



Ysgol Penglais School

Year 9 Options 2024 – 2026

Dear Student,

Firstly, thank you for reading our guide for the Year 9 options. These will be the courses you will study from 2024 to 2026. The next two years in Penglais are very important years in your education and we are proud to be able to offer a broad curriculum at Key Stage 4.

It is very important that you select your courses based on advice and guidance from a variety of sources. Some of the courses in Key Stage 4 have not been offered at Key Stage 3. Some of the choices you are making now may affect your option choices after Year 11.

Make sure you attend our options evening in school on Thursday 11th January 2024. Please also speak to the appropriate staff at parents' evening on Thursday 8th February 2024. All of our teachers will be able to provide advice and guidance on appropriate choices for you. There is also a Careers Advisor based in school and appointments can be made through Student Services or your Head of Year.

Please read the options form carefully and return it to your form teacher on: **22nd February 2024.**

The school reserves the right to change the options available and this can be due to staffing or budget changes, as well as the numbers wishing to opt for a subject. The school may also need to run the options process twice so please make sure you have a second option in mind for each box.

I would like to wish you well with your choices and hope you find our booklet informative.

Should you have any questions regarding the information in the booklet please do not hesitate to contact Mr Robert Rudge on 01970 627119 or email RudgeR2@penglais.org.uk



Ms H G Leighton
Deputy Headteacher

Making Decisions

For students beginning GCSEs in 2024 the following are compulsory:

Most students will take:

- English and English Literature
- Mathematics and Numeracy
- Science
- Welsh Second Language or Cymraeg
- Welsh Baccalaureate
- PE and Wellbeing (not for examination)
- Statutory Religious Education (not for examination)
- 3 other subjects (the options)

So what decisions will you have to make?

There will be three columns of subjects from which to select. You must choose ONE subject from each column. However, if you choose Construction in Boxes 2 and 3 this will leave one option choice.

Although we hope that you will be able to take the subjects of your choice, this cannot be guaranteed.

When you are making your option choices please take the following points into consideration:

- In the interest of creating a broad and balanced curriculum you are encouraged to select a creative subject such as Art and Design, Music, Drama, Media Studies or Product Design. There are many job opportunities available in this industry and we have a varied choice on offer.
- We have various humanities subjects on offer which provide the opportunity to study many interesting themes and topics and you are encouraged to select at least one from History, Geography or RE, Business and Enterprise. All are extremely useful qualifications no matter what you wish to study after compulsory education ends. Humanities also provide many opportunities for developing research, evaluation and writing skills which are vital for any future study or employment opportunities.
- If you are proficient in languages you should consider taking at least one Modern Foreign Language. Again, we have a wide range on offer including French, Spanish and Mandarin.
- We have one vocational course on offer – Construction. This is aimed at providing very practical experience for those students who wish to enjoy courses that are employment-orientated in nature. We also have a BTEC available in Enterprise. Please do not choose this alongside Business Studies GCSE as it is not a broad enough combination of subjects.

- It is very important you ensure the courses you choose have a balance of controlled assessment and examination. Some courses have a large proportion of controlled assessment work which is continually assessed. This can lead to a large workload through the year if you choose two of these types of courses. Some courses are linear – all the assessments take place at the end of two years, some are modular where exams can be taken in Year 10 and Year 11. Please read the booklet carefully to identify these subjects.
- At this stage it is also important to check if your chosen options prevent you from pursuing certain courses in the future. For this it is worth checking the entry requirements for A Level courses, and for students with an idea of what they may want to study at College or University you can check the entry requirements at these institutions on their websites.
- It is very important that you keep your options open at this stage and do not over-specialise.
- Do not base your choices on what your friends are choosing – it is your future, not theirs. Also, do not base your choices on who may or may not be delivering courses as this is subject to change.
- If it is considered you have made any unwise decisions or combinations, you will receive further advice and be asked to choose again.
- If the numbers opting for an option are too low, the course may not run and these students will be asked to select again.
- Once you have made your choices check to ensure it provides a balanced curriculum.

General Certificate of Secondary Education (GCSE)

All GCSE courses and examinations follow nationally agreed guidelines known as the 'National Criteria'. These cover course objectives, content and assessment methods. The aim is to help students to benefit as much as possible from their studies.

Compulsory Subjects

ENGLISH LANGUAGE GCSE

ENGLISH LITERATURE GCSE

MATHS GCSE

MATHS NUMERACY GCSE

SCIENCE: DOUBLE AWARD OR TRIPLE AWARD GCSE

WELSH: FIRST LANGUAGE GCSE or WELSH: SECOND LANGUAGE GCSE

WELSH BACCALAUREATE: SKILLS CHALLENGE CERTIFICATE

GCSE English

Language

INTRODUCTION

The English Language GCSE covers development in the key skills of reading, writing and speaking and listening that employers, colleges and universities all regard as crucial when taking the next steps in either employment or further education.

The majority of the course (80%) is based on two exams that will be taken at the end of Year 11. Each exam has a reading and a writing section. The rest of the course (20%) is based on two speaking and listening tasks that are completed at the end of Year 10 and at the start of Year 11. Both aspects of the course are described in more detail below.

COURSE CONTENT AND ASSESSMENT

Non-Examination Controlled Assessment: 20% External Assessment: 80%

Unit 1: Oracy (Non-examination assessment) 20%

This Unit will consist of two tasks: an individual research presentation (40 marks) and a group discussion (40 marks). All themes and topics will be provided by the WJEC examination board and will be carried out within a set time frame and in controlled conditions. There will be a particular focus on verbal and grammatical accuracy in this unit.

The written papers are divided into two units.

Unit 2: Reading and Writing (external assessment). (40%.) Description, Narration and Exposition

This Unit will take the form of a two-hour examination paper in two sections.

-Section A will test understanding and analysis of a range of reading texts with structured questions and will include an editing task. (40 marks)

-Section B will be a descriptive, narrative or exposition writing task. Half the marks are awarded for content and half for grammar, spelling and punctuation. A proof-reading task will also be included. (40 marks)

Unit 3 Reading and Writing (external assessment). (40%) Argument, Persuasion and Instruction.

This Unit will be examined as a two-hour examination paper in two sections.

-Section A will test understanding of a range of texts and structured questions. (40 marks)

-Section B will require two writing tasks focusing on argument and persuasion. (40 marks)

Please see Mrs. J Davies (English Faculty Leader) in D13 for further information.

GCSE English

Literature

INTRODUCTION

The English Literature GCSE focuses on the study of different novels, plays and poems. The course is split into two exams and two controlled tasks (explained in more detail below). It is likely that the controlled tasks and the Unit 1 exam will be completed by the end of Year 10. The Unit 2 exam will be completed in Year 11. Although the Literature GCSE is separate from the Language GCSE, the skills used in studying and analysing different texts will also help students with the reading and writing sections in the English Language exams.

COURSE CONTENT AND ASSESSMENT

External Assessment: 75%

The written papers are divided into two units.

Unit 1 – Students will study '*Of Mice and Men*' by John Steinbeck and will compare two contemporary unseen poems. (35%)

Unit 2 – Students will study '*An Inspector Calls*' by J.B. Priestley and '*Heroes*' by Robert Cormier. (40%)

Unit 3 Non-Examination Assessment: 25% This unit will be divided into two sections:

-Section A requires the study of a set theme on a Shakespeare play (usually '*Romeo and Juliet*')

-Section B requires the study of 15 poems from '*One Hundred Poets from Wales*' with two chosen for a more detailed comparison.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs. J Davies (English Faculty Leader) in D13 for further information.

GCSE Maths & GCSE Numeracy

INTRODUCTION

Students in Wales will study for two GCSEs in Mathematics called GCSE Mathematics and GCSE Mathematics – Numeracy. The examining board will be WJEC. Students in set 1 will study for the Higher tier, with grades A* to C available, whilst those in other sets will initially study for Intermediate tier, with grades B to E available.

Students will be assessed frequently in order to decide the most appropriate set and tier of entry. In Year 11, if it is felt that a student will not achieve at least a grade E, then they will be entered for the Foundation tier which has grades D to G available. Conversely, students who are achieving higher grades at Intermediate Tier in Year 11 may be offered the opportunity to enter Higher Tier GCSE, at their teacher's discretion.

COURSE CONTENT

The course content for both examinations is broadly similar, with the mathematics course having all the content of the numeracy course plus an increase in Algebra and Probability. The Numeracy GCSE focuses on the candidates' ability to choose appropriate mathematical techniques to real-life scenarios, whereas the Mathematics GCSE is more focused on mathematical knowledge and is a little more abstract in nature. There is too much detail to list all the subject content here but a detailed specification can be found via the link at the bottom of the page. The subject content will naturally follow the work done at KS3.

ASSESSMENT:

Both qualifications are entirely exam based with the exams sat at the end of Year 11. Each qualification has 2 exams, each lasting 1 hour 45 minutes, with one exam for each qualification being a calculator paper and one being a non-calculator paper. (Foundation exams are each 1 hour 30 minutes).

Full details of both courses, and specimen papers, are available at <http://www.wjec.co.uk/supporting/gcses-from-2015/>.

WHO TO CONTACT FOR MORE ADVICE:

Please see Dr J Devlin in B6 (Maths & Numeracy Faculty Leader) for further information.

GCSE Science

Triple Award

INTRODUCTION

Students following the Triple Award Science course will complete all the units contained in the core Double Award Science course along with additional topics which deepens and broadens their scientific knowledge.

The course provides students with three separate GCSE's in Biology, Chemistry and Physics. It has been designed for the most able students and is widely considered as a valuable option for students wishing to go on to study science or science-related courses at post 16 or degree level.

It is expected that all students following the Triple Award Science course will sit the Higher Tier exam with grades A* to D available for Biology, Chemistry and Physics.

COURSE CONTENT:

Kidneys and Homeostasis, Micro-organisms, Disease Defence and Treatment, Limestone, Reversible Reactions, Important Chemicals, Total Internal Reflection, Seismic Waves, Kinetic Theory and Electromagnetism. Students will also study Double Award topics to a greater depth.

ASSESSMENT:

Two written exams will count for 90% of each of the three science GCSEs. These exams will be in the summer of Year 10 and Year 11 and each exam will be 1 hour 45 minutes long.

The remaining 10% is determined by a practical assessment which takes place during January of Year 11. Assessment of students' progress throughout the course will be made through end of module tests.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. S Jones (Science & Digital Competence Faculty Leader) in C3 for further information.
or the WJEC Triple Award Science Specifications at:
<https://www.wjec.co.uk/qualifications/science/gcse/>

GCSE Science

Double Award

INTRODUCTION

The Double Award course encourages learners to develop confidence in, and a positive attitude towards science and to recognise its importance in their own lives and to society, providing 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 will be taught essential aspects of the knowledge, methods, processes and uses of science.

They will 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.

COURSE CONTENT:

Year 10 Biology:

- Cells and movement across membranes
- Respiration and the respiratory system in humans
- Digestion and the digestive system in humans
- Circulatory system in humans
- Plants and photosynthesis
- Ecosystems and human impact on the environment

Year 10 Chemistry:

- The nature of substances and chemical reactions
- Atomic structure and the Periodic Table
- Water
- The ever-changing Earth
- Rate of chemical change

Year 10 Physics:

- Electric circuits
- Generating electricity
- Making use of energy
- Domestic electricity
- Features of waves

Year 11 Biology:

- Classification and biodiversity
- Cell division and stem cells
- DNA and inheritance
- Variation and evolution
- Response and regulation
- Disease, defence and treatment

Year 11 Chemistry:

- Bonding, structure and properties
- Acids, bases and salts
- Metals and their extraction
- Chemical reactions and energy
- Crude oil, fuels and carbon compounds

Year 11 Physics:
Distance, speed and acceleration
Newton's laws
Work and energy
Stars and planets
Types of radiation
Half-life

ASSESSMENT:

Students will be entered for the Higher tier (A* - D) or Foundation tier (C- G) courses based on ability and performance. GCSE Science (Double Award) is a suitable preparation for A Level exam in Biology, Chemistry and Physics. It is worth two GCSEs.

Students will study Biology, Chemistry and Physics separately taught by subject specialist teachers in sets according to students' prior achievement. 90% of the GCSE is based on six exams, two each for Biology, Chemistry and Physics. Each exam will be 1 hour 15 minutes long and contributes to 15% of the full qualification. The remaining 10% is determined by two practical assessments.

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

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. S Jones (Science & Digital Competence Faculty Leader) in C3 or the WJEC website (<http://www.wjec.co.uk/qualifications/science/gcse/science-double-gcse-2016/>) for further information.

GCSE Cymraeg:

First Language

INTRODUCTION

This course is aimed at students who have studied the Cymraeg (Welsh First Language) Programme of Study in KS3. The WJEC Welsh First Language course aims to ensure that students are given the opportunity to:

- Show interest, pleasure and enthusiasm whilst studying the Welsh language;
- Communicate confidently, correctly and fluently in oral and written work, in a wide range of situations and contexts;
- Show their ability to contribute to discussions, giving relevant consideration to ideas, circumstances and the role of others;
- Respond to a wide range of reading materials – stimulating texts to encourage interest and enthusiasm and respond orally or in writing to poetry, prose and plays paying attention to detail;
- Write in a wide range of styles giving attention to purpose, audience and grammatical correctness.

COURSE CONTENT AND ASSESSMENT

The content of the course is based on the following topics: Cymru a Chymreictod (Wales and Welshness) Ieuenctid (Being Young in the Modern World)/ Cyfathrebu (Communication)

Natur a Dynoliaeth (Nature and Humanity) Pigo Cydwybod (Conscience provoking topics) Rhyfel a Thrais (War and Violence)

ASSESSMENT:

Unit 1

Oral Tasks (30%) - Controlled Assessments

Task 1 (15%) - Individual Presentation based on research - Presentation on a topic of their own choice within one of the following themes: Cymru, Hamdden, Byd Gwaith, Byd Gwyddoniaeth/Technoleg, Dinasyddiaeth. (Summer Term in Year 10).

Task 2 (15%) - Response and Interaction Group Task

– Expressing their opinions on a variety of topics (Spring Term in Yr 11).

Unit 2

External Assessment: Descriptive, narrative and explanation.

Reading and writing (35%) - May of year 11 Written Exam Paper: 120 minutes consisting of 2 sections:

Section A (15%) - Reading Comprehension, using and comparing texts.

Section B (20%) - Written Task, either descriptive, narrative or explanation.

This section will also include a proof reading and correcting task.

Unit 3

External Assessment: Discussion, Persuasion and Information for a specific purpose

Reading and Writing (35%) – May of Yr. 11

Written Exam Paper 120 minutes consisting of 2 sections:

Section A (15%) - Reading Comprehension, using and comparing texts.

Section B (20%) - Written tasks, one discussion and one persuasive piece.

WHO TO CONTACT FOR MORE ADVICE:

Please see Miss C Davies (Leader of Cymraeg a Llythrennedd) in A5 for further information

GCSE Welsh:

Second Language

INTRODUCTION

This course is for students who have studied the Cymraeg Ail Iaith (Welsh Second Language) Programme of Study in KS3

This course aims to ensure that candidates are aware of the importance of the Welsh language in the modern Wales by nurturing a positive attitude to the Welsh language and its culture.

Following this course should encourage students to:

- understand and use the language for a variety of purposes and audiences
- develop language skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified contexts
- develop language learning skills and strategies to enable candidates to develop their use of Welsh further.
- develop listening, speaking, reading and writing skills in an integrated manner, emphasising listening and speaking skills.
- use Welsh in further studies, in the workplace and in their communities
- develop curiosity about the Welsh language

COURSE CONTENT:

Students study 3 very broad contexts over the two years Cyflogaeth (employment), Ieuenctid (Youth), Cymru a'r Byd (Wales and the World)

ASSESSMENT

UNIT 1: Oracy Response to Visual Stimulus (25%)

- Non-examination assessment. 1 task. Speaking (10%) and Listening (5%). (Year 10)

This will be a task for a group of 2 or 3 based on a visual stimulus for discussion. Students will watch a visual clip and fill in a related sheet. They will then discuss what they have watched.

UNIT 2: Communication with other people (25%)

- Non-examination assessment. 1 task. Speaking (20%) and Listening (5%). (Year 11)

A discussion based on three triggers such as a combination of graphs, pictures and short reading texts.

UNIT 3: Narrative, specific and instructional (25%)

- Written examination (1 hour and 30 minutes). Reading (15%) and Writing (10%). (Year 11)

Reading tasks with nonverbal and written responses. One translation task from English to Welsh. One proof reading task and writing tasks.

UNIT 4: Descriptive, creative and imaginative (25%)

- Written examination (1 hour and 30 minutes. Reading (10%) and Writing (15%). (Year 11)

Reading tasks with non-verbal and written responses and writing tasks.

Learners are not permitted to use dictionaries or any other resources in any part of the assessment.

WHO TO CONTACT FOR MORE ADVICE:

Please see Miss C Davies (Leader of Cymraeg) in A5 for further information.

Welsh Baccalaureate: Skills Challenge Certificate

INTRODUCTION

The main aims of the Welsh Baccalaureate are to develop a wide range of essential and employability skills and to promote the value and development of skills for education, life and work.

COURSE CONTENT

The qualification is based on a Skills Challenge Certificate and Supporting Qualifications and will be awarded at National or Foundation level.

- Skills Challenge Certificate

The Skills Challenge Certificate is made up of an Individual Project and three Challenges.

- The Individual Project

This is an independent, research-based assignment on an individually selected subject. Learners demonstrate the knowledge and skills to produce a written investigation.

- Enterprise and Employability Challenge

This Challenge will enable learners to develop enterprising skills and attributes and prepare them for the workplace.

- Global Citizenship Challenge

This Challenge will help learners to understand and respond appropriately to a global issue.

- Community Challenge

This Challenge will enable learners to identify, develop and participate in opportunities that will benefit the community.

The combined results of the challenges and project will determine whether the Skills Challenge Certificate is awarded at National or Foundation level.

SUPPORTING QUALIFICATIONS

The Supporting Qualifications include GCSEs in English Language or Welsh Language together with Mathematics or Mathematics Numeracy. A further three GCSEs are also required, two of which may be of equivalent qualifications (e.g. BTEC).

To meet the National Welsh Baccalaureate requirements all five of the Supporting Qualifications must be achieved at grades A*- C. For the Foundation Welsh Baccalaureate, the Supporting Qualifications must be achieved at grades A*- G.

To achieve the Welsh Baccalaureate, you must meet the requirements of both the Skills Challenge Certificate and the Supporting Qualifications.

ASSESSMENT

There is no final examination. All marks are gained from controlled assessments.

WHO TO CONTACT FOR MORE ADVICE?

Please see Miss. K Davis, Faculty Leader in F4 for further information.

Optional Subjects

GCSE ART

GCSE BUSINESS STUDIES

GCSE FOOD & NUTRITION

GCSE DRAMA

GCSE FRENCH

GCSE GEOGRAPHY

GCSE HEALTH & SOCIAL CARE & CHILDCARE

GCSE HISTORY

GCSE ICT (Digital Technology)

GCSE MANDARIN

GCSE MEDIA STUDIES

GCSE MUSIC

GCSE P.E

GCSE PRODUCT DESIGN

GCSE R.E

GCSE SPANISH

BTEC TECH AWARD IN ENTERPRISE

CONSTRUCTION FOR THE BUILT ENVIRONMENT

GCSE Art

INTRODUCTION

Students must have an ability to work from direct observation and an ability to develop work creatively and imaginatively. A determination to work consistently is essential, both in school and in own time.

Students must produce work for their projects at home as well as in class. The work must be done on a regular basis as it is an essential part of the course and handed in at the beginning of each week.

CONTENT

Coursework is organised into projects - these will cover a wide range of activities: painting, drawing, printing, graphics, 2D and 3D designs, photography, ceramics and textiles. Themes will be set by the teacher.

Throughout all the projects there is additional emphasis on written work and individual research.

Students will study four areas of investigation throughout both units or work;

- Critical understanding -Develop ideas through investigations, demonstrating critical understanding of sources.
- Creative making - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Reflective recording- Record ideas, observations and insights relevant to intentions as work progresses.
- Personal Presentation- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The portfolio of work provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. These may include using resources to carry out focused research which supports purposeful developments. During the course, students should be encouraged to experiment, collaborate, make informed creative decisions and innovate. Careful consideration of the selection and presentation of their work should also be encouraged. The primary purpose of this course is to develop a confident approach that will support students' creative journeys in their portfolios (for both Unit 1, unit 2 and beyond).

ASSESSMENT

Coursework – portfolio 60%. This will be assessed at regular intervals. Practical Examination 40%. (A 10-hour exam over 2 days in March of Year 11, chosen in January of Year 11).

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs. T Harper (Leader of Art) in B3 for further information.

GCSE Business Studies

INTRODUCTION

Business Studies is relevant to the world of work. Employers value the qualification. There are real opportunities to progress –in education or employment.

When you leave school and wish to get a job, you will understand a little more about the way a business works. If you choose not to become an employee, you will perhaps have the skills and knowledge to start your own business.

By studying WJEC GCSE Business, the subject content will enable you to apply your knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. You will develop an understanding of how these contexts impact on business behaviour.

COURSE CONTENT

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

- Business activity – includes meeting the needs of customers by providing a product or service, in most cases, for a profit.
- Influences on business – all businesses operate in an external environment and there are a number of external influences that impact on business activity.
- Business operations - how businesses will organise their operations in different ways, depending on their size, the types of goods or services they sell and the markets they operate in.
- Finance - covers start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance.
- Marketing - includes identifying, anticipating and satisfying customer needs in a profitable way.
- Human resources - involves the recruitment, training, organisation, retention, development and motivation of employees.

ASSESSMENT

Unit 1: Business World Written examination:

2 hours 62.5% of qualification (100 Marks). A mix of short answer and structured questions based on stimulus material covering all of the course content.

Unit 2: Business Perceptions Written examination:

1 hour 30 minutes 37.5% of qualification (60 Marks). Data response questions covering all of the course content.

WHO TO CONTACT FOR MORE ADVICE?

Please see Mrs. R Bentley (Leader of Business) in F3 for further information.

GCSE Food & Nutrition

INTRODUCTION

GCSE Food and Nutrition, enables you to learn about the food we eat every day in an interesting and exciting way. We cook, experiment and research about the foods available to us and look at the relationship between diet and good health. You will gain an understanding of the economic, environmental, ethical and socio-cultural influences on food availability and production processes.

We develop cooking skills so that by the end of the course you will be confident in making meals for your family and friends!

Further training in this subject can lead to a wide variety of career opportunities – food scientists, dieticians, food technologists, food journalism, food manufacturing and farming, chefs and cooks in a range of establishments and a range of opportunities in hotels and restaurants including management.

COURSE CONTENT AND ASSESSMENT

Unit 1: Principles of Food and Nutrition

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

Areas of content:

Food commodities

Principles of nutrition

Diet and good health

The science of food

Where food comes from

Cooking and food preparation

Unit 2: Food and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated.

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.

Whilst this is a practical subject it must be stressed that there is a lot of written work required in the coursework. You must be prepared to provide ingredients and cook on a regular basis.

Resilience is...

- Ensuring you bring your ingredients for all of your practical lessons to build skills and enhance learning.
- Participate in lesson starter activities and offer your opinions and feedback.
- Practice exam questions and use your green pen to show improvements.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr Retter (Teacher of D&T) in D18 for further information.

GCSE Drama

INTRODUCTION

Do you want to study a course that is challenging, yet utterly rewarding? Do you want to learn new transferable skills that can be used in any workplace and on any career path you choose? Do you enjoy watching and critiquing live theatre? Do you, perhaps, want to gain confidence in public speaking? Or do you want to sit a GCSE that is fun and inspiring?

The WJEC GCSE Drama course is exciting, inspiring and practical. With both actor and designer pathways to choose from, there is something for everyone on this course.

COURSE CONTENT AND ASSESSMENT

Unit 1: Devising Theatre (Practical: internally assessed, externally moderated)
40% of the overall mark (60 marks)

In this unit, you will participate in the creation, development and performance of a piece of devised theatre, in groups of up to five, based on either the work of a theatre practitioner or a genre in response to a stimulus set by the WJEC.

This performance will take place in November of the second year of the course.

In addition, you will complete a short, written evaluation of the devised performance under examination conditions.

You can choose to be assessed as an actor or a designer (lighting, sound, set or costume)

Unit 2: Performing Theatre (Practical: assessed by visiting examiner)
20% of the overall mark (60 marks)

In this unit, you will participate in a performance based on two 10-minute extracts from a performance text of your own choice. You will work in groups of up to five. You can choose to be assessed as an actor or a designer. This performance will take place between February and April of the second year of the course.

Unit 3: Interpreting Theatre (Written examination: 1 hour, 30 minutes)
40% of the overall mark (60 marks)

This written examination is split into two sections:

Section A requires you to answer questions based on one set text. You will be expected to answer from several different points of view, encompassing acting, directing and designing.

Section B requires you to write a review of two live pieces of theatre that you have watched during the course.

WHAT DOES RESILIENCE LOOK LIKE IN DRAMA?

- You will need to book extra rehearsal time outside of lessons for your practical exams and assessments, including learning lines where appropriate.
- **Design candidates** will be required to update their sketchbooks at home between lessons.
- You will need to come to lessons prepared, which means doing research and working with your group outside of lessons ready to experiment with your ideas in class.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. B Stott (Leader of Drama) in D2 for further information.

GCSE French

It is a multi-lingual world...English is not enough!

INTRODUCTION

Did you know that:

Knowledge of a foreign language can raise one's salary by between 8-20%?

Lots of universities ask for a language GCSE for entry? Foreign language skills are the second thing employers look for on job applications?

This course would suit students who want to improve their:

- Communication skills
- Problem solving skills
- Confidence

Being able to speak other languages is a skill that gets you ahead.

Being successful at another language shows good communication skills and shows employers you are willing to learn new skills and welcome a challenge. A GCSE in a language is increasingly valued by universities and colleges of further education.

You can combine languages with lots of other things at University (e.g. Business, Law, Economics, Engineering, Marketing, Tourism) which leads to excellent career prospects.

COURSE CONTENT

You will develop the language skills, grammar knowledge and vocabulary you have learned in KS3 to learn to speak and write and understand French in greater detail and with greater accuracy in the following topic areas:

Personal and Social life, the Local Community, the World of Work and the Wider World.

ASSESSMENT

The GCSE will be assessed by final exams at the end of Year 11 in Speaking (7-12 minutes), Reading (1-hour approximately), Listening (35-45 minutes) and Writing/ translation (1 hour approximately).

Each exam will be weighted equally at 25%.

WHO TO CONTACT FOR MORE ADVICE:

Please see Ms. D Lardieri in E6 for further information.

GCSE Geography

INTRODUCTION

GCSE Geography enables you to learn about the dynamic and exciting world around you. We look at the opportunities, challenges and constraints facing people in different environments together with the reasons for the development of different landscapes on the surface of the earth. Geography also allows you to develop very useful skills such as problem solving, investigative work, fieldwork, map reading and information and communication technology. Geographers go on to find opportunities in a wide range of careers because of the number of skills they acquire and their knowledge and understanding of present-day issues in a constantly changing world. All students will sit common papers.

COURSE CONTENT

The course is divided into three units:

Unit 1: Changing Physical and Human Landscapes. The core themes assessed in this unit are:

1. Landscapes and physical processes

- Distinctive landscapes in Wales
- Landform processes and change in the UK

2. 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 or Coastal hazards and their management

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

Unit 2: Environmental and Development Issues. The core themes assessed in this unit are:

1. Weather, climate and ecosystems

- Climate change
- Weather patterns and processes
- The processes and interactions within ecosystems
- The impact of human activity on ecosystems

2. Development

- Measuring global inequalities
- Causes and consequences of uneven development Water resources and their management
- Regional economic development

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

Social development issues or Environmental challenges. This unit is 40% of the GCSE and is examined in the summer of Year 11.

Unit 3: Fieldwork enquiry

Students will complete an enquiry based on fieldwork worth 20% of the GCSE qualification. This will be completed as a controlled assessment under exam conditions.

Assessment

80% of the course will be examined through units sat at the end of Year 11.

20% of the course is a Controlled Assessment (fieldwork enquiry).

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. D Johnson - Leader of Geography in B14 for further information.

GCSE Health & Social Care & Childcare

INTRODUCTION

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. The NHS is the largest employer in Europe, and has a constant need for hard-working people with a range of different skills and an interest and knowledge of health to keep it working properly. This is why we are providing students in Penglais the option of studying Health at GCSE.

COURSE CONTENT AND ASSESSMENT

The full programme of study is outlined below:

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%	NEA	Y11

Unit 1: Human Growth, Development and Well-being

In this unit learners will gain knowledge and understanding of human development across the life cycle and the ways in which this may be affected; how individuals can take control of their care and health and well-being; and how early intervention and prevention can support growth and development of individuals.

Unit 2: Promoting and Maintaining Health and Well-being

In this unit learners will gain knowledge and understanding of the range of health and social care, and childcare services provided in Wales and how these services promote and maintain the health and well-being of the nation.

- **Task 1:** Service Provision (approximately 10 hours) 40% of the marks within this unit are allocated to a service provision investigation
- **Task 2:** Health Promotion (approximately 15 hours) 60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

WHO TO CONTACT FOR MORE ADVICE?

Mr A Fisher - Humanities Faculty Leader FisherA6@penglais.org.uk

GCSE History

INTRODUCTION

History is a qualification valued and respected by universities and employers alike. History develops high levels of literacy and critical thinking abilities; skills essential for a wide variety of careers, including law, politics, journalism and teaching. Don't just think about the obvious; a surprising number of historians have also reached the top in business, media and across a wide range of careers. The value of History has been underlined by the Higher Education Statistical Agency which places History in the top five disciplines in terms of successful employability within six months of graduation.

COURSE CONTENT

The History Department will be teaching the popular WJEC GCSE History course and all students will sit common papers. The four units to be taught are:

1. Depression, War and Recovery 1930-1951

For this unit we will study Britain during a time of tremendous challenge and change. The key focus will be on the Second World War and how the people of Britain coped with the horrors of the Blitz and the challenges of evacuation. We will also study the impact of the Great Depression in the 1930s and the setting up of the NHS in the post-war period.

2. The USA 1910-1929: Gangsters, Jazz and the KKK

For this unit we will study America in the Roaring Twenties (1920s) and we will explore the horrors of racism and the KKK. We will look at Al Capone and the rise of the gangsters. On a lighter note we will experience the heady days of the Jazz Age, with a study of the dance crazes, films, fashions and sports that were popular at the time.

3. The Developments of Warfare c.1250 to the present

In this exciting new unit, we will be exploring changes in warfare over the past 750 years. We will be looking at how wars start, how they are fought and there will be a strong focus on the impact of war; both on soldiers and on civilians. This course will take us from the age of castles, swords and knights in the Middle Ages, through to the destructive conflicts of the First and Second World Wars of the Twentieth Century.

4. Controlled Assessment

This unit will allow students to produce one assessment in two parts and will focus on the social changes brought about as a result of the *Swinging Sixties*. Part A will focus on the skill of source evaluation and Part B will develop an understanding of how and why historical interpretation about the 1960s have changed over time.

5. ASSESSMENT

Unit 1: 1-hour exam worth 25%

Unit 2: 1-hour exam worth 25%

Unit 3: 1 hour 15 minutes exam worth 30%

Unit 4: Controlled Assessment worth 20%

This unit will allow students to produce one assessment in two parts and will focus on the social changes brought about as a result of the *Swinging Sixties*.

Part A will focus on the skill of source evaluation and Part B will develop an understanding of how and why historical interpretation about the 1960s have changed over time.

WHO TO CONTACT FOR MORE ADVICE:

Please see Miss T Leighton – Leader of History in A13 for further information LeightonT3@penglais.org.uk

GCSE Digital Technology

INTRODUCTION

The WJEC GCSE qualification in Digital Technology is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification is designed for learners who wish to begin their journey towards a career that utilises digital technologies or to progress onto advanced level programmes of learning involving digital technologies.

The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

COURSE CONTENT AND ASSESSMENT

The subject content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge, understanding and skills in digital technology.

The specification is divided into a total of 3 units and is the equivalent of 1 GCSE:

Unit 1: The Digital World. (40%) 1 ½ hour on-screen examination

An assessment (taken on screen) comprising of a range of question types to assess specification content related to digital technology systems, the value of digital technology and perspectives on digital technology. All questions are compulsory.

Unit 2: Digital Practices. (40%)

A non-examined assessment comprising of two sections. In Section A Students will interrogate a supplied data set imported into a spreadsheet in order to inform Section B, where they will create a website incorporating their own animation related to set context.

Unit 3: Communicating in the Digital World. (20%)

A non-examined assessment focussing on marketing digital assets using social media. Students will analyse online marketing communications and their impacts. They will use this information to create a video advertisement designed for social media and evaluate the success of such a campaign.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. A. Mercer (Teacher of ICT, computing and Digital Media) for further information.

GCSE Mandarin

It is a multi-lingual world..... English is not enough!

INTRODUCTION

The course will aim to enable students to understand Chinese in a variety of contexts and to communicate effectively in Chinese. It will further develop a cultural understanding of countries and communities where Chinese is spoken.

Mandarin is the most widely spoken language on earth, and China is becoming a major player in the world's economy, being predicted in a few years to become the world's biggest economy, surpassing that of the USA. Further, with thousands of years of history, Chinese culture is endlessly fascinating, whether it be its history, architecture, music, or cuisine, and knowledge of Mandarin will enrich an understanding of Chinese culture.

A GCSE in a language is increasingly valued by universities and colleges of further education, and Mandarin can be combined in degree courses with Business, Law, Economics, Engineering, Marketing, and Tourism, leading to excellent career prospects. Being able to speak Mandarin will certainly give a competitive edge, as employers view the ability to communicate in Mandarin an asset in building positive relations with partners in China and other parts of Asia.

From the pedagogic side, due to the pictogram script and the use of tones to convey lexical meaning, Chinese is a language that uses the brain in ways other languages do not, and consequently learning it helps build different neural connections. Its grammar is relatively simple with no verb tenses, conjugation or subject/verb agreement, and the visual nature of the script bypasses problems with spelling.

COURSE CONTENT

Students will learn to talk, read and write about themselves, their family and friends, the area in which they live and travel, education, the world of work and business, media and culture.

ASSESSMENT

The GCSE will be assessed by final exams at the end of Year 11 in Speaking (7-12 minutes), Reading (1-hour approximately), Listening (35-45 minutes) and Writing (1-hour approximately). Each exam will be weighted equally at 25%.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs L Huws (Teacher of Mandarin) in E4 for further information

GCSE Media Studies

What is Media?

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media.

Does studying the media mean watching lots of television, then? In fact, you will need to explore lots of different media products. The power that the media has is huge. Think about the idea that the average adult consumes media for almost 8 hours a day, and within that time, they are being bombarded by other people's ideas and opinions and images of the world and its people. How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world. Doesn't that sound like something we should know more about?

So, what will I study? As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. You will study lots of different media forms, such as:

Television, Online Media, Advertising and Marketing, Film, Magazines, Newspapers, Social and Participatory Media, Music Video, Radio, Video Games. There's also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more. In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products

COURSE CONTENT AND ASSESSMENT

Assessment will consist of a mixture of examinations and non-examined assessment.

Unit 1: Written examination: 1-hour 30mins, 30% of qualification

Unit 2: Written examination: 1-hour 30mins, 30% of qualification

Unit 3: Non-exam assessment: Media Production, 40% of qualification

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs Porter in E8 (Leader of Media Studies) or Mrs Davies in D13 (Faculty Leader)

GCSE Music

INTRODUCTION

GCSE Music is fun and practical, while still being an academic subject in its own right.

Music GCSE is valued by employers and universities. It provides transferable skills that students can use to benefit other subjects. If a student has a passion for a subject, they are more likely to enjoy their study and be motivated to revise and practice.

Even if you do not play an instrument yet, the skills you have been taught in key stage 3 will help you with this. Once on the GCSE music course you will be offered free individual vocal or instrumental lessons.

COURSE CONTENT AND ASSESSMENT

The course is divided up as follows:

Performing: You will be recorded performing for a minimum of 3 minutes, with a piece (or pieces) that is approximately grade 3 standard. This will not be in front of an audience – the performance is recorded, and then internally assessed and externally moderated.

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%.

All GCSE music students are offered free instrumental or vocal tuition for the duration of the two years of the course. These lessons are provided by Ceredigion County Music Service, who employ a team of highly experienced peripatetic instrumental and vocal teachers to come in to Penglais to teach our students. You will receive one 15-minute lesson per week as a minimum, on an instrument of your choice. There is no charge for these lessons, provided that you are studying GCSE music at Penglais.

Peripatetic instrumental or vocal lessons are held during the school day, with students leaving their timetabled lessons to attend their weekly instrumental lesson. If you are worried about missing lessons, we can usually arrange for your instrumental or singing lesson to be held at the beginning or end of the school day or when you have a music lesson. If you have no previous experience of learning an instrument, don't panic; our peripatetic instrumental and vocal teachers are well versed in getting you up to the required standard (ABRSM grade 3) during the two years of the course.

Composing: During the course, you will compose two pieces; this will be internally assessed and externally moderated. One piece will be to a set brief set by the WJEC and one will be to a free choice.

Composing is done in lessons and can be done at home or in the practice rooms at break and lunch – We help you all the way through though, so you won't be left on your own. This part of the course is worth 30%. In addition, you also need to write an evaluation of your composition. This is worth an additional 5%. We run regular composition 'drop-in' sessions and workshops, as well as using visiting tutors to assist as well.

Appraising: At the end of the course, you will sit a listening exam. Essentially,

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 GCSE 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.

We use a variety of software in the music department, to support the composition aspect of the course. We use computers regularly in lesson where students can use 'musescore', 'bandlab' and the 'Sibelius' programme to notate their compositions.

GCSE students are allowed access to the music department during break and lunchtimes, to complete their various pieces of work as required.

Opportunities

GCSE music students will have the opportunity to take part in various Music workshops, such as performing workshops with Mo Pleasure and Kedma, Composition workshops with the Royal Welsh College of Music and with The Dyfed Young musicians and composers. We also run a busy extra-curricular programme, such as Orchestra, choirs, ensembles etc. GCSE and A level students will also have the opportunity of attending Music trips where we attend concerts and live music events throughout the year.

WHO TO CONTACT FOR MORE ADVICE?

If you have any questions, please ask Mrs R Rhys - Rhysr6@penglais.org.uk - Leader for Music in D1.

If you'd like to find out more about what we do, search for our department page on Facebook

('Cerddoriaeth Penglais Music' – updated daily) or our online blog and YouTube channel to do this.

GCSE Physical Education

INTRODUCTION

Studying GCSE PE will enable learners to engage in a course, designed to inspire, motivate and challenge students by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

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. **It is vital that students attend extra-curricular practices and engage in competitive sport throughout the two years.**

COURSE CONTENT AND ASSESSMENT

Theory:

Written examination: 2 hours 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.

The subject content focuses on five key areas:

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

Practical:

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 (coursework).

Coursework:

Students will plan and perform a personal fitness programme for one of their chosen practical activities over 8-10 weeks.

Activities for assessment such as football, athletics, dance, netball will **NOT** be taught during GCSE PE lessons.

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

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs. Phillips (Leader of PE) in the PE Department for further information.

GCSE Product Design

INTRODUCTION

Design and technology is shaping the world we live in and this exciting industry has grown at a rapid rate. We interact with design throughout everyday of our lives and new careers continue to emerge where the focus is on using creative and practical skills to develop new products. These include product and furniture design, fashion, engineering, construction, graphic, web and marketing design, plus the food and drink industries. As well as the subject knowledge you will gain many transferable skills like logical and creative thinking, problem solving, teamwork, research, analysis, ICT, planning and evaluating.

Product Design

Projects will include designing a range of innovative products from furniture and lighting to new technology products. Students will learn how to use CAD 3D computer software to design and present their ideas, develop ideas through to a final design proposal. They will develop practical skills making products in the workshop.

COURSE CONTENT

The course will be based on the 'design and make' process, where students will be asked to design, make and evaluate solutions to real problems.

In Year 10 students will undertake a series of short projects covering all aspects of the course in preparation for the controlled assessment task in Year 11.

ASSESSMENT

These take place in Year 11.

Unit 1 Written paper (2 hours) 50%.

Unit 2 Design and Make Task (35 guided hours in school) 50%.

Part A: Analysis of a problem, generation of a range of ideas and fully developed into a final solution.

Part B: Plan for making, then make and evaluate the task

Coursework will involve a single substantial design and make task undertaken during Year 11. Whilst this is a practical subject it must be stressed that there is written work required in the coursework and in preparation for the exam.

What does resilience in Product Design students look like?

Not giving up when solving design problems, taking sketchbooks home every lesson and working on the design pages at home, being interested in topics related to the subject in the news and through tv/internet, using cloud-based CAD programs at home.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. J Evans (Creative Faculty Leader) in D4 for further information.

GCSE Religious Studies

INTRODUCTION

Are you curious about the world around you? Do you want to find out why people do what they do? Do you want to have the opportunity to develop your own understanding of why you make the choices you make? If so, then GCSE RS is exactly the qualification that you are looking for.

Whether you believe in God or not (or even if you are somewhere in between), religion is one of the most powerful social and cultural forces in human history. And think of the world today—84% of people on our planet have faith. In some countries such as Sri Lanka and Malawi, this figure is as high as 99%. In the last UK census, 60% of people stated that they were Christian, and Christian beliefs and traditions shape and influence all areas of our lives. Have you ever wondered why we have school holidays over Easter and Christmas? Why was the death penalty abolished? Why people campaigned to have UK laws about marriage changed?

GCSE RS will help you to explore what religions teach, and how that influences believers' lives and actions. But you'll also have the opportunity to explore non-religious views, including humanist and atheist beliefs without 'God' or religion, how do people make decisions about right and wrong? How do they mark important events such as life and death?

In addition to the benefits you will gain whilst studying RS, it's also important to know that this qualification is well respected by educational establishments and employers: students with qualifications in RS go on to be successful in a wide variety of jobs and careers, including the media, advertising, finance, the law, healthcare, marketing and education.

COURSE CONTENT

We teach the WJEC Religious Studies specification. The two units are:

1. Religion and Philosophical Themes

In addition to learning about key beliefs, teachings and practices in two religions (Christianity and Buddhism), you will have the opportunity to explore different religious and non-religious attitudes to controversial philosophical themes such as the death penalty, euthanasia, life after death and war.

2. Religion and Ethical Themes

This unit helps you to build on your understanding of key beliefs teachings and practices in the two religions, and then use your understanding of both religious and non-religious attitudes to debate ethical themes such as issues around gender and equality, human rights and relationships.

ASSESSMENT

Each unit is worth 50% of the total GCSE. Each unit is examined, and the exams use a variety of question types to test your learning. Some questions require short answers, and some give you an opportunity to write extended answers that show developed thinking.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs. J Jacques-Butterworth (RE Subject Leader) in A10 for further information.

GCSE Spanish

It is a multi-lingual world..... English is not enough!

INTRODUCTION

Did you know that:

Knowledge of a foreign language can raise one's salary by between 8-20%?

Lots of universities ask for a language GCSE for entry? Foreign language skills are the second thing employers look for on job applications?

This course would suit students who want to improve their:

- Communication skills
- Problem solving skills
- Confidence

Being able to speak other languages is a skill that gets you ahead.

Being successful at another language shows good communication skills and shows employers you are willing to learn new skills and welcome a challenge. A GCSE in a language is increasingly valued by universities and colleges of further education.

You can combine languages with lots of other things at University (e.g. Business, Law, Economics, Engineering, Marketing, Tourism) which leads to excellent career prospects.

COURSE CONTENT

You will develop the language skills, grammar knowledge and vocabulary you have learned in KS3 to learn to speak and write and understand Spanish in greater detail and with greater accuracy in the following topic areas:

Personal and Social life, the Local Community, the World of Work and the Wider World.

ASSESSMENT

The GCSE will be assessed by final exams at the end of Year 11 in Speaking (7-12 minutes), Reading (1-hour approximately), Listening (35-45 minutes) and Writing/ translation (1 hour approximately). Each exam will be weighted equally at 25%.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mrs. H Evans (Head of Language Faculty) in E7 for further information.

BTEC Tech Award in Enterprise

INTRODUCTION

The BTEC Tech Award in Enterprise has been designed to help you develop your entrepreneurial skills through practical, skills-based learning. Assessment is through task-based assignments so you can demonstrate your knowledge and skills in work-related scenarios. You will explore, develop and apply your knowledge helping to develop key transferable skills such as research and data analysis to support your progression to further learning and the workplace. This creative approach to learning about enterprise will encourage you to explore the world of business and what makes or breaks an enterprise. The BTEC Tech Award is a practical introduction to life and work in Enterprise, so you can develop your understanding of the sector and see whether it's an industry you would like to be in. BTECs are recognised by employers and universities. In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification.

COURSE CONTENT

Component 1 Exploring enterprises

The aim of this component is to examine different enterprises to develop your knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. During Component 1, you will:

- examine the characteristics of enterprises
- explore how market research helps enterprises meet customer needs and understand competitor behaviour
- investigate the factors that contribute to the success of an enterprise

You will also develop transferable skills, such as research, and data analysis in order to interpret your findings.

Component 2 Planning for and Pitching an Enterprise Activity

The aim of this component is to explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review your business plan. During Component 2, you will:

- explore ideas and plan for a micro-enterprise activity
- pitch a micro-enterprise activity
- review their own pitch for a micro-enterprise activity.

You will also develop your planning and research, presentation, communication and self-reflection skills. Component 3 Promotion and Finance for Enterprise The aim of this component is to explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. During Component 3, you will:

- demonstrate knowledge and understanding of elements of promotion and financial • interpret and use promotional and financial information in relation to a given enterprise
- make connections between different factors influencing a given enterprise
- advise and provide recommendations to a given enterprise on ways to improve its performance.

ASSESSMENT

Component 1 Exploring Enterprise - this is assessed by internally assessed assignments (coursework) and is worth 30% of the total course. Component 2 Planning for and Pitching an Enterprise Activity – this is assessed by internally assessed assignments (coursework) and is worth 30% of the total course. Component 3 Promotion and Finance for Enterprise- this is assessed by an externally assessed task (examination) and is worth 40% of the total course.

WHO TO CONTACT FOR MORE ADVICE?

Please see Mrs R Bentley (Leader of Business) in F3 for further information.

Construction for the Built Environment

INTRODUCTION & COURSE CONTENT

The aims of all qualifications are to:

- inspire and enthuse learners to consider a career in the Construction and the Built Environment sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Construction and the Built Environment sector
- support progression to specialised Level 3 qualifications in Construction and the Built Environment, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

This is a graded qualification; learners can achieve a Level 1 qualification (GCSE D-G) or level 2 qualification Pass, Merit or Distinction (Pass = C, Merit = B, Distinction = A).

ASSESSMENT

The course covers three units: Safety and security in construction, Practical construction skills and Planning construction projects.

For the practical skills students will be taught the following:

- Wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall
- Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner or around a switch
- Tiling e.g. floor and wall, patch repair

We can only accommodate a maximum of 18 students on the course.

WHO TO CONTACT FOR MORE ADVICE:

Please see Mr. J Evans (Creative Faculty Leader) in D4 for further information

For some students we have further courses available in Life Skills and Hyfforddiant Ceredigion Training (HCT).

If your child is somebody who would benefit from these courses Mr Rudge or Mrs Shaw ALNCO will be in touch to discuss this.

Gwasanaethau Cymorth Dysgu / Learner Support Services

The school's arrangements are:

All students can speak with their Tutor each day.

Individual departments mentor some students.

Mynediad i'r Gwasanaeth Cefnogaeth Bersonol:

Access to the Personal Support Service:

The school's arrangements are:

Student Services provide personal support, guidance and advice. Additionally, each student has access to their Tutor and Head of Year.

The Head of Year may also refer students to Hafan for additional support.

The Head of Year can also access outside agencies to work with students, this is subject to parental consent.

Mynediad i Gyngor a Chyfarwyddyd Gyrfaoedd

Access to Careers Advice and Guidance:

The school's arrangements are:

Specific wellbeing sessions are delivered on topics that cover sexual exploitation, domestic abuse and alcohol issues.

The students also get the chance to explore future career options during the 'Your Future Your Choice' day, which is a whole day of interactive activities organised by Careers Wales. They get to speak to entrepreneurs and hear how they have set up their own businesses. Students and lecturers from Aberystwyth University are available to discuss university subjects and options. Students can use the Unifrog website to understand the career options which are available to them.

Careers guidance is discussed in tutor time in the mornings and students get the chance to discuss this with their peers and tutors.