types of information; using, developing and communicating information to meet the purpose of their studies and presenting the results of their work. This assignment will assess the practical aspects of the functional elements of ICT.

Unit 3: ICT in Organisations – External Examination – This will assess the 'application' of ICT in a business and industry context.

Unit 4: Developing Multimedia ICT Solutions - Controlled Assessment - This controlled assessment will give candidates the opportunity to develop a piece of work using multimedia software following a single task brief. The software you will learn includes Dreamweaver, Photoshop and Illustrator as well as video and sound editing.

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.

Personal Finance Level 2 Certificate

This is a course which has been running for a year. Pupils have enjoyed it and benefitted from the four online examinations which are 30 minutes in length. The pupils learn about the following:

Personal Finance Encounters looks at payslips, different types of bank accounts, using money abroad and the cost of foreign currency. **Money Management Solutions** looks at the way people borrow money and the cost of this, insurance, creating a personal and family budget and where to go for financial advice. **Personal Finance Management** increases the students understanding of using calculations to make key choices when spending and the consequences of spending and borrowing. In the final unit pupils will study **Careers in Finance**.

Photography GCSE

Photography is a well-established practical, academic and vocational subject. Many pupils continue with Photography after GCSE to A Level and then university in order to perhaps pursue a career in Photography. Pupils will develop a broad range of skills and will be able to take advantage of the Photography ICT suite in order to utilise the most up-to-date commercial digital image manipulation software available.

Pupils will be introduced to the potential of still and or video photography through:

- The use of the camera, film, lenses, lighting. Digital and analogue skills can be developed
- Developing and printing or digital equivalent
- Working to a brief, theme or topic
- Viewpoint, composition, depth of field
- Presentation, layout, mounting
- IT and image manipulation

Pupils may choose to explore overlapping areas and combinations of areas: Photo-journalism; Fashion; Portraiture; Landscape.

Unit 1 - A minimum of two coursework assignments of work studies presented in an illustrated journal.

Unit 2 - Pupils demonstrate their ability to respond to a given brief within a 10-hour time limit.

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

Product Design GCSE

This course will provide exciting opportunities for those who like to be creative and innovative in a 3D medium. Pupils should be interested in designing and solving problems and looking to develop their drawing and making skills to a higher level. The Resistant Materials course will also provide pupils with the essential skills needed for the A Level Design Technology course in Year 12 and Year 13.

The units of study focus on designing and making in the resistant materials of wood, metal and plastics and it is a very popular course. An innovative design approach is followed during Year 10, allowing pupils to build their skills in each medium, with much use made of CAD and CAM. This multi faceted approach applies itself well to such design careers as product, furniture or industrial design as well as manufacturing industry. There is considerable scope for GCSE projects arising from pupils' own hobbies and interests. Project examples could be: storage systems; children's play equipment, furniture, sporting aids, various household gadgets and products.

The Year 11 GCSE project is 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.

Religious Studies GCSE

For all kinds of reasons, good and bad, **religious and moral issues play a key role in modern society**. Religions have always asked fundamental questions, such as: Is it ever right to go to war? What is the true meaning of life? What happens to us after death? Why do innocent people suffer? Whether you consider yourself a religious person or not, Religious Studies offers you the opportunity to explore these religious and moral issues and have your say.

At St. Cyres we recognise the importance of Religious Studies in supporting our learners' personal, spiritual, moral, social and cultural development. We cover a wide range of exciting and relevant topics designed to allow students to:

- Explore a range of religious beliefs and attitudes towards moral issues
- Discuss and debate their opinions on religious and moral issues
- Challenge opinions on contemporary issues like war and medical ethics
- Draw conclusions regarding fundamental and personal questions
- Develop an understanding of the religious and moral issues that impact on society today
- Be part of an engaging and active subject

The Religious Studies qualifications can help to gain access to a wide variety of careers including medicine, law, journalism, travel and tourism and social work.

Unit 1 – Religion and Philosophical Themes – written examination worth 50% of qualification

- Life and Death
- Good and Evil

Unit 2 – Religion and Ethical Themes – written examination worth 50% of qualification

- Relationships
- Human Rights

Although we study Christian and Muslim perspectives in lessons, the WJEC examination is structured so as to enable pupils to answer questions from any faith perspective. Hence, should a pupil belong to another faith tradition, they could draw on their personal religious beliefs and experiences, without being in any way disadvantaged in the examination

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

Unit 1 – Understanding Social Processes

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

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.

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

Textiles GCSE

Textiles is a practical based course, focused on designing and making. It will provide exciting hands on opportunities to explore various creative and manufacturing techniques like silk painting, appliqué, marbling, printing, stencilling, painting, quilting, patchwork, embellishing, batik, tie & dye and computerised machine embroidery. There are many possible areas for practical work involving fashion garments, bag making, cushions, restyling and recycling clothes for costume making.

In **Unit 1** pupils will learn about fabrics and fibres, finishes, smart and technical fabrics, colour and design, construction techniques, fashion designers, designing and practical techniques. *This unit is assessed through an examination.*

In **Unit 2** pupils will complete a design and make task in 30 hours. 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. The project briefs are set by the examination board and include fashion garments, interior design or costume making. *This unit is assessed through a controlled assessment.*

Tourism - Level 1/2 Award and Certificate

The Level 1/2 Award in Tourism is designed to support pupils who want to learn about this vocational sector and the potential it can offer them for careers. This study would provide pupils with the opportunity to develop a range of skills that would support their progression to employment. Employment could lead to young people starting a career in a junior role in a tourism organisation such as trainee tourist guide or conservation assistant or apprenticeships such as a Visitor Services Assistant.

This qualification, together with other relevant qualifications at Level 2 such as GCSE English and Maths, could provide progression to vocational qualifications at Level 3 related to Travel and Tourism, Tourist Guiding, Business and Environmental Conservation. Pupils could also progress to GCE qualifications such as Business, Travel and Tourism and Geography.

For the Level 1 or Level 2 Award pupils will study:

Unit number	Unit title	Assessment
1	Customer experience	Internal
2	The business of tourism	External
3	Developing UK tourist destinations	Internal

For the Level 1 or Level 2 Certificate pupils will also study the following units:

Unit number	Unit title	Assessment
4	European tourism destination	External
5	Events tourism	Internal
6	Promotional activities for tourism organisations*	Internal
7	Sustainable tourism*	Internal

*A choice will be made between these units.

BTEC Level 2 Extended Certificate in Work Skills

The Work Skills course is designed to provide specialist work-related qualifications in a range of sectors. It is a two-year practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations and demands. It introduces you to the employment area you may have chosen and provides a good basis for more advanced work-related qualifications.

BTEC Work Skills gives pupils the knowledge, understanding and skills needed to enter employment. It also gives learners the opportunity to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Through a series of units, you will study the following:

- Managing your own money
- Working in a team
- Healthy lifestyles
- Personal and social relationships
- Dealing with problems in daily life
- Personal presentation for the workplace
- Preparing for work placement
- Learning from work placement
- Developing personal skills for leadership
- Developing a CV
- Applying for jobs