

Ysgol Penglais School
Year 10 Information Booklet
2020 - 2021



Vision and Values of Penglais School

Ysgol Penglais is a happy, ambitious and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with student and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our students will become successful citizens of their communities, Wales and the world.

We will achieve this vision together through our school values:

**BE RESPECTFUL AND
KIND**

**BE AMBITIOUS AND
RESILIENT**

**DEVELOP
INDEPENDENCE AND
CONFIDENCE**

**TAKE PRIDE IN
BELONGING TO OUR
COMMUNITY**

**CELEBRATE DIVERSITY
AND SUCCESS**



Dear Parents/Guardians,

Welcome to Year 10. This is the start of the most important years of secondary education. The two GCSE years form the foundation for future pathways such as a job, training or further education.

For all students the challenges are immense. The need to be more self-motivated, the confidence to ask when unsure, developing coping strategies, getting organised, completing even more work both in school and at home, completing Controlled Tasks, understanding exam structure and techniques, revising and finally sitting their exams will put pressure on students facing the challenges of the GCSE exams. All this comes at a time when, from a teenage perspective, interest and effort in education and the long-term benefits of that learning often comes a long way down the priority list, after friendships, social life, romance and hobbies.

For many parents/guardians, this will be the first time you have experienced this kind of pressure on your child. For others, you will have had the experience with older siblings. It can be a very stressful time for you as parents/guardians too. Nevertheless, the evidence shows that the greater the parent/guardian support the greater the results. You are the expert on your own child and have always been his or her most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam years.

Please remember that whatever your individual child's needs, your chief role will always be that of the person who cares most, champion of their needs and admirer of every achievement. The most important role you will play is to be proud of them whatever happens.

As a school we will do our utmost to ensure the success of your child. Strong links between school and home will be vital and it is encouraging to have spoken to many parents/guardians already about their child's progress. This guide is designed to give you the key information you will need to support your child through the coming year. When new information arises, we will be quick to communicate that to you via the school's Parent Mail service. There is also a wealth of information on the school's website, www.penglais.org.uk under the exams section. When there are concerns about your child's progress, we will contact you, however, we also welcome contact from home if you have concerns. By working together both the school and parents/guardians can ensure the best possible outcomes for your child.

Yours sincerely,

Mrs S Johnson
Year 10 Leader

Assessment

The following will be reported to Parents three times during Year 10.

All reported grades are based on Key Assessments that take place through the year

Target Grades	What a student should aim to achieve in a subject
Progress Grades	Current progress in a subject
Predicted Final Grades	What they will achieve in the final GCSE, based on current progress
Attitude to Learning	Effort, behaviour, homework

Key Staff

Head teacher:	Ms M. Hughes
Deputy Headteacher:	Ms H. Leighton
Year Leader:	Mrs S Johnson

Faculty Leaders:

Maths & Numeracy	Dr J. Devlin
English & Literacy	Mrs J. Davies
Science & Digital Competency	Mr S. Jones
Welsh Baccalaureate	Miss K. Davis
Creative	Mr J. Evans
Humanities	Mr D. Payne

Useful contacts

Name	Job title	Telephone	Email
Mrs S Johnson	Year Leader of Year 10	01970 621120	s.johnson@penglais.org.uk
Ms L Jones	Attendance	01970 621124	attendance@penglais.org.uk
Miss C Jones	Student Services	01970 621121	cej@penglais.org.uk
Mrs M Williams	Finance	01970 621131	maw@penglais.org.uk

Key Priorities

Students

- Take responsibility for your own learning
- Ask when you don't understand
- Find ways of coping with stress
- Stay healthy
- Get organised
- Attend school every day

- Listen to your teachers
- Stay on top of the work. Complete all tasks on time. Get controlled tasks done.
- Start effective revision now
- Complete as many past papers as you can to perfect your exam technique
- Know your exam timetable
- Come to school on the day of the exam in the correct uniform, with the correct equipment and on time

Parents/Guardians

- Ensure your child attends school
- Attend parents' evenings
- Provide space and time for your child to work at home
- Ensure your child has the correct equipment for school and their exam
- Show an interest in their subjects
- Help your child break down tasks into manageable chunks
- Agree a timetable for homework/revision
- Give them time to let off steam
- Listen to their concerns
- Liaise with school to resolve any problems early
- Help them find past papers/revision guides online

School

- Report on your child's progress
- Communicate with students and parents when there are concerns about progress
- Ensure the content of each exam is covered
- Provide opportunities for your child to learn the correct techniques for their exams
- Ensure Controlled Tasks are completed
- Give opportunities for your child to catch up on missing work
- Give access to relevant information regarding the GCSE courses and exams
- Advise on effective revision techniques
- Provide academic and emotional support when things don't go as planned
- Ensure exam procedures are followed correctly
- Offer advice on the next step for your child, whether that be sixth form, college, apprenticeships etc.

Key Dates

Progress Report 1	November 2020
Parents Evening	30th November 2020
Progress Report 2	January 2021
Progress Report 3 + Full	April 2021
Summer Exams	June 2021
Progress Report 4	July 2021

In addition to these dates, a significant number of students will be mentored, have their books monitored and targets set for improvement. As part of this, contact with home will be made if there are concerns to raise. If necessary, the school will also call you for a meeting with the Year Leader or Faculty Leaders to discuss the concerns of your child's teachers.

Supporting your child with their homework

General Advice:

- All students are different and have different needs. Some will require a lot of support from you, others will require the minimum. It is most important that you have an honest discussion with your child – “How can I support you?” Many children will be put off if you become over-involved or controlling. Ensure you establish that you are there to support.
- Consider using a reward structure to motivate your child. Rewards don't have to be financial or very big; talk to your child about what they would value, an extra night out, and extension to the time they can come in, a trip with friends, being let off household chores etc. Don't make rewards dependent on results, this can lead to added disappointment if they don't do as well as expected; rewards should be based on effort.
- Clear boundaries are vital. Whilst you do not want to be seen to 'nag' you also have a duty to check that your child is doing their homework properly. Explain this to them from the outset. This will help avoid unnecessary accusations of 'nagging'.
- All students will fall behind, feel unmotivated or overwhelmed, or struggle with the balance of social and school demands at times. When your child feels like this, getting cross can have a negative effect. Talk to them about the issues, acknowledge their feelings, help them to find a solution, help them prioritise.
- Be flexible. Use the 80/20 rule (if your child is sticking to what they are supposed to be doing 80% of the time, they are probably doing alright!)
- Hours can quite happily be eaten up by online communications, and it is important that you set boundaries for the use of Facebook and other social media, just as you would for going out or watching TV.

Setting your child up for homework:

- Talk to your child about how you can support them and what they would find helpful.
- Help your child to plan a realistic homework timetable. It will take an investment of your time (probably an hour or so), but it will make a big difference to their work. Plan in favourite TV shows, dinner time, time with friends and family, chores, etc. It must be realistic if you want it to work.
- If possible try to create a clutter free area in which your child can do their homework or agree a dedicated time when they can use the dinner/kitchen table to work. Try to keep this time and area quiet.
- All students have a school planner that you can look at to check homework assignments and deadlines.

Supporting your child while they do their homework:

- Provide snacks and drinks during extended homework periods.
- Be flexible – if they want to go out during an agreed homework time, discuss when they will make the time up.
- Be sensitive to the pressure your child may be feeling, let them know that if they are really not up to it on odd days, it isn't the end of the world. Let it go when it really matters to them, remind them of all the good work they have done and will continue to do.
- Keep up with regular 'check-ins' and don't nag in between times. Show an interest in how their homework is going, talk through any difficulties and be prepared to help them if necessary.

Keep things in perspective. Your child may not be doing things the way you would do them, or as often as you would like, but they are doing the best they can

English

In English, most students will be working towards two GCSEs: English Language and English Literature.

English Language:

The English Language GCSE assesses the core skills of reading, writing and oracy. The course is mainly exam based (80%) with two units that are taken at the end of Year 11. Both exams are two hours long and consist of a reading and writing section. The other 20% consists of two speaking and listening tasks (an individual presentation and a group discussion) that are completed at the end of Year 10 and the start of Year 11. Students will be working on a number of assessed tasks throughout Year 10. This will develop their confidence when responding to a variety of reading question types and develop their ability to write accurately and effectively with a clear sense of purpose and audience.

English Literature:

The English Literature GCSE focuses on the study of novels, plays and poems. There are two exams for this GCSE, one of which will be taken at the end of Year 10. This exam will focus on '*Of Mice and Men*' by John Steinbeck and an analysis of two unseen poems. This exam counts for 35% of the Literature GCSE. The final exam will be taken at the end of Year 11. There are also two controlled tasks to complete for English Literature in Year 10: one will be on a question relating to Shakespeare's *Romeo and Juliet* and the other will be based on the close study of two poems. The controlled tasks together account for 25% of the Literature GCSE.

The skills of close reading and analysing texts for Literature will also help improve students' reading and writing skills for the English Language exams. The two GCSEs will run side by side; some weeks will focus on Language, while other weeks will focus on Literature. Often students will be completing work within a lesson that will help develop skills for both qualifications.

Unit 1: speaking and listening 20%

- Individual presentation
- Group discussion

Unit 2: exam 40%

- Reading section
- Writing section (creative/ descriptive/ exposition writing)

Unit 3 exam 40%

- Reading section
- Writing section (argumentation and persuasive writing)

Mathematics

Students take 2 GCSEs: GCSE Mathematics and GCSE Mathematics – Numeracy.

The Mathematics paper test students' understanding of mathematical processes.

The Numeracy paper tests students' ability to choose appropriate methods to successfully solve problems in real-life situations.

The GCSE courses

Each GCSE comprises 2 papers (calculator and non-calculator). Students sit all exams in Year 11. There is no coursework.

There are three tiers of entry: Foundation (D-G grades available), Intermediate (E – B), Higher (C – A*).

Most students in Set 1 sit Higher Tier, Set 2/3 Intermediate, Set 4 Foundation. There will be opportunities to change set during the course of the two years.

You can find past papers, mark schemes, examiners' comments, subject specifications etc on the WJEC website:

<http://wjec.co.uk> Click on 'Select Qualification'. From the drop-down menu, choose Mathematics. Then click on Mathematics and Mathematics Numeracy GCSE (from 2015) on the left.

Helping your child in maths

The best way to help students is by practising topics that they studied 2-3 weeks ago as this is when many students start to forget the work. You can use the online resources below. This will help secure the ideas in their long-term memory and is more useful than pre-teaching work that they will later be taught in class.

Online resources

1. <https://corbettmaths.com>

Revision videos on all aspects of the mathematics curriculum, with practice questions and solutions.

2. <https://www.mymaths.co.uk/>

Penglais School subscribes to the mymaths website where you can search for lessons, games and exercises on all maths topics.

Password: penglais login: median

Lesson starters

In order to improve students' recall of knowledge, every lesson will start with a quick low-stake quiz focussing on the most important skills and techniques that are required to secure the best grade possible for each student.

Calculators: Although we often expect students to work without a calculator, there will be times when a calculator is required. The recommended calculator is CASIO fx-83GT PLUS. Calculators should be brought to all lessons. Mr Bentley sells calculators in B10 for £9.00.

Science

If your child in **Year 10 is following the WJEC Science Double Award Course**, during the year they will study the following three Units:

Unit 1 Biology

- 1.1 Cells and movement across membranes
- 1.2 Respiration and the respiratory system in humans
- 1.3 Digestion and the digestive system in humans
- 1.4 Circulatory system in humans
- 1.5 Plants and photosynthesis
- 1.6 Ecosystems and human impact on the environment

Unit 2 Chemistry

- 2.1 The nature of substances and chemical reactions
- 2.2 Atomic structure and the Periodic Table
- 2.3 Water
- 2.4 The ever-changing Earth
- 2.5 Rate of chemical change

Unit 3 Physics

- 3.1 Electric circuits
- 3.2 Generating electricity
- 3.3 Making use of energy
- 3.4 Domestic electricity
- 3.5 Features of waves

Double Award

Assessment of students' progress will be made through end of module tests.

There will be a 1 hour 15 minute external written examination for each Unit in the summer. Each exam counts for 15% of their GCSE qualification (total 45%).

The recommended text books are:

WJEC GCSE Biology – ISBN-13: 978-1471868719

WJEC GCSE Chemistry – ISBN-13: 978-1471868740

WJEC GCSE Physics – ISBN-13: 978-1471868771

Recommended revision guide:

My Revision Notes: WJEC GCSE Science Double Award - ISBN-13: 978-1471883590

(There is a limited supply currently available to purchase from the Science department at a cost of £9.00 each)

If your child in **Year 10** has chosen to follow the **WJEC Science Triple Award Course**, during the year they will study the double Award course outlined above and complete the additional content in their triple science lessons.

Unit 1 Biology:

- 1.1 Cells and movement across membranes
- 1.2 Respiration and the respiratory system in humans
- 1.3 Digestion and the digestive system in humans
- 1.4 Circulatory system in humans
- 1.5 Plants and photosynthesis
- 1.6 Ecosystems, nutrient cycles and human impact on the environment

Unit 1 Chemistry:

- 2.1 The nature of substances and chemical reactions
- 2.2 Atomic structure and the Periodic Table
- 2.3 Water
- 2.4 The ever-changing Earth
- 2.5 Rate of chemical change
- 2.6 Limestone

Unit 1 Physics:

- 3.1 Electric circuits
- 3.2 Generating electricity
- 3.3 Making use of energy
- 3.4 Domestic electricity
- 3.5 Features of waves
- 3.6 The total internal reflection of waves
- 3.7 Seismic waves
- 3.8 Kinetic theory
- 3.9 Electromagnetism

Triple Award

Assessment of student's progress will be made through end of module tests.

There will be a 1 hour 45 minute external written examination for each Unit in the summer. Each exam counts for 45% of their GCSE qualification in each subject.

The recommended text books are:

WJEC GCSE Biology – ISBN-13: 978-1471868719

WJEC GCSE Chemistry – ISBN-13: 978-1471868740

WJEC GCSE Physics – ISBN-13: 978-1471868771

Recommended revision guides:

My Revision Notes: WJEC GCSE Biology - ISBN-13: 978-1471883507

My Revision Notes: WJEC GCSE Chemistry - ISBN-13: 978-1471883538

My Revision Notes: WJEC GCSE Physics - ISBN-13: 978-1471883569

Cymraeg/Welsh

Over years 10 & 11, students will be following the TGAU Iaith Gyntaf programme of Study. The main themes range from *Cymru & Chymreictod*, *Rhyfel & Heddwch*, *Ieuenctid* and *Natur*. Students will complete two oral assessments, one at the end of year 10 and another nearer the end of year 11. At the end of the course, students will sit two 2-hour exams, including a mixture of reading and response questions and extended writing questions. We offer a range of trips and activities which will be of great help to students with their Welsh studies and attending these trips would be advantageous to all students in both their oral and written exam work.

Cymraeg Iaith Gyntaf (First Language):

Term	Module / Project	Key Task
Autumn	Cymru & Chymreictod	Traethawd : <i>Beth yw'r ots gennyf fi am Gymru</i>
	Cymru & Chymreictod	Cywain gwybodaeth a darllen ar y testun Aberfan.
Spring	Rhyfel	Tasgau darllen Tryweryn
	Rhyfel	Ffug arholiad llafar ymateb a rhyngweithio - <i>Arwyr</i>
Summer	Natur	Ffug arholiad cyflwyniad llafar unigol
	Ymarfer arholiad	Ffug arholiad – papur Uned 3

Other relevant info (exams/trips/homework etc): Formal mock exams will be held in the hall according to the school calendar. Students will also sit mock exams in the class at various times throughout the two-year course. Trips are regularly arranged to reinforce understanding of a topic and to give valuable extra-curricular opportunities to all students. All homework tasks will be fully explained, and students must meet the deadlines without fail. Students' exercise books contain a great deal of information that will help with homework and students will have been prepared thoroughly beforehand.

Welsh Second Language

The current Year 10 are the second cohort to study the new GCSE Welsh Second Language specification. It is a language and skills-based course concentrating on students' ability to present information, express their opinion, question, persuade and describe orally, in written work and in their response to reading factual and creative texts. The context for learning the language is organised under 3 broad themes: Employment, Wales and the world and Youth.

Term	Module / Project	Key Tasks
Autumn	<p>Skill: Describing: People (self, friends, family, famous Welsh people) Places (home, area, places and attractions in Wales).</p> <p>Skill: Expressing opinion Discussing topics such as healthy eating and living, the environment.</p>	<p>Written: Portrayal of a famous Welsh person</p> <p>Oral: Group oracy response to visual stimulus</p> <p>Reading: Exam style reading comprehension and responding tasks</p> <p>Proof-reading task Translation task</p>
Spring	<p>Skill: Questioning Discussing topics such as bilingualism, Welsh in the community and the workplace, Welsh celebrations, Welsh organisations.</p> <p>Skill: Expressing Opinion Discussing topics such as school, fashion, technology, socialising, part time work.</p>	<p>Oral: Group oracy response to visual stimulus including mock exam</p> <p>Reading: Exam style reading comprehension and responding tasks</p> <p>Written: Article about</p> <p>Proof-reading task Translation task</p>
Summer	<p>Revision for Unit 1 Oracy response to visual stimulus exam Writing genres Extended reading skills</p>	<p>Letter thanking sponsors for support Exam style reading comprehension and responding task</p>

Exams: All year 10 students will be entered for the Unit 1 Oracy: response to visual stimulus external examination in April 2021. The exam is tierless i.e. one-mark scheme ranging from A* - G and dependant on the students' performance. This assessment is worth 25% of the total GCSE grade. Year 10 students will sit an end of year oral, reading and writing exam.

Homework: Homework will be set at least twice a cycle to ensure students are regularly learning grammar and practising for oral, reading and writing tasks.

Art and Design

Art GCSE has been designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

This title offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study from at least two titles listed below.

Students are required to demonstrate the ability to realise creative intentions relevant to areas of study drawn from at least two of the following titles:

- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography
- Critical and contextual studies.

Students may explore overlapping areas and/or combinations of disciplines within any of the above titles.

Unit 1 Portfolio (60% of final grade at GCSE)

This unit consists of a major practical project / theme-based portfolio and outcome/s with integrated critical and contextual analysis. Assignments, briefs or themes undertaken are to be determined by the student and teacher.

This unit is designed to enable students to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences which build fundamental learning, knowledge, contextualisation skills and critical thinking. The time available for this unit (**September in year 10 until Christmas in year 11**) also provides opportunities to focus on the acquisition of valuable skills (which include experimentation, risk-taking, drawing, the application of the formal elements and the ability to analyse and synthesise information and ideas) as well as to develop and refine techniques.

The work produced for GCSE art will be presented as a portfolio of work, which will include a sketchbook of artist research, experimentation and final outcomes, including development sheet work.

The Portfolio is internally assessed and externally moderated. Work for Unit 1 must be completed and handed in by the end of the Autumn term.

Unit 2 Externally Set Assignment (40%)

This unit represents the culmination of students' GCSE study and provides both focus and challenge. Students are required to develop a personal response to one of varied tasks set out in the GCSE exam paper.

Students must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.

The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by WJEC. Students are required to select one of the set assignments and develop it in the form of:

- a personal response
- a specific design brief
- or another suitable approach.

Students will develop their response over a four-month period.

Responses must take the form of critical, practical and contextual preparatory work and/or supporting studies, which will inform the resolution of these ideas in a sustained focus study.

Following the preparatory study period, students will be allocated a period of 10 hours (The Art exam) to realise their response unaided and under supervised conditions.

Students are assessed on their ability to work independently, within specific time constraints and in relation to all four assessment objectives.

Drama

WJEC GCSE Drama is made up of three individual units:

Unit 1 – Making Theatre – marked by Teacher and moderated by the WJEC

- Students will work in groups of between 2 and 5 actors + designers to create a piece of theatre inspired by a stimulus set by the WJEC.
- The performance must also be based on the working methods of one theatre practitioner or style of theatre.
- Students will complete a portfolio of evidence over the rehearsal process that is no more than 900 words in length.
- Students will also complete a written evaluation of the final performance piece under exam conditions over 90 minutes.

Unit 2 – Performing Theatre – externally assessed by the WJEC

- Students will work in groups of between 2 and 4 actors + designers to realise a short segment of a scripted play.
- Students will study two, ten-minute extracts from the same play and cut the play text down so that the performance consists of two contrasting extracts lasting no more than 7-14 minutes depending on group sizes.
- A Statement of Intent must be completed prior to the examination date by all students, whether acting or designing, that outlines their artistic intentions for the performance.

Unit 3 – Interpreting Theatre – externally assessed by the WJEC

- This is a written exam split into two different sections. Section A (45 marks) is based on an extract from the set text (100 by the imaginary body) and Section B (15 marks) is a Live Theatre Evaluation.
- In Section A, pupils must answer ALL questions. In Section B, a choice of two questions will be given to pupils who must choose one to answer.

Course Outline

	Weighting of Unit	Marks Available	Examination Period
Unit 1 – Making Theatre	40%	60	EITHER July Year 10 OR October – November Year 11
Unit 2 – Performing Theatre	20%	60	January – May Year 11
Unit 3 – Interpreting Theatre	40%	60	May – June Year 11

Year 10 Content

	Content	Assessment
Summer 2 (Yr 9)	Theatre History	NA
Autumn	Practitioner/Style Study <ul style="list-style-type: none"> • Frantic Assembly (Physical Theatre) • Stanislavski (Naturalism) • Verbatim Theatre 	Students will take part in a Devised Performance Project in small groups (2-4 actors + designers) which will be performed in the Emily Davies Studio at the University. Students will also complete a short portfolio of their work.
Spring 1	Set Text Study <ul style="list-style-type: none"> • 100 by theimaginarybody 	Students will answer a series of short and long answer questions in a timed test.
Spring 2	Live Theatre Evaluation	Students will watch a (recorded as) live piece of theatre and write up their evaluation using a given exam question as guidance. The essay will be approx. 2 pages in length.
	Practitioner/Style Study <ul style="list-style-type: none"> • Theatre in Education 	NA
Summer	UNIT 1 Preparation	Students will perform their Unit 1 Devised Theatre pieces under examination conditions. Students will also complete their portfolio of evidence and their written evaluation of the final performance.

Music

At Penglais, we follow the WJEC curriculum for GCSE Music; this follows a course of performance, composition and appraisal. The course is designed to be taught to students who have no previous experience as a musician, but who are both enthusiastic and willing to learn; the course is inclusive, and we welcome anyone. However, the course is both practical and academically rigorous in its content; it has the potential to lead on to A-Level music, which is a recognised subject for prestigious universities to look out for during UCAS applications.

In addition (and as part of the GCSE music course at Penglais), each GCSE music candidate is entitled to free instrumental or vocal lessons for the duration of the two years of the course. It is possible to continue this into KS5 (if studying A Level music), thereby potentially allowing four years of free instrumental or vocal lessons whilst at Penglais.

GCSE music students also enjoy plenty of opportunities to get involved in the music department, if they wish to. Regular 'Talking Shop' online Q&A sessions are run with professional musicians, whilst there are also regular online concerts. There are also opportunities to get involved with music technology and live sound too. We would be thrilled to welcome you to the music department to study GCSE music, regardless of previous musical experience.

The course is divided into three main aspects: performing, composing and appraising.

Alongside the course requirements below, you will need to be in a routine of practicing your instrument regularly - as well as attending your instrumental lessons. Students who opt to take GCSE music at Penglais are eligible for free instrumental or singing lessons, via a peripatetic teacher through Ceredigion Music Service.

Performing: You will be recorded performing a minimum of two pieces - one of which must be in an ensemble (eg a rock band or a string quartet).

This part of the course is worth 30%. In addition, you'll also need write a short programme note about one of the pieces. This is worth an additional 5%.

Composing: During the course, you will compose a minimum of two pieces - which will be internally assessed and moderated. One of these will be a 'free choice' (where you can choose your brief and instrumentation), whilst the other will be to a brief set by the exam board.

This part of the course is worth 30%. In addition, you also need to write an evaluation of one of your compositions. This is worth an additional 5%.

Appraising: At the end of the course, you will sit a listening exam. In essence, you will listen to music - then answer questions on it.

There are eight questions in total - based on four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

During the two years of the course, we look at past papers and 'exam-style' questions - to make sure that you are prepared for the exam. The written exam is worth 30% of the overall course.

	Module/Project title	Key assessment piece
Autumn 1	<p>Forms & Devices</p> <p>Introduction to area of study 1: Forms and Devices with terminology as appropriate:</p> <ul style="list-style-type: none"> • binary, ternary and rondo forms • repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions • Performing - establishing standards and setting targets: first practical assessment • Notating a simple melody • Using ICT in the music department • Appreciating and using the elements/'building blocks' • Recapping the basics – aural, notational and listening skills • Introduction to prepared extract – <i>Rondeau</i>. 	<ul style="list-style-type: none"> • Performing in front of others • Composing e.g. writing a melody in a simple structure using devices • Class performance of <i>Rondeau</i> drawing out relevant teaching points • Listening exercises to develop notation skills • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4
Autumn 2	<p>Introduction to area of study 4: Popular Music, with terminology:</p> <ul style="list-style-type: none"> • rock and pop • Appraising; more challenging theoretical and aural work: • strophic form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros • primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • the relationship between melody and chords • How to 'describe' a piece using the elements of musical language 	<p>Class performance of <i>Handbags and Gladrags</i></p> <ul style="list-style-type: none"> • Incorporating synthesized sounds with vocal work and accompaniment • Composing with chords (and melody) • Start a composing 'sketch book' • Improvisation tasks

	<ul style="list-style-type: none"> • Introduction to prepared extract – <i>Handbags and Gladrags</i>: • Instrumentation/orchestration (including piano, oboe, strings and brass) lead vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (syncopation,), walking/descending bass 	<ul style="list-style-type: none"> • Listening exercises to develop notation skills • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4
Spring 1	<p>Introduction to area of study 2: Music for Ensemble</p> <ul style="list-style-type: none"> • Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc) as suited to learner interests (cover other topics in year 11). • Composing using texture and sonority (chords and melody) including: <ul style="list-style-type: none"> • Monophonic, homophonic, unison, chordal, melody and accompaniment • Evaluating their own music • Introducing the more challenging concepts of melody, harmony and tonality: <ul style="list-style-type: none"> • inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor 	<p>Compose a short piece (homophonic texture)</p> <ul style="list-style-type: none"> • Evaluate composition • Perform a piece in one of the styles associated with the area of study as a member of an ensemble • Listening exercises to develop notation skills • Listening exercises to develop the ability to identify musical
Spring 2	<p>Introduction to area of study 3: Film Music, with devices and terminology:</p> <ul style="list-style-type: none"> • Layering, imitation chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation • The relationship between the story and the music • The effect of audience, time and place • Use of sonority to create a mood • Use of dynamics to create a mood • Evaluating their own work • Writing a programme note 	<p>Solo performing with programme note</p> <ul style="list-style-type: none"> • Composing to a brief (a piece of film music) • Producing a score and evaluation • Listening exercises to develop notation skills • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4

<p>Summer 1 + 2</p>	<p>Revisiting topics from year 10 using different pieces as examples</p> <ul style="list-style-type: none"> • Complete composition project (of choice) and submit • Continue to build aural skills 	<p>Free composition</p> <ul style="list-style-type: none"> • Work on year 10 performance pieces • Listening exercises to develop notation skills • Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4 <p>Performance</p> <ul style="list-style-type: none"> • Assessment of composition to WJEC criteria • Mock listening exam based on areas of study • Mock performing assessment – two pieces (with at least one ensemble)
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Diploma in Engineering Technologies

Engineering Technologies is a wide-ranging course that involves many aspects of trade related skills. The course is an introduction to most technical and allied trades. The full course requires students to complete six individual units, three mandatory (Engineering environment awareness, Engineering Techniques and Engineering Maths and Science principles) and three technical units (Hand Fitting, CAD, MIG Welding).

It involves many skills that students will learn through the course such as:

- planning tasks
- independent working
- measuring and marking using basic mathematics
- safe use of hand and power tools
- safe use of machinery
- technical drawing
- basic machinery maintenance

The course is assessed with both an online multiple-choice exam and practical assessments.

Students will do the three mandatory units this year. Each unit will involve learning theory-based knowledge that relates to the Engineering industry as well as carrying out a variety of practical task. If a student shows competence and works hard then they may move on to the technical units earlier.

Homework is set once per cycle

What we require from our students:

- Hard work in a physical environment
- Listen to instructions
- Be safe
- Good behaviour
- Independent thinking
- Meet deadlines and keep up to date with work
- Effort to improve your skills
- Be positive and enjoy the course

GCSE Food and Nutrition [Wales]

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 and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will also help those wishing to pursue a career in the food industry.

Content

Students will have the opportunity to develop their knowledge and understanding of the following six areas:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Students will also be given the opportunity to develop technical skills through carrying out a range of practical and experimental work. This opportunity will allow learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

Assessment

Unit 1: Written examination: 1 hour 30 minutes 40% of qualification

Unit 2: Food and Nutrition in Action Non-examination assessment

Assessment 1: The Food Investigation Assessment: 20% of the total marks available will be allocated to a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment 40% of the total marks available will be allocated to a task which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu.

What we require from our students:

- Hard work
- Listen to instructions
- Be safe
- Provide ingredients for practical work
- Meet deadlines and keep up to date with work
- Produce homework
- Effort to improve your skills
- Good behaviour
- Be positive and enjoy the course

Geography

WJEC GCSE Geography adopts an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Content is organised around key questions and learners should be encouraged to pose geographical questions of their own.

The full programme of study is outlined below:

WJEC GCSE Geography	% of GCSE	Exam	Teaching times
Unit 1 Changing Physical and Human Landscapes	40%	1hr30	Y10
Unit 2 Environmental and Development Issues	40%	1hr 30	Y11
Unit 3 Fieldwork enquiry	20%	CA	Y11

Unit 1: Changing Physical and Human Landscapes

The core themes assessed in this unit are:

- Landscapes and physical processes
 - Distinctive landscapes in Wales
 - Landform processes and change in the UK
- Rural-urban links
 - The links between rural and urban areas in Wales
 - Population and urban change in the UK
 - Issues in contrasting global cities
 -

All students will study these two themes. The students will also study **one** of the following topics:

- Tectonic processes and landforms
- Coastal hazards and their management

This unit is 40% of the GCSE and is examined in the summer of Year 11.

Useful links

<http://resources.wjec.co.uk>

www.bbc.co.uk/bitesize

<https://www.echalk.co.uk/>

<http://www.sln.org.uk/geography/>

<http://www.internetgeography.net/>

If you need any further support please contact Mr D. Johnson at the School.

Health and Social Care and Childcare

WJEC GCSE Health and Social Care and Childcare	% of GCSE	Exam	Teaching times
Unit 1 Human growth, development and well-being	40%	1 hr 30 mins	Y10
Unit 2 Promoting and maintaining health and well being	60%	CA	Y11

Course Content and Assessment

In Year 10 all students will gain knowledge and understanding of the growth, development and well-being of individuals from conception to old age. This includes study of physical, social emotional and intellectual health, the importance of active participation on health, public health and health promotion across the lifespan, and well-being, factors which affect health and well-being, the interdependence of physical and mental health and the tools available to support good mental health.

Key points -Unit 1: Human growth, development and well-being Written examination: 1 hour 30 minutes 40% of Single Award qualification 80 marks: 100 UMS An assessment (either taken on-screen or as a written paper), comprising of a range of question types to assess specification content related to human growth, development and well-being. All questions are compulsory

Students will be required to work hard and be expected to show initiative throughout the course. Health is a fascinating and fast-moving area as new treatments, diseases and ways of providing care evolve. If successful at Health and Social Care and Childcare GCSE pupils will be able to progress onto the Level 3 Health and Social Care course in the sixth form.

If you need any further information, please contact Mr D.R.Payne at the School.

History

Year 10 students are the first to begin the **new** WJEC History GCSE course. The full programme of study is outlined below.

WJEC GCSE History (New)	% of GCSE	Exam	Teaching times
Unit 1 Depression War and Recovery 1930-1951	25%	1hr	Y10
Unit 2 USA 1910-1929	25%	1hr	Y10
Unit 3 Development of Warfare c.1250 to the present	30%	1hr 15	Y11
Unit 4 Controlled Assessment	20%	CA	Y11

We have started the course with Unit 2 and will be moving onto Unit 1 in February of Year 10. Students will have regular opportunities to develop their knowledge and understanding of the historical context. Students will be provided with revision guides later in the course and should take every opportunity to attempt past paper practice. When working with past papers students should be encouraged to focus their answers directly on the question set and must provide relevant factual support in their answers if they want to achieve the higher marks. In addition to what the school provides there is much excellent support on the WJEC GCSE History site.

If you need any further support please contact Miss T.A Leighton at the School.

Information Technology

Information and Communication Technology gives students the opportunity to identify and solve real problems by designing information and communication systems in a wide range of contexts related to their personal interests. Information and Communication Technology develops students' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

The course builds upon the knowledge, understanding and skills established at KS3, enabling students to become competent users of word processing, spreadsheet modelling, data handling and multimedia software and to be autonomous users of information and communication technology.

Students also become familiar with the different applications and effects of information and communication technology at home, in school, in business and in industry.

The specification is divided into a total of 4 units and is the equivalent of 1 GCSE:

- Unit 1: Understanding ICT.
- Unit 2: Solving Problems with ICT.
- Unit 3: ICT in Organisations.
- Unit 4: Developing Multimedia ICT Solutions.

		Weighting	Marks	UMS
Unit 1	Understanding ICT	20%	80	40
Unit 2	Solving Problems with ICT	30%	80	60
Unit 3	ICT in Organisations	20%	80	40
Unit 4	Developing Multimedia ICT Solutions	30%	80	60

Unit 1	20%	1½ hours	Examination Paper
This examination 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	30%	22½ hours	Controlled Assessment
This controlled assessment consists of a portfolio of work which shows students' attainment in obtaining and interpreting different types of information; using, developing and communication 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	20%	1½ hours	Examination Paper
This examination paper will assess the 'application' content of ICT in a business and industry context.			
Unit 4	30%	22½ hours	Controlled Assessment
This controlled assessment will give students the opportunity to develop a piece of work using multimedia software following a single task brief issued by the WJEC.			

Modern Foreign Languages

There are no controlled tasks in MFL but 100% final exam broken up into the 4 disciplines. It will be decided in year 11 if your son/daughter will be entered for Higher/Foundation. This decision is based on Key Piece marks and class-work. (Please note, due to specification changes in Edexcel Mandarin, the new 9-1 grading system will replace A*-G.)

By taking a language at GCSE you will have amazing skills and a valuable talent that is applicable to almost everything you do. A language GCSE builds on what you have already learnt in years 7, 8 and 9 and you probably know more than you think. Language classes are still fun and interactive and you cover things at a slightly quicker pace and in more detail than previously. Plus, by taking a language GCSE you will not just learn the language, you will get to find out about other people, countries and cultures. By the end of the GCSE course you will be able to communicate confidently and spontaneously in your chosen language. Globally minded students are the future!

Exams

Unit 1	Speaking	7-9 minutes (Foundation tier)	
		10-12 minutes (Higher tier)	25% of qualification
Unit 2	Listening	35 minutes (Foundation tier)	
		45 minutes (Higher tier)	25% of qualification
Unit 3	Reading	1 hour (Foundation tier)	
		1 hour 15 minutes (Higher tier)	25% of qualification
Unit 4	Writing	1 hour 15 minutes (Foundation tier)	
		1 hour 30 minutes (Higher tier)	25% of qualification

Topic areas covered at GCSE in all languages:

Youth culture, lifestyle choices, customs and traditions, home and locality, tourism, global sustainability, current study, enterprise, employability and future plans.

The course will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
 - acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
 - develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
 - develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment

Physical Education

The course is designed to give candidates an opportunity to extend and apply their skills through a practical activity. Lessons are divided into theory and practical lessons which are mainly fitness based and designed to consolidate candidates learning of the factors that underpin physical activity and sport.

UNIT 1: Theory

Introduction to physical education:

The subject content focuses on five key areas, three of which are covered in year 10:

- Health, training and exercise
- Exercise physiology
- Movement analysis
- Psychology of sport and physical activity
- Socio-cultural issues in sport and physical activity.

There is no written examination in year 10.

Practical

Pupils will be assessed through **three** practical activities which includes a personal fitness programme (50% of the final mark).

Practical activities will be assessed during core PE lessons, tournaments and extra-curricular fixtures throughout the year.

Coursework: Pupils will plan and perform a personal fitness programme for one of their chosen practical activities over 8-12 weeks. (8% of qualification).

Unit 1: Theory Introduction to physical education. Written examination: 2 hours (Year 11) 50% of qualification	100 marks
Learners will be assessed through a range of short and extended questions. The questions will be based on audio visual stimuli and other sources.	
Unit 2: Practical The active participant in physical education. Non-exam assessment 50% of qualification	100 marks
Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other (team or individual). One activity will be a major activity which will have a personal fitness programme linked to the activity.	

Product Design

Product Design covers many areas as there are so many consumer products designed, made and sold to different target markets. Product Design is creatively thinking of new ideas for either new products that solve problems or redesigning existing products so they are better and help improve people's lives.

It involves many skills that students will learn through the course such as:

- creative thinking
- drawing and presentation skills
- CAD – 2d design and 3d CAD
- CAM – Laser cutting and rapid proto-typing
- making skills
- modelling skills
- research
- extended writing
- ICT
- group work and working together
- independent working
- time management

Product design is not restricted to one area of design such as furniture or vehicles as product designers are more versatile and use their skill sets to solve problems.

Good design can be simple and uses a range of technologies and materials.

The course (50% practical 50% exam)

Students will do three projects this year. Each project will involve learning different skills and builds knowledge and understanding ready for the exam and coursework in Year 11.

The projects are:

- sustainable design
- user centered design

Homework: Set once a week

What we require from our young designers:

- Hard work
- Listen to instructions
- Be safe
- Good behaviour
- Creative thinking
- Meet deadlines and keep up to date with work
- Produce homework
- Effort to improve your skills
- Be positive and enjoy the course

Religious Studies

WJEC GCSE Religious Studies provides opportunities for candidates to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices of at least two religions, with an understanding of how they can be applied to philosophical and ethical themes. Content is organised around key questions and learners should be encouraged to pose ethical questions of their own.

The full programme of study is outlined below:

WJEC GCSE Religious Studies	% of GCSE	Exam	Teaching times
Unit 1 Religion and Ethical Issues	50%	2 hours	Y10
Unit 2 Religion and Philosophical Issues	50%	2 hours	Y11

Year 10:

Unit 1: Religion and Ethical Issues

The core themes assessed in this unit are:

- Christianity
 - Beliefs: God and Jesus as God Incarnate
 - Practices: Morality and Church
- Judaism
 - Beliefs: The concept of God and Sacred Place
 - Practices: Practices that demonstrate beliefs about God and Worship in the home and the synagogue
- Issues of Life and Death
 - The world
 - The origin and value of human life
 - Beliefs about the afterlife
- Issues of Good and Evil
 - Crime and Punishment
 - Forgiveness
 - Good, Evil and Suffering

This unit is 50% of the GCSE and is examined in the summer of Year 11.

Useful links

<http://resources.wjec.co.uk>

www.bbc.co.uk/bitesize

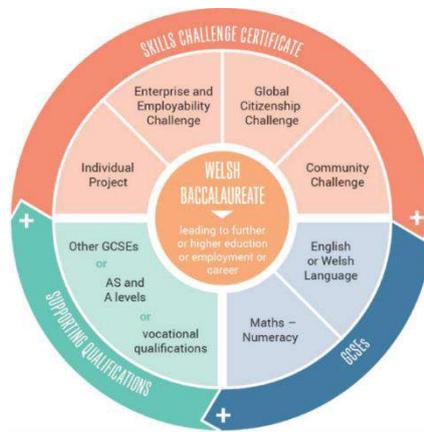
If you need any further support please contact Mrs J. Jacques-Butterworth at the School.

Welsh Baccalaureate

Key Stage 4 Welsh Baccalaureate

Through the Welsh Baccalaureate students will raise their skills levels and confidence, allowing them to take their place as a responsible and active citizen within a diverse society. The Welsh Baccalaureate also provides them with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues and events.

The Welsh Baccalaureate is based on a Skills Challenge Certificate and Supporting Qualifications. The requirements of **both** the Skills Challenge Certificate **and** Supporting Qualifications **must** be met in order for students to achieve the overarching Welsh Baccalaureate.



The Skills Challenge Certificate consists of four components which you will complete during Year 10 and Year 11.

Year 10 September to December

- Global Citizenship Challenge – this challenge requires students to respond to a global issue by raising awareness of the issue to an audience in a creative and innovative way.

Year 10 January to March

- Enterprise and Employability Challenge - this challenge requires students to develop a business idea and proposal, and with final proposals pitched to a panel of experts.

Year 10 April to July

- Community Challenge – this challenge will provide students with the opportunity to select an activity from one of the following community themes: social/welfare, neighbourhood enhancement or coaching. In school activities are provided over two days but students are encouraged to plan and arrange their own activities.

These three challenges are worth 50% of the Skills Challenge Certificate.

There is no Welsh Baccalaureate exam.

Enterprise and Marketing Level 1/2 Certificate

The course covers three mandatory units:

Unit R064: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Assessment: Written exam, end of year 10.

Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Assessment: Coursework, Autumn term year 11

Unit R066: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Assessment: Coursework, Spring term year 11

Students will be assessed by one written paper exam and two pieces of coursework.

Unit	Length of exam	Total marks	Qualification weighting
Enterprise and Marketing concepts	1.5 hours	80	50%
Design a Business proposal	N/A	60	25%
Market and Pitch a business proposal	N/A	60	25%

All results are awarded on the following scale: Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.