

Ysgol Bro Gwaun



Blwyddyn 10 / Year 10 Gwybodaeth Gwricwlaidd Curriculum Information

2021

Option Choices

Choose your subjects

Year 10 Courses

Sometimes it is said that you do not choose your subjects but they choose you. Have you got an aptitude for languages, have you got the knack for fixing things, do you have a thing for computers? You may well be destined to follow very different career paths. The time has come to make your own choices of what **you** want to study, what career path **you** want to tread. It is very important that you choose wisely. Choose subjects you will enjoy and do well in over the two years. Ask for advice and information, to help you decide.

Make sure you use all the resources available to you.

Family members, subject teachers, friends and the careers service are just some of the people who can help you with the choices ahead.

Gwnewch yn siwr eich bod yn gofyn am farn eraill cyn gwneud eich dewisiadau.

Gall aelodau'r teulu, athrawon pwnc, ffrindiau a'r gwasanaeth gyfaoedd eich helpu.



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During the second term of Year 9, your child is offered subject choices which are part of the preparations for the two year courses at Key Stage 4, leading to the GCSE examinations. In preparation for this, your child will complete a series of option trawls between October half term and Christmas. The purpose of this is to provide pupils with the opportunity to indicate which subjects they might like to choose to study at Key Stage 4. This then allows us to create a final set of option blocks which suit the year group. Final choices will be made by the pupils in February 2021.

The Year 10 curriculum offers both breadth and balance to the pupils and allows for full access to the subjects and courses which are offered in the ALC (A-Level Learning Centre at Pembrokeshire College). We try to ensure that all pupils in Year 9 make choices that allow for as much flexibility in the future as possible

MESSAGE FROM THE HEAD TEACHER

Dear Parent/Guardian,

I write to you at this very exciting time in your child's school career when he/she will be considering and deciding upon certain subject choices for Year 10 and Year 11, leading to GCSE qualifications.

This booklet gives you information to read and discuss as a family. It should help you to make the best possible choices together. It is vital that, as a parent/guardian, you play an active role in this process. Please help your child in his/her deliberations and encourage a positive and questioning attitude to towards all aspects of the provision being offered. We try to ensure all pupils make appropriate choices which allow for as much flexibility in the future as possible.

Whilst the school makes every effort to provide accurate information at the time of going to press, it reserves the right to modify arrangements should circumstances change.

I wish you and your child well as you make these important decisions together. If we can help in any way, please contact the Head of Year, Mr D Edmonds, for further consultation.

NEGES ODDI WRTH Y PENNAETH

Annwyl Riant/Warcheidwad,

Ysgrifennaf atoch ar adeg cyffrous yng ngyrfa ysgol eich plentyn wrth iddi/iddo fynd ati i drafod a dewis pynciau ar gyfer eu hastudio ym Mlynnyddoedd 10 ac 11 i lefel TGAU.

Mae'r llyfryn hwn yn cynnwys gwybodaeth i'w darllen a'i thrafod fel teulu, a ddylai fod o fudd i chi wrth i chi wneud y penderfyniadau doethaf posib. Mae'n hanfodol bwysig eich bod chi fel rhiant/warcheidwad, yn cefnogi'ch plentyn yn y dewis hwn trwy gyd-drafod â hwy, a meithrin agwedd ymholgar tuag at y ddarpariaeth a gynigir. Ceisiwn fel ysgol sicrhau bod y dewisiadau yn esgor ar hyblygrwydd o ran gwneud penderfyniadau i'r dyfodol, ac agor drysau i'ch plentyn i bob math o gyfleoedd. Er i'r ysgol geisio sicrhau fod y wybodaeth hon yn gywir, mae'r ysgol yn hawlio'r gallu i newid neu addasur ddarpariaeth pe cyfyd y gofyn.

Dymunaf y gorau i chi a'ch plentyn wrth i chi wneud y penderfyniadau pwysig hyn gyda'ch gilydd. Os oes angen gwybodaeth bellach, cysylltwch â'r Pennaeth Blwyddyn, Mr D Edmonds os gwelwch yn dda.

Mr P Edwards

Making Option Choices

Your choices should:

1. reflect your interests;
2. fit in with your strengths and weaknesses;
3. reinforce any career ideas you may have at this stage.

Before making your choice think carefully. Find out as much information as possible about the subjects - the information in this booklet will help you. Think about your interests and abilities. If you have some career ideas, do some research to find out which subjects might be more useful to you.

Talk to other people - your parents, the subject teacher, your form tutor, your progress manager, the person in charge of careers, pupils following the subjects at KS4 now.

Year 10 Progress Manager Mr D Edmonds

Fill in the boxes on the separate Option Block form and hand it to your form tutor by the **26th February 2021**. It is important that you fill in the form correctly and we will guide you in this. You may hand the form in as soon as its ready, but you **MUST** hand it in by the deadline.

HEAD OF DEPARTMENT	DEPARTMENT
Mr Timothy Bercury	English
Mrs Helen Roberts	Mathematics
Mr Robert Woodman	Science
Miss Donna George	Welsh
Mrs Virginia Currie	Design and Technology
Mrs Elizabeth Hooper	Modern Foreign Languages
Mr Aled Williams	Geography
Mr Christian Thomas	History
Mrs Lucy Harris	Religious Studies
Mr Declan Lynch	Information Technology
Mrs Kate Jones	Art
Mrs Bethan Harkin	Music & Drama
Mrs Sioned Page-Jones	Physical Education
Mrs Elizabeth Hooper	Welsh Baccalaureate

Parents/Guardians - how you can help.

There are a number of ways in which you will be able to help your child make the most of his / her potential.

1. Discuss how things are going in School in a general way.
2. Make sure that there is a quiet room with space where work may be completed at home.
3. Check your child's Planner and Class Charts account regularly to see what homework has to be done. Sign this weekly. Use it as a means of contacting the School if you think that there may be a problem.
4. Check controlled assessment tasks and deadlines so that you know when work has to be in. Perhaps you could help your child make a timetable of these dates.
5. Check the dates of examinations so that you can help your child plan a revision timetable.
6. Encourage your child to produce the best possible work at all times.

Pupils - how you can help yourselves.

1. *Organise your work carefully – it is a good idea to have a calendar, which covers a term at a time, where you can write down deadlines for your work.*
2. *Keep your Planner up to date – write in it every time you are given homework/coursework dates/exam dates.*
3. *If you are having problems with your work, discuss these with the following people:-*
 - 📱 *Your subject teacher.*
 - 📱 *Your parents/guardians.*
 - 📱 *Your form tutor.*
 - 📱 *Your Year Progress Manager.*
4. *If you are in doubt as to whether your work is going in the right direction, show rough drafts to your subject teachers and discuss it with them.*

The School - what we will do to help.

As a School, we want each pupil to achieve his/her best.

We will provide:

1. ***Planners, so that a record of work may be kept. These will also be used as a contact between home and School.***
2. ***Controlled Assessment deadlines/exam dates.***
3. ***Help and advice with work to show pupils how they can improve their work.***
4. ***Regular updates of academic progress for pupils and parents.***

We will contact parents/guardians if we feel that there is a problem, but please contact us if you have any concerns.

GCSE Mathematics and GCSE Mathematics – Numeracy Foundation, Intermediate or Higher Tier

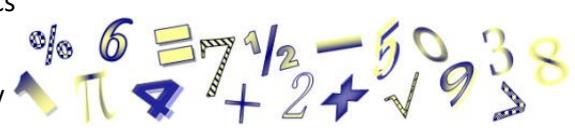
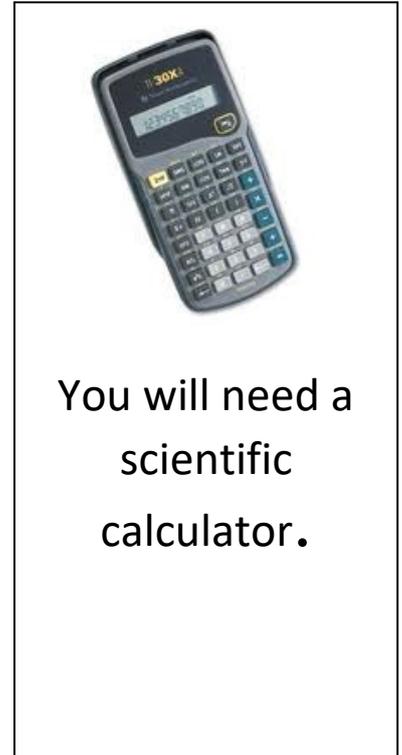
Students will sit both GCSE Mathematics and GCSE Mathematics – Numeracy.

During the course students will be given opportunities to:-

- develop problem solving skills
- generate strategies to solve problems that are unfamiliar
- make mental calculations and calculations without the aid of a calculator
- make estimates
- understand 3-d shape
- collect data
- understand and use the statistical problem solving cycle

GCSE Mathematics – Numeracy will cover Number, Measures, Statistics plus some aspects of Algebra, and their applications in context.

GCSE Mathematics will cover all of the GCSE Mathematics – Numeracy topics and also Additional Algebra, and Geometry and their applications.



Assessment

Each GCSE will have two written papers, Unit 1 & 2, set externally.

Unit 1 Non-Calculator

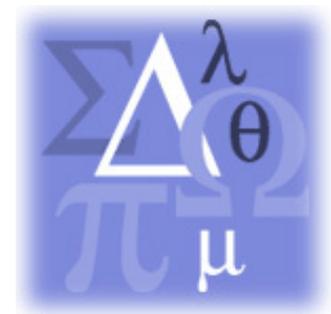
Higher Tier	1 hour 45 minutes 80 marks
Intermediate Tier	1 hour 45 minutes 80 marks
Foundation Tier	1 hour 30 minutes 65 marks

Unit 2 Calculator Allowed

Higher Tier	1 hour 45 minutes 80 marks
Intermediate Tier	1 hour 45 minutes 80 marks
Foundation Tier	1 hour 30 minutes 65 marks

Students will be entered for Higher, Intermediate or Foundation tier exams.

Higher Tier	Grades A*-C
Intermediate Tier	Grades B-E
Foundation Tier	Grades D-G



The Science department offers a range of courses that are suited to the needs of the pupil. Through years 10 and 11 pupils will follow either:

- the WJEC Double Award Applied Science GCSE
- the WJEC Double Award Science GCSE course, or
- the WJEC Biology, Chemistry and Physics GCSE courses. These are commonly known as Triple or Further Science.

Each course is designed to develop:

- essential knowledge and understanding of different areas of science and how they relate to each other,
- knowledge and understanding of science and its applications,
- interest in, and enthusiasm for science, including developing an interest in further study and careers associated with science,
- competence and confidence in a variety of practical, mathematical and problem solving skills,
- understanding of the scientific process
- practical, problem-solving, enquiry and scientific modelling skills and understanding in laboratory, and work-related contexts,
- understanding of the relationships between data, evidence and explanations and their ability to evaluate scientific methods, evidence and conclusions,
- understanding of how society makes decisions about scientific issues,
- communication, mathematical and technological skills in scientific contexts.

WJEC Applied Science GCSE

This is a two-year GCSE comprising of 5 units. Units 1 and 2 are assessed via a two 1½ hour exams at the end of year 10. During year 11 units 3 and 4 assess pupil practical skills whilst unit 3 has a 1½ hour exam. Grades are awarded ranging from A*A* to GG.

WJEC Double Award Science GCSE

This is a two-year course made up of 7 units of work. The course is examined externally with three 1¼ hour exams in the June of Year 10 and a further three 1¼ hour exams in the June of Year 11. At the end of year 10 pupils will be informed of their results and given a grade; this grade however is subject to change, depending on their performance in the year 11 examinations.

Departmental Organisation

The department Head of Science is Mr. Robert Woodman, with Mrs. Rachel Bailey as the second in department.

In year 9, all pupils begin by studying the Further Science topics. During the options process and following discussions with pupils and parents, pupils will be guided to follow the science course most suitable to their needs..

Practical activities are designed so that candidates are presented with tasks which make reasonable demands on them and which assess identified skills. The teaching will be 'targeted' to the ability of the pupil.

During the course, which will be organised into modules, your son/daughter will be taught by different subject specialists.

Each module finishes with an 'end of module test'. This will allow them to learn small chunks of the work at a time.



In addition, a practical assessment task, worth 10% of the GCSE, will be conducted during the Spring term of year 11. This too is externally assessed by the WJEC exam board.

At the end of year 11 pupils are given two Science grades. The grades range from A*A* to GG and are based on the scores of all 7 units of work.

WJEC Biology, Chemistry & Physics GCSEs

Pupils in Science will have the opportunity to follow the Further Science route and obtain separate GCSEs in Biology, Chemistry and Physics. Once again, there will be three exams in year 10, a further three in year 11 and a practical based assessment. Following this route will give pupils a solid grounding and a better base of knowledge and understanding in preparation for 'A' levels in any of the Sciences. Each GCSE is graded A* - G.

All Science GCSEs develop the ability to use mathematical skills in context, and for this, a calculator is essential.

Should you have any queries regarding Science then please contact Mr Robert Woodman, Head of Science and Technology, email: Robert.Woodman@ysgolbrogwaun.com.

WJEC GCSE Biology, Chemistry & Physics

<u>GCSE Biology</u>		<u>GCSE Chemistry</u>		<u>GCSE Physics</u>	
Biology 1	45 %	Chemistry 1	45%	Physics 1	45%
Biology 2	45 %	Chemistry 2	45 %	Physics 2	45 %
Practical Assessment	10 %	Practical Assessment	10 %	Practical Assessment	10 %
<u>Total</u>	<u>100 %</u>	<u>Total</u>	<u>100 %</u>	<u>Total</u>	<u>100 %</u>

WJEC GCSE Double Award Science

Unit 1 – Biology 1	15%
Unit 2 – Chemistry 1	15%
Unit 3 – Physics 1	15%
Unit 4 – Biology 2	15%
Unit 5 – Chemistry 2	15%
Unit 6 – Physics 2	15%
Unit 7 – Practical Assessment	10%
<u>Total</u>	<u>100 %</u>

WJEC GCSE Double Award Applied Science

Unit 1	22.5 %
Unit 2	22.5 %
Unit 3	25 %
Unit 4 – Task based assessment	20 %
Unit 5 – Practical assessment	10 %
<u>Total</u>	<u>100 %</u>

It's an advantage to study Welsh either as a first or as a second language, as knowledge of the language is a means of identification with the area and the country in which we live. As a Department, we ensure that our pupils have challenging, varied and enjoyable experiences whilst learning Welsh.

It is also worth remembering that since Welsh is now compulsory in all Schools in Wales at Key Stage 4, it will be more and more difficult to obtain a job in Wales without some kind of a qualification in the language.



Cymraeg Mamiaith/Welsh First Language

Mae TGAU Cymraeg yn gymhwyster sy'n annog ymgeiswyr i ddatblygu eu diddordeb a'u brwdfrydedd yn y Gymraeg a'u harfogi i gyfrannu at gymdeithas ddwyieithog yn yr unfed ganrif ar hugain. Anelir at ddatblygu hyder yr ymgeiswyr wrth gyfathrebu'n effeithiol yn yr iaith ar lafar ac yn ysgrifenedig a datblygu sgiliau hanfodol a fydd yn diwallu anghenion ymgeiswyr, cyflogwyr ac addysg bellach. Y nod yw meithrin yn yr ymgeiswyr agweddau cadarnhaol at yr iaith Gymraeg, y dreftadaeth lenyddol a'r diwylliant cyfoes aml-gyfrwyng, gan feithrin gwerthfawrogiad o'r Gymraeg a hyrwyddo defnydd effeithiol ohoni.

GCSE Welsh is a qualification that encourages candidates to develop their interest and enthusiasm in Welsh and to enable them to contribute to a bilingual society of the twenty first century. The aim is to develop their confidence when communicating effectively, in both written and spoken Welsh and develop essential skills which fulfil the needs of candidates, employers and further education. The aim is to nurture positive attitudes towards the Welsh language, literary heritage and the contemporary multimedia culture and promoting an effective use of the language.

Llenyddiaeth/Literature

Mae TGAU Llenyddiaeth Gymraeg yn gymhwyster sy'n annog ymgeiswyr i ddatblygu eu diddordeb a'u brwdfrydedd mewn llenyddiaeth Gymraeg a'u harfogi i gyfrannu at gymdeithas ddwyieithog yn yr unfed ganrif ar hugain. Anelir at ddatblygu hyder yr ymgeiswyr i ymateb yn ddadansoddol ac yn bersonol i lenyddiaeth ac i ddeunyddiau diwylliannol cyfoes amlgyfrwng gan ennyn gwerthfawrogiad o etifeddiaeth ddiwylliannol Cymru.

GCSE Welsh Literature is a qualification that encourages candidates to develop their interest and enthusiasm in Welsh literature and to enable them to contribute to a bilingual society of the twenty first century. The aim is to develop candidates' confidence to respond analytically and personally to literature and contemporary multimedia cultural materials in order to gain an appreciation of Wales' cultural heritage.



Cymraeg Ailiaith

Bydd y fanyleb TGAU hon mewn Cymraeg ail iaith yn galluogi ymgeiswyr i:

- Ddeall a defnyddio'r Gymraeg a'r gyfer amrywiaeth o ddibenion a chynulleidfaoedd
- Datblygu sgiliau a strategaethau dysgi iaith er mwyn galluogi ymgeiswyr I gyfathrebu a rhyngweithio'n hyderus a digymell mewn sefyllfaoedd perthnasol a chyd-destunau penodedig
- datblygu sgiliau a strategaethau dysgu iaith er mwyn galluogi ymgeiswyr i ddatblygu eu gafaei ar y Gymraeg ymhellach
- datblygu sgiliau gwrando, siarad, darllen ac ysgrifennu mewn modd integredig, gan bwysleisio sgiliau gwrando a siarad
- defnyddio'r Gymraeg mewn astudiaethau pellach, yn y gweithle ac yn eu cymunedau
- meithrin chwilfrydedd ynglyn a'r Gymraeg.

Mae i'r cymhwyster hwn ddwy uned asesiad allanol sydd wedi'u pwysoli'n gyfartal a dwy uned asesiad mewnol. Mae'r ddwy uned asesiad allanol yn profi sgiliau Darllen ac Ysgrifennu tra bo'r ddwy uned asesiad mewnol yn profi sgiliau Llafar a Gwrando.

Wrth gynllunio'r fanyleb hon, mae ystyriaeth ofalus i hyd amser arholiadau a'r nifer o gwestiynau wedi sicrhau cydbwysedd rhwng asesiad cadarn ac ymarferoldeb. Bydd mathau amrywiol o gwestiynau a chyfarwyddiadau clir yn anelu at wneud yr asesiad di— haen hwn yn hygyrch i ymgeiswyr o bob gallu.

Welsh Second Language

This GCSE specification in Welsh second language will enable candidates to:

- understand and use the language for a variety of purposes and audiences
- develop language learning skills and strategies in order to enable candidates to communicate and interact confidently and spontaneously in relevant situations and specified context
- develop language learning skills and strategies to enable candidates to develop their grasp 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.

This qualification has two external assessment units which are weighted equally and two internal assessment units. The two external assessment tests reading and writing skills while the two internal assessment unit tests oral and listening skills.

In planning this specification, careful consideration has been given to the duration of examinations and the number of questions in order to ensure a balance between robust assessment and feasibility. Various types of questions and clear instructions aim to make this non-tiered assessment accessible to learners of all abilities.

Food Technology – GCSE Food Preparation & Nutrition.

This course from CBAC (WJEC) offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating.

Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food

Areas of Content:

1. Food commodities e.g. Cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, and experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet
2. Principles of nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Assessment of the course:

COMPONENT 1: Principles of food preparation and nutrition

Written examination (40% of qualification) to be taken at the end of year 11, comprising of short and extended answers.

COMPONENT 2: Food preparation and nutrition in action – controlled assessment (60% of qualification) two parts to be undertaken in year 11:

1. An investigative assessment worth 20%. **(10 hours)** e.g. find the most suitable ingredients to produce a crisp pastry or investigate the different methods used to thicken sauces. A report of no more than 2,500 words will be produced.
2. A food preparation assessment worth 40% **(15 hours)**. Plan, prepare, cook and evaluate three dishes to suit a specific dietary need such as the cuisine of another country or a special diet such as vegetarianism (THREE HOUR PRACTICAL SESSION). A report will be produced.

It is expected that students will cook every week in order to develop their practical skills and to produce a wide range of high quality dishes.

For further information please contact : Mrs. V. Currie (Head of Department)

Email : Virginia.currie@ysgolbrogwaun.com

Year 10 pastry/bread modules 2018 / 2019



Year 11 experimental work



DESIGN AND TECHNOLOGY AT YSGOL BRO GWAUN GCSE DESIGN AND TECHNOLOGY (WALES)

Aims and objectives

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, to:

- Develop an appreciation of the importance of creativity and innovation to good design practice
- Actively engage in the processes of design and technology to develop as effective and independent learners
- Understand the key principles of designing and making
- Use their knowledge, skills and understanding to make design decisions to make a quality prototype
- Analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life
- Understand the underlying technical principles within design and technology within their chosen focus area, with emphasis on emerging technologies, materials and practices.

Summary of Assessment

Unit 1: Design and Technology in the 21st Century -Written examination: 2 hours

50% of the qualification

A mix of short answers, structured and extended writing questions assessing candidates' knowledge and understanding of

- **Product design**

Unit 2: Design and make task -Non-examination assessment: approximately 35 hours

50% of qualification

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates; ability to:

- **Identify, investigate, analyse and outline design possibilities**
- **Design and make prototypes and evaluate their fitness for purpose**

This qualification will be awarded for the first time in summer 2019

For further information regarding this course please see Mrs. V Currie (Head of Department) or Mr. J James (resistant materials teacher)

Email : Virginia.currie@ysgolbrogwaun.com

Email : Julian.James@ysgolbrogwaun.com

Not only can language learning be fun and rewarding on a personal level, but the ability to speak a language is a skill that is highly valued by a wide range of employers.

“Languages make you more employable” CILT Cymru ‘Languages Work’



Language skills are not only needed in the world of business, media, industry and marketing, but are also highly desirable in numerous other professions, from Tourism to Medicine to the Armed Forces and everything in between! It’s not too early to think about what you might want to do with your life, and with a language, you will be well-equipped to compete in the modern job market.

“75% of the world does not speak English” CILT Cymru Statistics

Why is French at GCSE useful?



You will gain in confidence as you learn to express yourself through another language. You will find that your developing communication and language skills will provide you with a lifelong advantage in your dealings with other people and the world at large. Also, don’t forget that your knowledge of any foreign language provides you with an excellent skill base for learning another, so if you are thinking of tackling Spanish, Japanese, Arabic or any other World Language in the future, your basic linguistic skills are already honed and ready to go!



The GCSE course

By the time you have finished your Year 9 studies, you will have already have covered the basics. In your Year 10 and 11 studies, you will have the opportunity to further develop your language and communication skills through the study of a variety of topics (see box for further details).

You will be able to hold and understand conversations, write e-mails and messages, design leaflets and brochures and understand film, magazines and internet articles.

You will have the opportunity to develop your skills through a mixture of teaching and learning methods including use of ICT (iPads, interactive websites, Easi-speak microphones and flash video-recorders), use of DVD and multi-skill teaching techniques.



Course structure:

Unit 1: Speaking 25%, 10mins approx.

Three tasks:

1. Role play
2. Photo card discussion
3. Conversation – Part 1 and Part 2
 - These speaking tasks are conducted by your teacher. They are non-exam assessed and you will have the opportunity to improve your grades throughout the course.

Unit 2: Listening 25%

- This is examined at the end of Year 11.

Unit 3: Reading 25%

- This is examined at the end of Year 11.

Unit 4: Writing 25%

- This is examined at the end of Year 11.

You will study 3 broad themes:

- Identity and culture,
- Wales and the World- areas of interest
- Current and future study and employment

Each broad theme is divided into sub-themes:



Identity and culture	Wales and the World- areas of interest	Current and future study and employment
Youth Culture: <ul style="list-style-type: none"> • Self and relationships, • Technology and social media 	Home and locality: <ul style="list-style-type: none"> • Local areas of interest • Travel and transport 	Current study: <ul style="list-style-type: none"> • School/college life, • School/college studies
Lifestyle: <ul style="list-style-type: none"> • Health and fitness, • Entertainment and leisure 	The Wider World: <ul style="list-style-type: none"> • Local and regional features and characteristic of France and French-speaking countries • Holidays and tourism 	Enterprise, employability and future plans: <ul style="list-style-type: none"> • Skills and personal qualities • Post-16 study • Employment
Customs and traditions: <ul style="list-style-type: none"> • Food and drink, • Festivals and celebrations 	Global sustainability: <ul style="list-style-type: none"> • Environment • Social issues 	



GCSE**Aims**

Following a course in GCSE Geography inspires, moves and develops pupils as they follow a broad, coherent, satisfying and worthwhile course of study. Geography is about studying a range of current global issues, which are having an impact on our lives today and will do so in the future. The course is divided into three units;

Unit 1: Changing Physical and Human Landscapes.
Written examination : 1 hour 30 minutes. (40%)

A – Core Themes

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

B – Options

One structured question (from a choice of two) assessing either Theme 3 (Tectonic Landscapes and Hazards) **or** Theme 4 (Coastal Hazards and their Management). These themes provide additional **breadth** of study for the content assessed in the core themes. Assessment will be by data response questions. Some questions will require extended responses.

Unit 2: Environmental and Development Issues.
Written examination : 1 hour 30 minutes. (40%)

A – Core Themes

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

B – Options

One structured question (from a choice of two) assessing either Theme 7 (Social Development Issues) **or** Theme 8 (Environmental Challenges). These themes provide additional **depth** of study for the content assessed in the core themes.

Assessment will be by data response questions. Some questions will require extended responses.

Unit 3 : Fieldwork Enquiry.

Non-examination assessment : 2 hours 30 minutes. (20%)

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



Course Content

The Level 1/2 Award in Engineering provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

- Learning about materials
- Design processes
- Engineering processes
- Safe use of tools and equipment
- Maths that engineers use.

Course Structure

The course comprises of 3 units: 2 units are coursework based, which are internally marked and externally assessed, and one externally marked exam. A level 1 award is equivalent to a D-G at GCSE, whereas outcomes at level 2 are equivalent to A-C at GCSE.

WJEC Level 1 and 2 Award in Engineering		
Unit Number	Unit title	Assessment
1	Engineering design	Internal + External
2	Producing engineering products	Internal + External
3	Solving engineering problems	External

The future

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

These include:

- GCEs (A levels) in Physics or D&T
- Diplomas in Engineering
- Apprenticeships in Engineering

More information can be found at : <http://www.wjec.co.uk/qualifications/engineering>

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WJEC Level 1 & 2 Award in Constructing the Built Environment

The WJEC Level 1 & 2 Award in Constructing the Built Environment is designed to support learners to develop an awareness of the industry. It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. It is mainly suitable as a foundation for further study. This further study could provide learners with the awareness of the work of different types of job roles in the sector such as plumbers, carpenters and bricklayers. As a result, they may wish to start an apprenticeship or continue with their studies in order to pursue those job roles.

Advantage to learners

- Develop a range of skills both practical and academic, through applied learning that will be useful in the workplace and for future learning.
- Provide a foundation of knowledge about the construction industry that will help learners progress to further study or enter the workplace.
- Motivate learners through purposeful tasks set in a construction industry context.

Constructing the Built Environment Award			
Unit Number	Unit title	Assessment	GLH
1	Safety and security in construction	External	30
2	Practical construction skills	Internal	60
3	Planning construction projects	Internal	30

The construction industry: The construction industry employs over 3 million people in the UK alone and offers a diverse range of employment opportunities. Careers are available in all phases of the construction process including initial ideas and designs, building and the ongoing planning and maintenance of structures.

WJEC has developed three qualifications aligned with the phases, which provide individuals with a potential starting point in this highly dynamic industry.

Reasons to study

The Level 1 & 2 Awards in Construction and Built Environment allow for both synoptic learning and assessment in the study of how buildings are designed, constructed and maintained. Each award is made up of three units, each having an applied purpose which acts as a focus. This encourages students to consider how the use and application of their knowledge, understanding and skills impacts on individuals, employers, society and the environment.

Plan, do, review

The Level 1 & 2 Awards in Construction and Built Environment have been designed around the concept of a (“plan, do, review”) approach to learning. This mirrors many work-related activities in the construction industry and allows learning to take place in a range of contexts. This approach enables learners to apply and extend their learning.

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"A nation which does not know what it was yesterday, does not know what it is today nor what it is trying to do." Woodrow Wilson

History GCSE

Module 1 - In Depth Study USA - A Nation of Contrasts 1910-1929

(Exam 1hr)

An engaging module focusing on 1920s America; a time associated with crime, gangsters, prohibition, jazz and numerous other vices that makes this an exciting period of history to learn about.

This unit will be examined at the end of Year 10, allowing pupils to complete their GCSE course in stages, consequently relieving the pressures of Year 11.



Module 3 – Changes in Crime and punishment c.1500 to the present day.

(Exam 1 hr 15 mins)

This module focuses on the changing attitudes towards crime and punishment over time. An interesting module that looks at the different ways criminals have been treated in the past, and the development of the justice system.



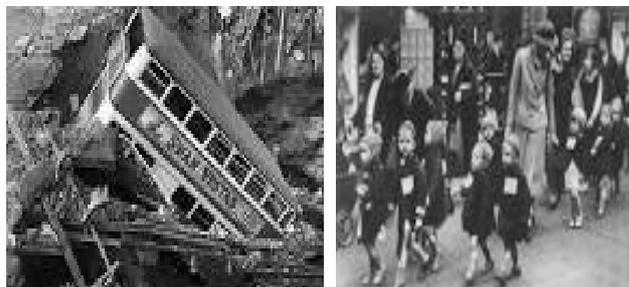
CAREERS

Law, media, advertising, marketing, retail, journalism, teaching, civil service, archivist and financial services.

Module 2 – In Depth Study Britain 1930-1951

(Exam 1hr)

A fascinating study about life in Britain in the 1930s and 1940s; the challenges of the Depression, the dangers of war and the recovery in the years that followed.



Module 4 – Controlled Assessment

(25% of GCSE mark)

This will involve 2 controlled assessment investigations which will look at the Civil Rights movement in the USA, in particular the work of Martin Luther King. The controlled assessment is a useful way of boosting your GCSE grade.

SKILLS

GCSE History equips you with many useful skills:

- To be able to analyze and evaluate.
- To enable you to discuss and form judgements.
- To help you to write clearly and concisely.
- To make you think independently and to recognize bias.
- Equipping you with skills to question what you see.
- The study of History will enable you to shape the world of the future.

GCSE History provides you with the skills that employers are looking for.

Religious Studies (Long Course)

The WJEC have recently published an exciting new GCSE Religious Studies syllabus. The new course covers interesting and current topics such as:

- Issues of life and death
- Issues of good and evil
- Issues of relationships
- Issues of human rights

Pupils will study these topics as well as the core beliefs, teachings and practices of two world religions: Christianity and Buddhism.

Careers.

Studying RS can open the doorway to many careers such as:

- Social work
- Law
- Teaching
- Counselling
- Healthcare

Aims and Objectives of the Course:

- *to stimulate interest and enthusiasm for the study of religion*
- *to develop knowledge and understanding of two living religions.*
- *to identify, explore and reflect on questions about the meaning and purpose of life*
- *to consider religious and Humanist responses to moral issues.*

It is emphasised that the candidate's own religious beliefs are not subject to assessment. The course combines philosophical and ethical issues. This course can be undertaken by a person of any religious persuasion or none. It combines an excellent way to combine academic study with an exploration of moral, ethical and spiritual issues which will be of relevance to the student long after s/he has left the classroom.



Assessment

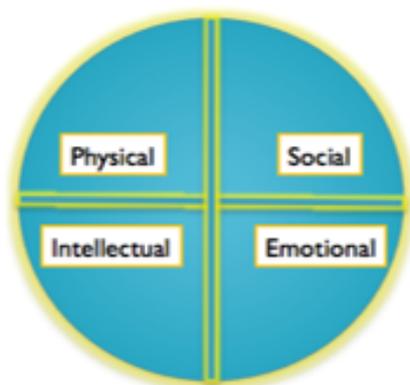
Pupils at Ysgol Bro Gwaun will have the opportunity to complete the full-course RS GCSE

The unit 1 exam will be sat at the end of year 10 and those who go on to complete the full-course option will sit the unit 2 exam at the end of year 11.

Homework will cover a full range of examination questions from short questions to the use of structured responses using formulae. Each unit will have an end of module test.



This GCSE will equip the learner with the knowledge, understanding and skills related to the development and care of individuals throughout the life cycle. 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 everyone has a unique blend of abilities and needs.



GCSE course structure

60% Non-examination assessment (NEA)
40% Exam

The GCSE is both externally and internally assessed.



Where can GCSE Health & Social Care and Childcare lead you?

Further study

Once the GCSE has been completed, here are some options for further study:

- Level 2 Diploma Health and Social Care: Core
- Level 3 Advanced GCSE in Health and Social Care and Childcare
- Level 3 Certificate and Diploma in Health and Social Care: Principles
- Level 3 Health and Social Care: Practice (Children and young people)

Learners may also be interested in progressing to further study and/or training in related areas including: Sociology, Psychology and Medical Science.

Careers

Here are just a few examples of career pathways following the Health & Social Care and Childcare GCSE:

- | | |
|-----------------------|-----------------------|
| Health administration | Care management |
| Charity Officer | Social work |
| Nursing therapist | Occupational |
| Paramedic | Youth worker |
| Counselling | Therapist |
| Childcare | Mental health officer |
| Midwife | Psychologist |
| Child care assistant | Health care assistant |

For further information please contact Mrs V Currie (Head of department) or Mrs J Ballard (subject teacher)

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Email: Jessie.ballard@ysgolbrogwaun.com

GCSE in Digital Technology

Why choose WJEC GCSE in Digital Technology?

The WJEC GCSE qualification in Digital Technology is a broad-based qualification that allows you to build on the digital skills, knowledge and understanding that is used both in your school and everyday lives.

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

What will I study?

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

Unit 1: The Digital World	On-screen examination: 1 hour 30 minutes	40% of qualification 80 marks
Learners will sit an on-screen examination relating to digital technology systems, the value of digital technology and perspectives on digital technology.		
Unit 2: Digital Processes	Non-exam assessment (NEA): 30 hours	40% of qualification 80 marks
A non-examined assessment where pupils will interrogate spreadsheet data before creating data-informed digital products.		
Unit 3: Communicating in the Digital World	Non-exam assessment (NEA): 15 hours	20% of qualification 60 marks
A non-examined assessment where pupils will learn about social media and online marketing before creating digital assets and planning digital communications.		

What skills will I develop?

WJEC GCSE specification in Digital Technology will enable you to

- become independent, confident and knowledgeable users of existing, new and emerging digital technologies
- develop knowledge of different digital technology systems used across a range of occupational sectors
- understand the impact digital technologies can have on individuals and wider society and the ways in which they can bring about change
- develop skills in organising and analysing data to identify trends and audiences
- become creators of digital products, in a variety of formats and for a variety of purposes, that meet specified, authentic needs
- develop transferable skills in using a range of hardware and software
- develop your understanding of the systems
- development life cycle and of how ideas can become products.

Why take Digital Technology at Ysgol Bro Gwaun?

In YBG, the course is taught by subject specialists using the most up to date industry standard software in our new ICT suites. Support and content is provided through Google Classroom, including video tutorials explaining practical elements of the course as well as explaining theory topics. The course will build upon topics studied and assessed throughout Key Stage 3.



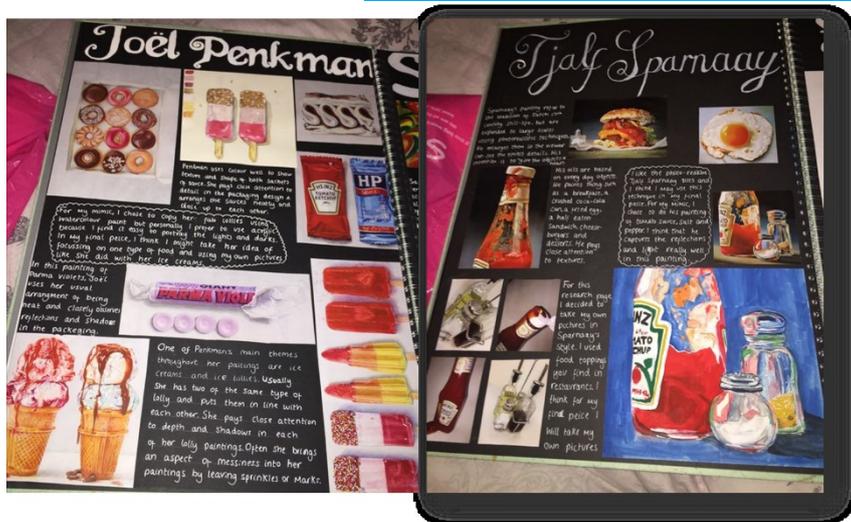
Careers with Digital Technology

With one million people employed in the UK's IT industry, now is a great time to specialise in Digital Technologies. Some jobs available in the IT industry include:

- applications development
- computer forensics
- content management
- cyber security and risk management
- data analysis and analytics
- game development
- geographical information systems (GIS)
- hardware engineering
- information management
- IT consultancy (business and technical)
- IT sales
- multimedia programming
- software engineering (designing, building, developing and testing)
- systems/network management
- technical support
- telecommunications
- web design/development.



GCSE Art & Design / Celf



GCSE Course structure

60% Portfolio / Coursework

40% Exam (Exam preparation will consist of six weeks preparatory studies leading to a practical exam)



Employment opportunities can be grouped into:

- advertising and marketing
- architecture
- crafts
- design
- fashion
- film, TV, video, radio and photography
- IT, software and computer services
- publishing
- museums, galleries and libraries
- music, performing and visual arts.



Where can GCSE Art & Design lead you?



Further study

Once GCSE Art & Design has been completed, here are some options:

- Level 2 Diploma – Art & Design
- Level 3 Diploma – Fashion & Textiles
- Level 3 Diploma – Creative Media production
- Level 3 Diploma – Graphic Design
- Photography A-Level
- Fine Art A-level



Careers

Here are just a few examples of careers within the visual arts field:

- | | |
|------------------------|----------------------------------|
| Graphic designer | Tattoo artist |
| Set design | Fashion design |
| Photographer | Gallery curator |
| Cartoonist | Animation |
| Jeweller / silversmith | Video game design |
| Architect | Interior design |
| Illustration | Product design / surface pattern |
| Ceramicist | Art therapist |

Why study GCSE Drama?

You will get the chance to

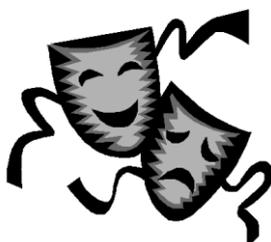
- Create your own drama script
- Develop acting skills
- Develop technical skills
- Learn how to direct
- Visit the theatre
- Work as part of a team
- Develop your communication skills



Course aims:

- Appreciate dramatic literature
- Enjoy and come to understand more about theatrical presentation.
- Become more aware of the technical elements that contribute to theatrical presentation and learn to use some of those skills.
- Experiment and develop devising, performing and evaluating skills.
- Develop a wide range of ways to express ideas and feelings.

Unit 1	<p>Devising Theatre Non-exam assessment: internally assessed, externally moderated Learners will be assessed on acting. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Learners must produce:</p> <ul style="list-style-type: none"> • a realisation of their piece of devised theatre • a portfolio of supporting evidence • an evaluation of the final performance. 	40%
Unit 2	<p>Performing from a Text Non-exam assessment: externally assessed by a visiting examiner Learners will be assessed on acting. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.</p>	20%
Unit 3	<p>Interpreting Theatre Written examination: 1 hour 30 minutes Section A: Set Text A series of questions on one set text - Two Faces Manon Steffan Ross Section B: Live Theatre Review One question from a choice of two requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.</p>	40%



Possible careers

Acting, Directing, Play write, Running a Drama Company, Drama Therapist, The Law, The Media, Youth Worker, Teaching, Public relations, Politics.



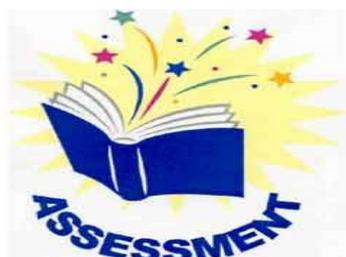
Why study GCSE Music?

It will give all students opportunities to develop an understanding and an appreciation of a huge range of different kinds of music, extending individual interests and increasing the ability to make judgments about Music.

By studying music you will acquire the knowledge skills and understanding needed to:

- Make music, both individually and in groups.
- Develop a life-long interest in music.
- Listen and appreciate music from different cultures.
- Compose your own pieces.

You should only think about taking music if you play an instrument to Grade 3 standard or have lessons in school or privately with an instrument or vocal teacher.



Unit 1: Performing 35%

Total duration of performances: 4-6 minutes

Section A: Performing (30%)

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

Section B: Programme Note (5%)

A programme note for one of the pieces chosen for performance, linked to an area of study

Unit 2: Composing 35%

Total duration of compositions: 3-6 minutes

Section A: Composing (30%)

Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%)

An evaluation of the piece composed in response to a brief set by WJEC.

Unit 3: Appraising Written examination: 1 hour - 30%

This unit is assessed via a listening examination.

Eight questions in total, two on each of the four areas of study.

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

GCSE Course Content

Rationale

The GCSE Physical Education course is designed to:

- encourage the purposeful and enjoyable practise and study of physical education;
- allow candidates the opportunity to participate in a broad and balanced course in physical education;
- allow candidates to select practical activities that take account of previous achievement, personal interest and individual levels of motivation.
- enables candidates to acquire self esteem, respect for themselves and others and develop a commitment to an active lifestyle.
- enable the teaching of the theory elements of the course to arise from and during the practical activities.

Assessment

Unit 1 – Introduction to Physical Education

Written Examination - (2 hours)

50% of qualification

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 – The Active Participant in Physical Education

Non-exam assessment

50% of qualification

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.

One activity will be a major activity which will have a personal fitness programme linked to the activity.

Areas of Practical Assessment.

Health Fitness and well-being.

Creative Adventurous Competitive, Yoga, Weight training, Circuit training, Step aerobics, Aerobics, Machine Rowing (non-competitive), Cycling (non-competitive), Power Walking.

Gymnastic Activities

Olympic (formal), Rhythmic, Thematic, Acrobatic, Martial Arts, Trampoline, Diving

Dance activities

Contemporary, Street, Hip Hop, Folk, Historical, Theatrical, Jazz, Social.

Adventurous

Hill Walking, Rock Climbing, Sailing, Canoeing, Kayaking, Skiing, Snowboarding, Water skiing, Wind Surfing, Scuba Diving, Mountain Biking, Horse Riding, Surfing.

Games Activities

Football, Rugby League, Rugby Union, Netball, Basketball, Hockey, Ice Hockey, Lacrosse, Badminton, Table Tennis, Tennis, Squash, Volleyball, Cricket, Baseball or Rounders, Bowls, Golf, Water Polo.

Swimming Activities.

Swimming, Life Saving.

Athletics Activities

Athletics (Track & Field), Cross Country, Rowing, Weight Lifting, Cycling.

Combat Activities

Judo, Fencing



Level 1/2 Vocational Award in Sport and Coaching Principles

Rationale

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into sports performance and coaching. It is designed to develop independent learners that can make informed decisions about further learning opportunities or continue into related career choices.

The qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify action plans to develop physical fitness for sport or health, and how to coach different groups with different needs.

Assessment

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

Unit	Title	Assessment	%
1	Improving Sporting Performance	Internal	30
2	Fitness For Sport	External	40
3	Coaching Principles	Internal	30

Unit 1 – Improving Sporting Performance

Guided Learning Hours – 36

The purpose of this unit is for learners to gain the knowledge and understanding needed to be able to analyse performance of individuals and review options to improve performance.

Unit 2 – Fitness for Sport

Guided Learning Hours – 48

The aim of this unit is to develop in learners the knowledge, understanding and skills to plan training programmes to improve the fitness of individuals.

This is externally assessed which includes an online external assessment 90minutes long which will be sat during Year 10 in May.

Unit 3 – Coaching Principles

Guided Learning Hours – 36

The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a sporting activity.

Some learners will be able to follow both the GCSE and Vocational Courses, therefore giving them the opportunity to obtain 2 GCSEs. The specification for both are the same.

Hairdressing - City and Guilds Certificate in hair services.

This is a practical course, with the emphasis on assisting the hairdresser. The award is designed for anyone who is considering a career in the hair or beauty industry.

It will help students gain valuable insights into the industry, and help to develop basic skills in communication and customer service and the practical aspects of hairdressing.

The Certificate in hair services is awarded by City & Guilds it is internally and externally verified by their quality assurance process. It is an industry recognized way into a hairdressing industry. It is a credit based qualification observation and assignment. Students will attend timetabled classroom theory lessons and work in our fully equipped salon.

Aims of the Certificate:

- to provide a broad background of understanding of the Hairdressing industry and the vocational skills required.
- to provide a knowledge of the range of jobs available and the skills required to be successful in the industry
- to help the students reach a level of knowledge and skills to facilitate progress into employment in the industry.

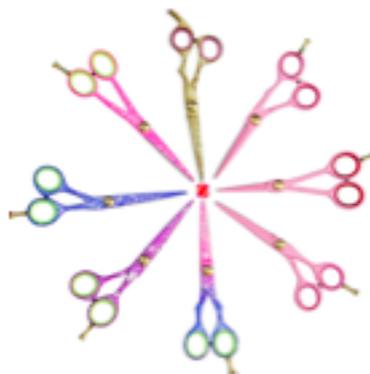
Salon

A fully equipped hair salon.



The Certificate in hair services covers:

- Working in the hair industry
- Health and safety
- Client consultation
- Shampoo and conditioning the hair and scalp
- The art of dressing hair
- Creating an image
- Plaiting and twisting



The Certificate is approved by Habia – the standards setting body for the hair and beauty industry.

Bagloriaeth Cymru/Welsh Bacalaureate

The central focus of the Welsh Bacalaureate at Key Stage 4 is to enable you to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and next-stage educators value and which you need for learning, work and life.

Offering a learning experience relevant to the needs and demands of the workplace will develop your confidence, drive and initiative, preparing you to enter, succeed and progress in the world of work.

The seven essential and employability skills are:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

Through the Welsh Bacalaureate you will raise your skills levels and confidence, enabling and empowering you to take your place as responsible and active citizens within a diverse society.

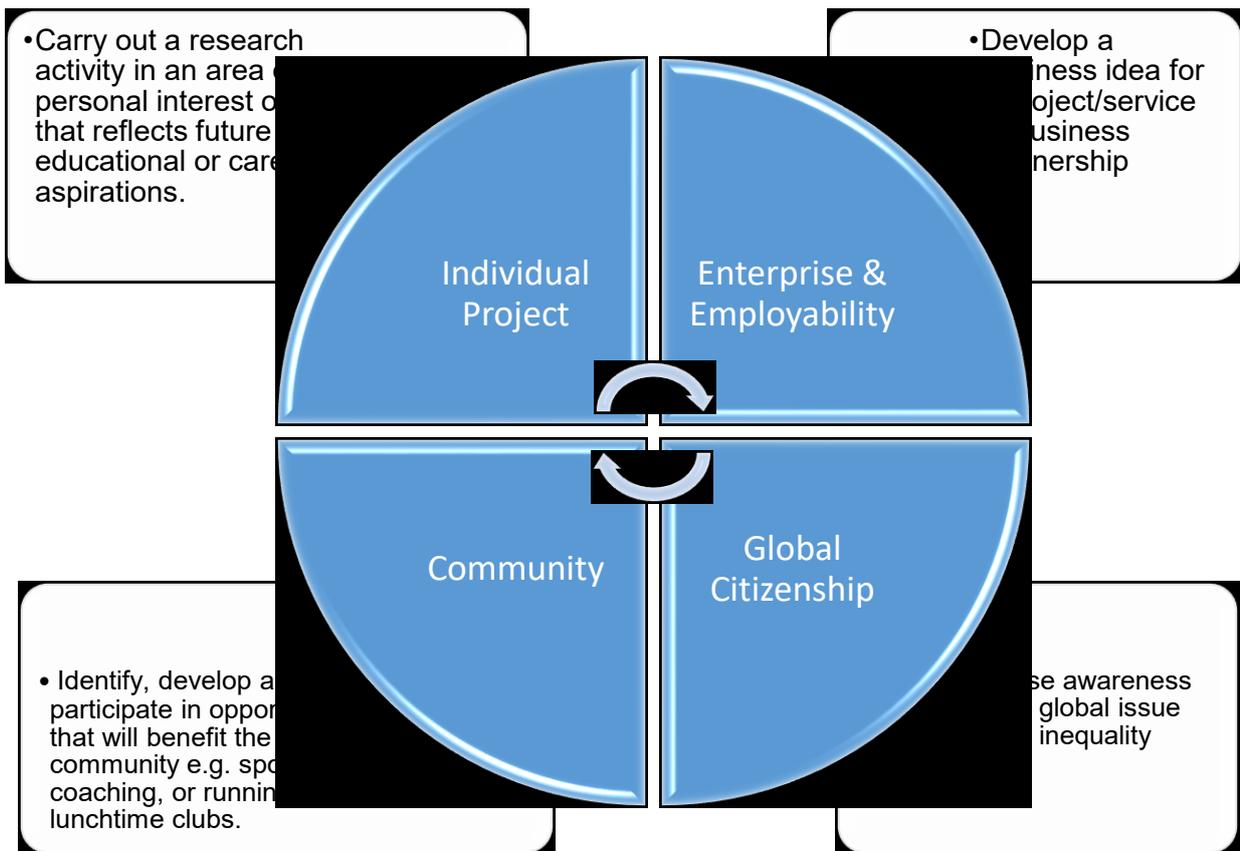
Alongside and through the development of skills, the Welsh Bacalaureate provides you with the opportunity to develop your knowledge and understanding of society, the community in which you live and an awareness of global issues, events and perspectives.

Structure of the Qualification: The Skills Challenge Certificate

The Welsh Bacalaureate is based on a Skills Challenge Certificate that you will complete alongside your other Key Stage 4 Option choices.

The Skills Challenge Certificate consists of four components:

Skills Challenge Certificate components	Weighting	Assessed Skills
Individual Project	50%	Planning and Organisation Critical Thinking and Problem Solving Digital Literacy
Enterprise and Employability Challenge	20%	Creativity and Innovation Personal Effectiveness Digital Literacy
Global Citizenship Challenge	15%	Critical Thinking and Problem Solving Creativity and Innovation
Community Challenge	15%	Planning and Organisation Personal Effectiveness



The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National (A*-C) or Foundation level (D-G).

Key Stage 4 Option Choices: the Supporting Qualifications

In order to achieve the full Welsh Baccalaureate Qualification, you must also pass the following GCSE subjects:

- English Language / Welsh 1st language,
- Mathematics Numeracy,
- A further three GCSEs are also required from any subject area.

To achieve the **National** Welsh Baccalaureate, you must achieve the above requirements at grades A*-C.

To achieve the **Foundation** Welsh Baccalaureate, you must achieve the above requirements at grades C-G.

BTEC Succeeding with Education, Employment and Training (SWEET)

This qualification is split into a number of sections which help to prepare learners for challenges that lie ahead within Education and Employment.

Learners will develop a range of skills through the completion of eight units. The first 5 units are core chapters, which will be completed by all pupils. The following 3 units allow learners to complete the components needed to achieve a level 2 qualification:



This course is suited to learners of all abilities and aims to develop a range of essential skills needed in education, life and work:

- Improved Employability Skills
- Increased Confidence & Self-Esteem
- Healthier Life-Style and Well-Being
- Boosted Motivation
- Developed Social Skills
- Greater Independence

There is no exam component to this qualification, however understanding of each component will be assessed through a variety of activities such as presentations, project work, effective participation in group exercises and planning events.

This Level 2 course offers learners a nationally recognised qualification and the opportunity to develop the skills required, and awareness of the world of work or further training. The course is an innovative and flexible package designed to deliver a Personal and Social Development course to suit all abilities. It is a well-resourced package focusing on issues that challenge young people today.

The SWEET Personal and Social Development course provides an alternative to GCSE courses.

Year 9 Option Choices – 2020

Name:

Tutor Group:

Choose only 1 subject from each of the option columns below. Write your choices in the empty row at the bottom of the table.

	Option 1	Option 2	Option 3
	Further Science	ICT	History
	ICT	Food Technology	Hanes
	Drama	Product Design	Physical Education
	Engineering	French	Music
	Art	Health, Social and Child Care	Construction
	Hairdressing	History	Geography
		Hanes	
My Choices			

The following pathway can be used as a guide to support you in making subject choices. Based on a range of assessment data and predicted levels, your suggested pathway is:

Pathway

Pathway 1 – Choose mostly **yellow** subjects

Pathway 2 – Choose a mixture of **blue** and **yellow** subjects

Pathway 3 – Choose a mixture of **blue** and **green** subjects

This form should be handed in to your form tutor by February 28th 2020

SEVEN STEPS TO SUCCESS

We want you to be a successful, motivated and focused learner, who has high aspirations. At times, it will be difficult to be all these things. The tips below will help you when the going gets tough.

1. Adopt a positive mental attitude.

You need to be positive about your education if you're to be successful and make improvements. Start by mentally taking control of the situation: instead of thinking 'I'm a failure', think 'I can and will do better than this'. Don't give up – take positive steps towards achieving the improvement you're more than capable of making.

2. Work out where you're falling short.

Work out the area in which you are underperforming and why. Think about the reason why you're not performing to your full academic potential in these areas, What can you/your teachers/your parents or Guardians do to help you?

3. Talk to your teachers.

Your teachers know you well, so it's worth asking them for when you're drawing up a plan of action for improving your grades. Ask them where they think you need to improve, and they will have some advice on how you go about it.

4. Stop procrastinating - putting off work by distracting yourself.

We've all been there – there's so much to do, but before I start I'll just check my social media to see what's going on. Before you know it you've wasted a good half hour, or even more! Procrastinating is a common response to a big workload: when you have so much to do that you don't know where to start, the temptation is simply not to start. You are only delaying the inevitable and eating into the time that you should be using to be productive. Don't be distracted – stay focused.

5. Pay more attention in class and ask questions.

Listen to what the teacher is saying rather than talking with friends or allowing your mind to wander. Don't be afraid to speak up if there's something you don't understand or want clarifying. Your teacher won't think less of you for asking them to explain something differently.

6. Start organising your life.

Get rid of the clutter! Keep your workspace tidy and all your notes and textbooks organised in such a way that you know where everything is. Write yourself a daily timetable which includes your revision, as well as time that is allocated to homework and hobbies.

7. Make learning more fun.

Sometimes students underperform simply because they have lost the motivation to learn. Often the thought of exams and grades takes away the enjoyment of learning. If studying has become a chore for you, it's time to put the fun back into learning. One way is to make games out of revision activities. Ask your teachers for more ideas.

IMPORTANT DATES

8th – 12th February 2021 – Pupil interviews with SLT regarding option choices

February 2021 – Full Reports Issued

24th February 2021 – Options Evening (To be confirmed)

26th February 2021 – Option forms due in

7th June 2021 – Start of GCSE classes

Attendance Matters

Attendance is important. If a pupil has high attendance, they are spending a lot of time in a school environment. Consequently, they are able to take full advantage of our staff's expertise and are far more likely to achieve academic success.

ERW, have produced the following statistics:

% Attendance / Presenoldeb	% of pupils achieving 5 or more A*-C at GCSE. % disgyblion yn ennill 5 gradd TGAU A* - C
95+	72%
90 – 94.9	57%
80 – 89.9	30%
Below / Llai na 80	6%

High attendance promotes progress in all areas of school life. It enables pupils to play a full role in school life and engenders a feeling of belonging. Conversely, low attendance slows down progress in all areas of school life.