



**Years 10 and 11 Option Choices
National Curriculum
Key Stage 4**

September 2009 - July 2011

**Blwyddyn 10 a Blwyddyn 11
Dewis Pynciau**

**Cyfnod Allweddol 4
Y Cwricwlwm Cenedlaethol
Medi 2009 - Gorffennaf 2011**

This year the choice of options at Olchfa is the widest ever. You have a stunning range of courses to choose from and it is very important that you make your choices wisely. Use this booklet to raise your awareness of the subjects on offer, particularly where the subjects are new to you or to the school, such as the wide range of Applied GCSE courses. Choose courses that you think you will enjoy doing and that will be useful for any future career that you have in mind, because success is more likely to occur when you are focused and happy.

I am proud to be able to tell you that this year's choices are not only the widest ever offered in this school, but that we are confident that they are the widest choice ever offered by a Swansea school. Traditional and applied GCSEs are on offer. Study can be undertaken on or off site. An enrichment programme will run on one afternoon per fortnight to help you to develop interest and skills for life. There is something for everyone in this booklet, so make the right choices.

Good luck !

Hugh Davies
Headteacher

CHOICES!

This is the first time in school that you will get the opportunity to exercise real choice over the subjects you study in Year 10 and Year 11. Some subjects are still compulsory at Years 10 and 11, but you do have a very real element of choice about others.

The courses you follow in years 10 and 11 will lead to a range of different qualifications:

BTEC	-	First Diploma
GCSEs	-	Single and double awards
OCR Nationals	-	Award
ASDAN – CoPE	-	Level one
OCN units		
ECDL		

You will need to decide which qualification and subjects are best suited to your ambitions, interests and learning styles.

This option booklet helps you to make those decisions

BREADTH AND BALANCE

Many schools try to ensure that pupils take a sensible range of subjects. They do this by forcing pupils to opt for types of subjects such as Languages, Humanities (History, Geography and Religious Studies) or Technology.

We want you to choose what you want to do. However, some courses may be unavailable. We will interfere only if we think you are making a real mistake.

It is a good idea to choose a range of subjects which offer breadth and balance.

The reason is simple. Do you really know what you want to do in later life. If the answer is 'no', then you need to keep your options open.

You will have the opportunity to specify up to 3 option choices of your own. We will do our best to honour those choices **but we cannot guarantee** your preferences and so we ask for 2 reserve subjects. We hope to complete the process and let you know the final available choices in June.

COMPULSORY SUBJECTS

These must be studied, and those marked with an asterisk involve a course leading to examination and a qualification.

English Language*
English Literature*
Mathematics*
Science*
Welsh*
PE*
PSE/RE
Enrichment

If you are currently exempt from Welsh for any reason then you will not have to study Welsh during Years 10 and 11.

All pupils will follow either GCSE Full Course Welsh or Short Course Welsh.

COMPULSORY SUBJECTS

Subject: **GCSE ENGLISH
(SAESNEG)**

Statement: English is studied by all pupils in years 10 and 11, most of whom will work towards separate GCSE qualifications in English and English Literature. These subjects are integrated through the day to day work of the department and in the programmes of study, Literature being offered as a stimulus for writing and talk, as well as a subject in its own right.

Aims: **English**

- To talk and listen in a variety of contexts and for a range of purposes.
- To read a wide variety of literature, non-fiction and media texts, which will develop pupils' appreciation of different genres and styles.
- To write for a range of purposes and in a variety of forms.

English Literature

- Respond to texts critically, sensitively and in detail.
- Explore how language, structure and forms contribute to the meaning of texts.
- Explore relationships and comparisons between texts, selecting and evaluating relevant material.

Assessment: **English**

Written examination	60%
Written coursework	20%
Speaking and listening	20%

English Literature

Written examination	70%
Written coursework	30%

Tiers of entry: Foundation Grades C - G
Higher Grades A* - E+

Career links: Most courses in further education; ultimately journalism, law, administration, personnel.

For further details speak to: **Mr R C Lewis**

Subject: **GCSE MATHEMATICS
(MATHEMATEG)**

Statement: All students in Year 10 begin a two year course suited to their mathematical abilities. At GCSE there are two tiers of entry: Higher, and Foundation. There is also the Entry Level qualification for those for whom GCSE is unsuitable.

Aims:

- To develop mathematical knowledge and oral, written and practical skills in a manner which encourages confidence, enjoyment and perseverance.

Assessment: GCSE Two written papers 100%

Entry Level	External Exam	21%
	Coursework	79%

Tiers of entry: Higher Grades A*, A, B, C, D, U
Foundation Grades C, D, E, F, G, U
Entry Level Grades Entry 3, Entry 2, Entry 1

Career links: Engineering, Medicine, Business, Physical and Social Sciences

For further details speak to: **MISS P STEVENS**

SCIENCE Options

Science is compulsory at key stage 4 but some pupils do more of it than others.

Here are the three science pathways:

1. Core Science (one GCSE)

People who are not confident in Science or people who may be good at it but are already sure they don't want to pursue it further generally follow this pathway. An example might be a keen linguist who wants to take extra languages and feels that Core and Additional Science takes up one too many options.

If you follow this pathway, you will study Science in Year 10 only. After this, you will study your other linked subject for the rest of your time in Key Stage 4.

2 Core Science and Additional Science (two GCSEs)

This is the most common and popular option both at Olchfa and elsewhere. Typically, three quarters of pupils choose this option.

You should opt for **Core and Additional Science** if you are reasonably good at Science and are at least open to the possibility of a career in which science might be useful. **You will study Core Science in Year 10 then Additional Science in Year 11.**

3. Separate Sciences (three GCSEs)

If you are extremely interested in it, or are already sure that you want to do sciences at 'A' Level, then three separate sciences is the one for you.

If you select this option, you MUST select Biology, Chemistry and Physics on the option form.

Before you decide, think carefully about what you have read, seek advice from your science teachers and research the requirements for jobs you are interested in as some jobs may require more science than you realise.

Subject: **GCSE CORE SCIENCE (Formerly known as Single Science)
(GWYDDONIAETH)**

Statement: This is appropriate for pupils who have a commitment to non-science areas of the curriculum who definitely do not want a science related career. This is a one year course. Exams will be taken in year 10 but the GCSE grade will be given at the end of Year 11 with other GCSE subjects.

Aims:

- To develop an interest in, and enthusiasm for, Science
- To develop a critical approach to scientific evidence and methods.
- To acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- To acquire scientific skills, knowledge and undertaking necessary for progression to further learning.

Assessment: Written exams Biology 25%
Chemistry 25%
Physics 25%
Practical Skills Assessment 25%
[This involves carrying out an experiment, collecting data and using the collected data to answer questions in an assessment set by the exam board (AQA in this case).]

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Minimum requirement for National Curriculum

For further details speak to: **MRS N. BEKMEZCI**

Subject: **GCSE ADDITIONAL SCIENCE** (formerly known as Double Science)
GWYDDONIAETH YCHWANEGOL)

Statement: This is appropriate for those pupils who are committed to science but wish to keep as broad a choice of subjects as possible and for those who are interested in science with a possibility of a science-related career. This is a two year course giving pupils two separate GCSEs at the end of Year 11 – one in Science and one in Additional Science

Aims:

- To develop an interest in, and enthusiasm for Science
- To develop a critical approach to scientific evidence and methods.
- To acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- To acquire scientific skills, knowledge and undertaking necessary for progression to further learning.

Assessment: **Core Science** – see previous entry

Additional Science

1 Written Biology Paper - 25%
1 Written Chemistry Paper - 25%
1 Written Physics Paper - 25%
1 Practical Skills Assessment 25%

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Minimum requirement for many career paths. Access to any AS science course.

For further details speak to: MRS N BEKMEZCI

You can only select this subject if you have already selected Core Science

Subject: **GCSE BIOLOGY
(BIOLEG)**

Statement: GCSE Biology is only available when taken together with GCSE Physics and Chemistry. There is a new programme of study to include knowledge, skills and understanding of 'how science works' in the world and in the laboratory, together with the more traditional aspects of Biology.

Aims:

- To stimulate interest in and enjoyment for science
- To develop a life-long interest in the study of living organisms
- To acquire the skills, knowledge and understanding of Biology in the modern world
- To develop an understanding of the technological and environmental aspects of Biology, together with its moral, ethical and social implications.
- To develop practical, investigative and data handling skills

Assessment: Two multiple choice tests 25%
Two written papers 50%
Practical Skills Assessment 25%
(Comprising an investigative skills assignment, followed by an internal test and a practical skills assessment)

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Medicine, Agriculture, Environment Science, Biotechnology and Biological Sciences

For further details contact: **MR J LOWE**

You can only select this subject if you select Physics and Chemistry as well

Subject: **GCSE CHEMISTRY
(CECMEG)**

Statement: Chemistry GCSE is only available when taken together with Biology GCSE and Physics GCSE. Areas of study include Atomic Structure, Bonding and the Properties of Matter, the Periodic Table, Using the Earth's Materials, Chemical Energy, Rates of Reactions.

Aims:

- To develop an interest in, and enthusiasm for, Chemistry.
- To develop a critical approach to chemical evidence and methods.
- To acquire and apply skills, knowledge and understanding of how Chemistry works and its essential role in society.
- To acquire scientific skills, knowledge and understanding of Chemistry to allow progression to further learning.

Assessment: Two multiple choice tests 25%
Two written papers 50%
Practical Skills Assessment 25%
[This involves carrying out an experiment, collecting data and using collected data to answer questions in an assessment set by the exam board (AQA in this case).]

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Medicine, Materials Science, Biochemistry, Earth Sciences, Metallurgy, Engineering.

For further details speak to: **Mr K L SIMPSON**

You can only select this subject if you select Biology and Physics as well

Subject: **GCSE PHYSICS
(FFISEG)**

Statement: Physics GCSE is only available when taken together with Biology GCSE and Chemistry GCSE. Areas of study include Energy, Waves, Radioactivity, Forces, Electricity and Magnetism.

Aims:

- To stimulate an interest and enjoyment in Physics and its application.
- To explore technological applications of the Laws of Physics.
- To be aware of the environmental impact and economic implications of developing applications
- To develop investigative scientific skills and carry out practical tests and evaluate the reliability of data.

Assessment: Two multiple choice tests 25%
Two written papers 50%
Practical Skills Assessment 25%
[This involves carrying out an experiment, collecting data and using the collected data to answer questions in an assessment set by the exam board (AQA in this case).]

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Medicine, Engineering, Communication industries, Meteorology, Scientific Journalism, Environmental Science

For further details speak to: **MR A DUNLOP**

You can only select this subject if you select Biology and Chemistry as well

Subject: **GCSE YEAR 10 / 11 WELSH (Compulsory)
(Cymraeg (Gorfodol))**

Statement: The study of Welsh is compulsory for all pupils until the end of Year 11. For those pupils who do not opt for **full** GCSE Welsh 2nd Language they will follow the **short** GCSE Welsh 2nd Language course. Pupils will have 1 hour of Welsh per week.

The candidates will study 2 themes over Years 10 and 11.

Theme 1 - Ni
Us
Theme 2 Hamdden
Leisure

Assessment: Internal Assessment:
Oral Coursework - 20%

External Assessment:
Oral Exam 20%
Reading & Writing Paper 50%
Listening Comprehension 10%

Tiers of entry: Higher Tier A* - D
Foundation Tier C - G

For further details speak to: **MRS E MADOC-JONES**

Subject: **PERSONAL AND SOCIAL EDUCATION
(ADDYSG BERSONOL a CHYMDEITHASOL)**

Statement: PSE promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of adult life.

Aims:

- To equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities, and acquire, evaluate and apply appropriate knowledge and understanding to provide every opportunity for students to develop.
- To develop pupils' self esteem and personal responsibility.
- To prepare students for work and employment and lifelong learning.
- To assist pupils to live healthy and fulfilled lives.

Organisation and Content: PSE is organised on a modular basis and each student will have information about health education, careers and guidance, social and religious issues.

Please note that the RE element of PSE is distinct from Religious Studies which is an optional GCSE course.

Assessment: This course is not assessed.

For further details speak to: **MRS R BRIGHT**

APPLIED OPTIONS

Select one from this section

**Subject: GCSE APPLIED ART AND DESIGN (DOUBLE AWARD)
TGAU – CELF A DYLUNIO (GWOBR DDWBL)**

Statement: The GCSE in Applied Art and Design is based on students experiencing a broad and balanced curriculum in art, craft and design that includes:

- a range of creative activities with techniques, tools and materials;
- an introduction to contemporary artists, craftspeople and designers and first-hand contact with art and design materials and their applications in real life situations;
- different learning approaches such as individual, group and whole class;
- working in both two and three dimensions, including ICT where appropriate, on a variety of scales;
- varying methods of analysis, interpretation and presentation.

Aims: The course is aimed to encourage students to:

- develop an awareness of how practitioners operate as creative workers and work in teams;
- gain awareness, through practical experience, of historical and contemporary practice and research techniques linked to the student's own personal work;
- study how meaning is created and communicated through creative experimentation with media and materials;
- develop ways of working that emphasize practical independence, self-directed learning and how to improve practice over time;
- develop practical art and design skills, techniques and processes through working on design briefs;
- gain experience of a wide range of safe techniques and associated equipment and technology used both for general and specialist work;
- study the work practices of individuals and small businesses;
- explore opportunities for progression (including employment).

Assessment: There are three assessment objectives which require candidates to demonstrate their ability to:

AO1 - apply and reflect upon knowledge, skills and understanding of the specified skills content

AO2 - apply and reflect upon knowledge, skills and understanding specified in the materials and media content

AO3 - respond to given briefs and carry out project work in which they work within vocationally related contexts; gather, record and analyse relevant information and evidence; make reasoned judgements and present solutions and evaluate their practice.

Tiers of entry: The scheme of entry consists of one tier covering the whole of the ability ranges grades A*A* to GG.

cont./...

Subject: **GCSE APPLIED ART AND DESIGN (DOUBLE AWARD)**
TGAU – CELF A DYLUNIO (GWOBR DDWBL) continued

Certification: This specification will be shown on a certificate OCR GCSE in *Applied Art & Design* (Double Award). Candidates who gain grades GG to DD will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who gain grades CC to A*A* will have achieved an award at Level 2 of the National Qualifications Framework.

Career links: Graphic Design, Visual Communication, Fine Art, 3D Studies, Photography, Textiles and Craft.
This specification is designed to enable candidates to enter employment at operative or technician level within a wide range of Applied Art and Design environments.
The qualification is expected to provide an effective means of progressing into a higher level study within this area.

For further details speak to: **MRS H MORRIS / MRS C S GUINEY**

Subject: **APPLIED BUSINESS – DOUBLE AWARD
(BUSNES CYMHWYSOL – GWOBR DDWBL)**

Statement: The Business course will enable students to develop knowledge and understanding of business through the investigation of a range of business organisations. This will help prepare students for employment, further education or training.

Aims:

- To develop knowledge and understanding of how businesses are organised
- To adopt a student centred approach to learning and apply knowledge of Business in a relevant way
- To acquire knowledge, understanding and skills which are directly relevant for future use in business
- To develop an awareness of opportunities for further study in higher education

Assessment: Internally assessed coursework 60%
Written examination 40%

Tiers of entry: Level 1 - GG to DD
Level 2 CC to A*A*

Career links: Business, Management, Law, Accounting, Human Resources, Teaching.

For further details speak to: **Mr G WALTERS – Room 52**

Subject: **GCSE CITIZENSHIP**

Statement: Citizenship is about making informed choices and decisions and about taking action. We all have rights but we also have responsibilities. If we all have a right to be treated with respect, then it follows that we have a clear obligation to treat all others with respect. If we all have a right to a say on matters that affect our lives, then we have a responsibility to attend to the views of others on matters that also affect them.

In the course you will cover: rights and responsibilities, human rights, parliament and other forms of government, voting and democracy, how society works, the media, voluntary groups, employers' and employees' rights, conflict resolution, global citizenship, the economy, sustainable development and how to play an active role in society.

Aims: To give pupils the knowledge and skills needed for effective and democratic participation. To help pupils become informed, active citizens who have the confidence and conviction to work together to take action in their communities. Also to help young people to develop their decision-making and critical skills as they consider a wide range of political, social, ethical and moral problems. To learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Assessment:	Written examinations	40%
	Controlled Assessment	60%

Tiers of Entry: None – all GCSE candidates take the same exam papers.

Careers links: Civil servants, politicians, journalists or teachers.

For further details speak to: **MR. R SANGER**

This GCSE subject can only be taken with Applied History at GCSE

Subject: **GCSE HISTORY (APPLIED)
(HANES)**

Statement: Students will follow four units that focus on the theme of “empire” in history. They will study how multimedia (ITC, websites, films and video) have been used to bring the history of the Roman Empire to life. They will also study a unit on the Medieval History of the British Isles (c.400-c.1100). They will be looking at the many reasons why Anglo-Saxons, Vikings and Normans raided and invaded these islands.

Students will also study two vocational units on aspects of World History. They will study how the Atlantic slave trade was developed as well as the long fight to abolish it. Finally, they will look at the different ways that the effects of British rule in the British Empire have been represented in the past and today.

Aims: To study different “empires” in History on both a national and international level. The course has been designed to be both inclusive and challenging and to motivate and interest all candidates.
To learn the skills of a historian, which are invaluable in many areas of life. These include communication skills (verbal and written), multimedia skills, analytical skills as well as the ability to produce and write a persuasive and balanced argument supported by evidence.

Assessment: Written examinations 25% (Medieval History)
Teacher Assessment 25% (Roman Empire)
Coursework 50% (Slave Trade and British Empire)

Tiers of entry: None – all GCSE candidates take the same examination and assessments.

Career links: As well as its obvious relevance to careers such as archaeologist or librarian, History is useful for pupils aiming to become barristers, solicitors, accountants, business managers, civil servants, politicians, journalists or teachers.

For further details speak to: **DR E F COWNIE**

This subject can only be taken with GCSE Citizenship.

Subject: **GCSE D&T ENGINEERING - DOUBLE AWARD
(TECHOLEG - PEIRIANNEG - GWOBR DDWBL)**

Statement: D&T Engineering gives candidates the opportunity to design and make engineering products focusing on a number of areas of the subject, such as electronic, mechanical, manufacturing, modelling and automation. The course is structured to enable pupils to develop their knowledge and understanding in a number of areas of the subject, develop their Graphic and C.A.D work using new software and produce innovative projects following the design course.

Aims:

- To improve pupils' knowledge of materials and construction methods.
- To develop their understanding of the design process.
- To develop pupils ability in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM).
- To produce high quality products/prototypes in a range of Technologies.

Assessment:	Written paper	1 hour	20%
	Controlled Assessment	(40 hours)	30%
	Written paper	1 hour	20%
	Controlled Assessment	(40 hours)	30%

Career links: All areas of manufacture, Apprenticeship and entry to Higher/Further Education to study Engineering and other design related courses.

For further details speak to: **MR S DOE (Room T6)**

Subject: **GCSE HEALTH AND SOCIAL CARE - DOUBLE AWARD
(IECHYD a GOFAL CYMDEITHASOL - GWOBR DDWBL)**

Statement: The Health and Social Care course is equivalent to 2 GCSEs. It comprises 4 units of study over the two years. The main areas of study involve investigating how health, social care and early years provision meet the needs of different people. You will also find out about the types of jobs available in this occupational area. Unit Two looks at how individuals grow and develop from babies to adulthood and looks at different types of relationships. Unit Three looks at promoting health and well being and the sort of health problems people experience. Unit Four focuses on safeguarding and protecting individuals. This course will involve research activities, surveys and questionnaires, project work, practical tasks, visits and a work placement.

Aims:

- To develop a knowledge and understanding of health and social care through the investigation of different aspects of the health and social care sector.
- To develop communication and research skills.
- To gain knowledge of the health and care sector through work placements and visits.

Assessment: Units One and Three are assessed via coursework assignments which are completed in school time. (60%)
Unit Two is assessed in a written examination. (20%)
Unit Four is a computer based test. (20%)

Tiers of entry: Grades available are A*A* to GG

Career links: Any career within the health, social care and early years education

For further details speak to: **MRS J HOLT**

Subject: **GCSE APPLIED ICT – DOUBLE AWARD
(TECHNOLEG GYMHWYSOL – GWOBR DDWBL)**

Statement: Applied ICT provides a unique opportunity to identify and solve real problems by designing ICT systems in a wide range of contexts related to their personal interests.

- Aims:
- To develop the competence of candidates by allowing them to choose, use and design information and communication systems to carry out a range of tasks and to solve problems, making effective use of appropriate principles and techniques.
 - To develop the capability of candidates through a broad and balanced experience of the range of information and communication systems and their applications.
 - To develop the knowledge concepts and skills which will enable the candidates to evaluate critically a range of information systems, including their own, with an understanding of their capabilities and limitations.
 - To encourage candidates to gather, store, process and present information through activities in a range of contexts. It will also give candidates opportunities to design, implement and document information and communication systems and develop understanding of the wider applications and effects of information and communication technology.

Assessment:	Practical Exam (2hrs)	20%
	Portfolio 1 – coursework	40%
	Portfolio 2 – coursework	40%

Tiers of entry: Single tier of entry A* to G

Career links: ICT is widely used in practically all careers

For further details speak to: **MR G H DUNN** **Room 36A**

Subject: **GCSE LEISURE and TOURISM - DOUBLE AWARD
(HAMDDEN a THWRISIAETH – GWOBR DDWBL)**

Statement: The new applied Leisure and Tourism course is equivalent to 2 GCSEs. It comprises 4 units of study over the two years. The main areas of study involve investigating the important part that the leisure and tourism industry plays in today's society.

Aims:

- To develop a knowledge and understanding of leisure and tourism through the investigation of different types of organisations within the leisure and tourism sector.
- To develop communication and research skills, through visits to involved organisations and use of ICT in coursework.
- To gain knowledge of the leisure and tourism sector through work placements and visits.

Assessment: Written examination:
Units 2 and 4 Leisure and Tourism destinations (2)
Choice and Change in Leisure and Tourism (4)
Controlled assessments
Units 1 and 3 Leisure and Tourism in the local area (1)
Leisure and Tourism Organisations (3)
Each unit will involve research activities, surveys and questionnaires, project work, practical tasks, visits and work placement

Tiers of entry: Grades available are A*A* to GG

Career links: Leisure Centre Assistants and Management, Travel Agents, Theme Park Management, Local Authority, Leisure Departments, Sports Clubs, Tourist Information, Event Management, Catering.

For further details speak to: **MRS C SUMMERFIELD**

Subject **ASDAN BRONZE & SILVER AWARD**

Statement: These awards are designed for pupils who would benefit from part of the curriculum being non-academic. The course is modular with six units for each award. Modules include accreditation for personal organisation, residential experience, community work, home management, the environment, health & survival, expressive arts, information handling, work experience and world of work and number handling.
As part of the course pupils will attend extra work placements in Year 10, college courses in both Years 10 and 11, complete a First Aid certificate and The Basic Food Hygiene Certificate. They will also take part in some community work at some point in the course, as well as visits to local businesses and colleges.

Aims: To prepare pupils to cope in adult life, contribute to their community and understand their options post-16.

Assessment: 100% coursework where evidence must be provided for the completion of each module.

Certification: Bronze Award - ASDAN Certificate
Silver Award (CoPE Level 1) - GCSE Grades D – G

Career links: Construction trades, Hairdressing, Catering, Childcare, Car Mechanics, Engineering

For further details speak to: **MR D TURPIN**

Subject: **HOSPITALITY AND CATERING – (DOUBLE AWARD)
(LLETYGARWCH AC ARLWYO – GWOBR DDWBL)**

Statement: Hospitality and Catering (single and double award) will enable pupils to develop a broad range of practical skills together with a sound knowledge of the catering industry. Areas of study include types of catering establishments, Nutrition, Planning and preparation of meals for a variety of different functions, Customer care, Health and Safety at work. Pupils will ideally undertake work experience either for a week or a series of day visits.

Aims:

- To develop a broad range of practical skills and knowledge in a vocational context.
- To provide a basis for progression into employment or further learning.

Assessment:

Controlled task	30%
Written paper	20%
Events based task	30%
Written paper	20%

Certification: Double Award A*A* - GG

Career links: Hospitality Apprenticeships, Hotels, Restaurants, Leisure Clubs, School meals service, Contract caterers.

For further details speak to: **MISS M JONES**

Subject: **BTEC FIRST CERTIFICATE in MUSIC : LEVEL 2**

Statement: The BTEC First Certificate in Music offers a wide variety of specialist training for musicians at Level 2. It is an introductory vocational qualification that focuses on aspects of employment within the music industry. It offers a focused qualification for students who wish to follow a programme of study that is related to an area of employment in which they wish to work in due course.

Aims: The aim of this course is to give you the chance to look in detail at how to plan and create a music product. In addition you will be asked to focus on two areas from the Music Profession: Solo Musical Performance; Exploring Musical Composition; Developing as a Musical performer; Working as a Musical Ensemble; Rehearsal Techniques for Musicians; producing a Musical Recording; Understanding Music; Exploring Computer Systems Used by Musicians; Exploring Musical Improvisation and Exploring an Area of Music.

Assessment: The course is assessed internally.

Tiers of entry: The course is open to anybody and all students follow the same course, giving access to the equivalent of 2 GCSEs at the end of the course.

Career links: The Music Industry

For further details speak to: **MR M J LUCAS**

Subject: **BTEC FIRST CERTIFICATE IN PERFORMING ARTS – (Performance)
Level 2**

Statement: This qualification will provide you with a broad foundation of performance. The understanding and skills you acquire will help enable you to proceed into further training or education, or to consider employment in the Performing Arts

Aims: The aim of this course is to provide you with a specific set of performing skills and to open up an understanding of what a career in the Performing Arts can entail. For example, this qualification enables you to explore the variety of elements which make up a performance from the point of view of either a performer or producer.

Structure: The course consists of one Core Unit which must be studied – “Understanding Drama”. Two other units must be taken from a more flexible selection of units such as:

- Performing Arts Business
- Working as musical ensemble
- DJ technology

These units allow you to focus your talents and interests as you explore new areas of interest.

Assessment: As with all BTEC qualifications there are three broad areas of achievement, Pass, merit, Distinction.

N.B. This course cannot be taken in conjunction with GCSE Drama.

For further details speak to: **MS L L HART**

Subject: **SPORT OCR NATIONAL LEVEL 2
(CHWARAEON OCR LEFEL CENEDLAETHOL 2)**

Statement: This qualification is typically aimed at people who are seeking a career in the sports industry or wishing to progress to further education. The qualification requires candidates to complete six units to gain the full award. Units include:
Unit 1 – The Sporting Environment
Unit 2 – Health, Safety and the Prevention of injury in sport
Unit 3 – Effective Sport Leadership
Unit 4 – The Body in Action
Unit 5 – Outdoor Activities
Unit 6 – Practical Sport

Aims:

- To develop candidates' knowledge and understanding of sport.
- To develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations.
- To develop candidates' ability to work effectively in a sport context.
- To enable candidates to demonstrate skills, knowledge and understanding of sports principles and the practicalities of delivering sports opportunities to others.
- To promote interaction between employers, centres and candidates by relating teaching assessment to real settings.

Assessment: 100% Coursework
All units are centre assessed and externally moderated by OCR. There are no timetabled exams for this qualification. Each unit's assessment objectives are assessed through a combination of written assignments, presentations and practical assessments. This qualification is recognised by the QCA as equivalent to 4 GCSEs. Units are graded Pass, Merit and Distinction.

Career links: Candidates achieving an OCR Level 2 National Certificate in Sport may:

- Enter employment at operative level e.g. sports assistant, leisure attendant, coaching assistant, gym/fitness assistant, etc.
- Subject to grades enter the sixth form to study the OCR National in Sport Level 3 which is equivalent to two A levels.

For further details speak to: **MR M EVANS or MISS B HARRIES**

Subject: **PUBLIC SERVICES OCR NATIONAL LEVEL 2**

Statement: This qualification is suitable for those wanting to prepare for employment in public services in job roles within a wide range of public service environments such as Emergency and Rescue Services, Armed Forces or Police and Law Enforcement.

Aims: The qualification specifically aims to:

- develop your knowledge and understanding of public services
- develop skills, knowledge and understanding in contexts that are directly relevant to employment situations within the uniformed public services or civilian supporting roles

Assessment: You will study three units which are assessed internally and externally moderated by OCR. There are no timetabled exams for this qualification. Students complete units at a time that suits the school.

The units you will study are:

- Investigating public services in the UK
- Developing physical fitness for entry to the public services
- Career planning for public services

Tiers of entry: No tiers of entry

Career links: Emergency and Rescue Services, Armed Forces or Police and Law Enforcement and relevant civilian services

For further details speak to: **Mrs B A Jones and Mrs T Robinson**

GCSEs

- **select three subjects from this section**
- **if you wish to follow three separate sciences one of your options must be science**

Subject: **ART & DESIGN
(CELF)**

Statement: Art & Design at KS4 allows you the chance to build on skills and techniques that you have learned and enjoyed using in art lessons so far. To begin with, the course will be structured and you will experiment with a range of different materials (eg. pen and ink, collage, mono-printing, papier maché, etc). As your confidence grows, you will be able to have more freedom of choice in the themes and ideas you work with in your coursework.

Projects will often be bigger and more exciting (eg. maskmaking, costume design and printmaking as well as painting and drawing). The ability to draw is important, but you also need to use your imagination and be creative and expressive in the way that you tackle design tasks.

Aims:

- To develop observational drawing skills
- To develop practical skills and the confidence to use a range of different materials and techniques
- To develop creative and imaginative skills for expressing ideas, feelings and meanings in art, craft and design
- To learn how to research into and analyse the work of other artists, craftspeople and designers
- To evaluate own progress and make alterations when necessary

Assessment: There are four assessment objectives all with equal weighting:

- Research & Enquiry
- Analysis & Evaluation
- Creative Making
- Personal Response

Pupils are assessed on three practical coursework units (60%) and a practical examination (40%)

Tiers of entry: GCSE (A* - G)

Career links: Graphic Design, Fashion, Communications, 3D Studies, Photography, Textile & Surface Pattern, Design Crafts & Fine Art

For further details speak to: **MRS C S GUINEY or MRS H MORRIS**

Subjects: **BUSINESS**
(ASTUDIAETHAU BUSNES)

Statement: The course gives students a greater understanding and awareness of the world they live in, but more specifically how individuals and businesses work within the economy. All aspects of the workings of a business are looked at with topics including advertising, workers and pay, how profits are made and the effects of businesses on the environment. The study of this subject will provide a sound grounding for Advanced levels in Business Studies and Economics, along with a range of other options at post 16.

Aims:

- To help understand current issues and problems in a business context.
- To distinguish between facts and opinions in order to help build arguments and make informed judgements.
- To look at different views on the environment, individuals, society, government and enterprise.
- To develop an understanding of the dynamics of business activity.

Assessment: Written examination 75%
Coursework 25%

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Business, Marketing, Human Resources, Finance, Law

For further details speak to: **MR D G WALTERS - ROOM 52**

Subject	D&T CATERING (TECHNOLEG - ARLWYO)
Statement:	Catering is designed to give candidates an opportunity to extend and apply their skills and knowledge of the catering industry. It provides progression directly into employment or further study. The four main topics include Nutrition and Menu Planning, Food Production, Technological Developments and The Catering Industry.
	Note: Practical work is an essential part of the course.
Aims:	<ul style="list-style-type: none"> • To develop an awareness of the structure of the catering industry in relation to the needs of prospective clients. • To acquire a basic knowledge of Nutrition and an understanding of the relationship between diet and health. • To develop an appreciation of the cost effectiveness within the Catering Industry together with an understanding of the communication and social skills required.
Assessment:	Coursework 60% - Two practical tasks from a bank of six WJEC set tasks. Internally assessed, externally moderated. Exam (Theory) 40% 1¼ hour paper - externally set and marked
Tiers of entry:	Untiered
Career links:	Further Study - A variety of college courses available, Employment – Hotel, Restaurant, Leisure Club, School Meal Service, Contract Catering.

For further details speak to: **MISS M JONES (Room T13)**
or
MRS S SENIOR (Room T11)

Subject: **CHILD DEVELOPMENT
(DATBLYGIAD PLANT)**

Statement: Child Development is about the study of a child's development from conception, through pregnancy, birth and the early formative years to adolescence. The course develops an understanding of the stages in a child's biological and social development and a responsible attitude to acquiring parenting skills.

Aims:

- to develop research and observation skills through the controlled assessment tasks and evaluating the outcomes.
- To develop an understanding of the need for good parenting skills and the social contexts of parenting.
- To develop a critical appreciation of factors such as diet, opportunities for play and interaction with others in relation to the health and welfare of parents and child.
- To apply knowledge gained through the course to complete the set tasks.

Assessments:	Unit 1	- untiered written paper (1½ hours)	(40%)
	Unit 2	- Child Study - 1 task from a bank of 3 set by exam board	(30%)
	controlled assessments		
	Unit 3	- Child focused task one task from a choice of 2 tasks set by exam board	(30%)

Tiers of entry: Untiered paper 1½ hours 40%

Career links: Vocational / Nursery Nursing courses, primary school teaching, child nursing, midwifery, occupational therapy, physiotherapy, Early Years / Childhood Studies BA, Teaching Assistant.

For further details speak to: **MRS S SENIOR (ROOM T11)**

Subject: **DRAMA
(DRAMA)**

Statement: Drama is an increasingly popular option at Olchfa. It offers a unique opportunity for pupils to work co-operatively in a creative, practical subject. In this sense it offers a real contrast to the majority of other subjects which make up the GCSE timetable. However, it must be stressed that this does not make it an easy option – getting a top grade in drama requires a variety of skills and approaches to be performed at a consistently high level.

Aims: As you can see from the assessment grid the Drama GCSE Course is very practical and pupils will have a clear opportunity to develop their skills in:

- Communication through acting
- Working with others through rehearsal
- Problem solving in exploring dramatic possibilities
- Improving own performance in developing self confidence

Anyone taking this course must recognise that in Group Working they will have a major responsibility towards others they are rehearsing with. Please note that there are considerable written coursework requirements in the Documentary Evidence Sections of Unit 1 + 2.

Assessment: The grid gives you an overview of the assessment for this course.

Unit 1	%	Marks	Timing
Drama Exploration	30%	Total 60 Practical Exploration 40 Documentary Evidence 20	Controlled assessment: Six-hour practical exploration, centre-devised; taken at any point to be decided by the teacher; documentary evidence max. 2000 words.
Unit 2			
Exploring Play Texts	30%	Total 60 Practical Exploration 30 Documentary Evidence 10 Response to Live Performance 20	Controlled assessment: Six-hour practical exploration, centre-devised based on a play text; taken at any point to be decided by the teacher; documentary evidence max. 1000 words. Written response to live theatre max. 2000 words.
Unit 3			
Drama Performance	40%	Total 60 Acting Examination	Controlled assessment: Performance of a play to a visiting examiner, devised or scripted.

Tiers of entry: Higher Tier only

Career links: Any of those careers which require confident working with others, i.e. theatre work, personnel, teaching, social work.

N.B. For the purpose of the examination, candidates must realise that they will need to be photographed and their work videoed during assessment periods.

For further details speak to: **MR KEVIN HEAD**

Subject: **DESIGN & TECHNOLOGY GRAPHICS**

Statement: Candidates will be expected to learn a variety of graphical methods and ICT packages with which to produce two quality pieces of coursework over the two year course. The design process will form an integral part of the course developing the pupils' knowledge in all areas of graphic design including corporate identity, advertising, packaging and modelling.

Aims:

- To promote careful and thoughtful use of graphic materials,
- To develop decision-making skills through individual and collaborative working.
- To understand that designing and making reflect and influence cultures and societies, and that products have an impact of lifestyle.
- To develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

Assessment: Four mandatory units:
Year 10 - Internal assessment coursework worth 30%
 External marked assessment worth 20%
Year 11 - Internal assessment coursework worth 30%
 - External marked assessment worth 20%

Tiers of entry: One tier Grades A* - G

Career links: A/AS Level Art & Design (Graphic Communication), A/AS Level Product design. All areas of advertising, packaging, entry to Higher education to study Architecture and Civil Engineering.

For further details speak to: **MR N FRANCIS**

Subject: **D&T RESISTANT MATERIALS
(TECHNOLEG - DEUNYDDIAU GWYDN)**

Statement: D&T Resistant Materials gives pupils the opportunity to design and make innovative products. The course is structured around design and make activities which enable pupils to develop their skills and apply the appropriate knowledge in preparation for both the coursework and written papers. We include projects where pupils can develop sustainable and computer aided manufactured products using state of the art CAM technology. Pupils develop graphic design skills using drawing techniques which would then be developed using Computer Aided Design packages.

Aims:

- Pupils actively engage in design and technology processes to become effective and independent learners.
- Pupils discuss and consider sustainability. They combine skills with knowledge and understanding to make quality products.
- Pupils explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape their designing and making
- Pupils analyse existing products and produce practical solutions to needs wants and opportunities.
- Pupils develop decision making skills through individual and collaborative work.
- Pupils understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle.
- Pupils develop their creative skills, critical and analysing skills through making links between good design, existing products and technology.

Assessment: Written paper 2 hour paper 40%
Coursework 60% Controlled assessment in two sections
Summer Term in Year 10 until Spring Term Year 11

Career links: Furniture making, Interior design, Product Design, Industrial design, Manufacturing or entry into Higher Education courses which require innovative or creative input.

For further details speak to: **MR MEEK or MRS THOMAS**

This course cannot be selected alongside GCSE Textiles.

Subject: **D&T SYSTEMS and CONTROL
(TECHNOLEG – LLYNODRAETHIAD)**

Statement: D&T System and Control focuses on developing a pupil's design and making skills in electronics, electro-mechanical and mechanical products. Pupils will study input – control – output and how products use systems and control in creating technology that solves identified problems. The course is structured around developing a major product in Year 11, following the design process that enables a successful product / prototype to be produced, that contributes 60% of the qualification. Pupils develop their key skills in all areas of the subject especially ICT when researching the project and use CAD software to develop their design skills in all areas of the subject. Pupils investigate all areas of Design & Technology to improve their knowledge in preparation for both sections of the final exam paper.

Aims:

- To increase pupils' awareness of electronics and mechanisms in society and industry.
- To develop research, investigational and experimental skills related to product development.
- To develop design methodology especially CAD and CAM.
- To improve independent learning and problem solving skills when developing new products.

Assessment:

Written Paper	2 hour paper
Section A	20%
Section B	20%
Coursework	60%
Part A	- Research, design and development
Part B	- Planning, manufacture and evaluation of Product

Tiers of entry: Untiered

Career links: Product Design at A level together with Maths and Science entry into all Engineering degree courses. The subject would also support pupils who apply for apprenticeships and jobs in electronics and mechanical areas.

For further details speak to: **MR S DOE (ROOM T6)**

This subject can only be taken with core science

Subject: **D&T TEXTILES TECHNOLOGY
(TECHNOLEG - TECSTILIAU)**

Statement: D&T Textiles is about identifying and solving design problems related to personal interests, using Key Skills imaginatively, innovative thinking and creativity. D&T is based on practical design and make activities and develops skills and knowledge. Pupils analyse and evaluate, design and make and appraise their performance working with a range of materials and using ICT.

Aims:

- To increase pupils' technical skills by planning and manufacturing textile products.
- To develop research, analysis, decision-making and creative skills to solve design problems, considering issues of sustainability and legislation.
- To apply knowledge of aesthetic principles and technological developments effectively.

Assessment: Written paper 40%
Coursework (Controlled assessment) (180 marks) 60%
This involves one integrated design and make project
Part A - 10 hours - Folder
Part B - 20 hours - Making

Tiers of entry: Untiered Grades A* - G

Career links: Fashion, furnishing or accessory design, Manufacturing, marketing, Buying, Merchandising or entry to Higher Education courses which require a foundation in a creative / innovative subject.

For further details speak to: **MRS J GARNER (Room T9)**

This course cannot be selected alongside GCSE Resistant Materials.

Subject: **FRENCH
(FFRANGEG)**

Statement: Studying a foreign language like French is very important in developing your general ability to communicate with others. It also trains you to analyse, select and record information and to improve your personal and interpersonal skills. You get the opportunity to explore the life-style and culture of a different country through the study of a variety of topic areas, and you can actually do this by participating in our exchange with a school in Le Mans in France.

Aims:

- To develop understanding of spoken / written forms of French
- To develop the ability to communicate effectively in French
- To develop knowledge and understanding of the grammar of French
- To develop understanding of France and French-speaking countries

Assessment: Listening, Reading and Oral examination: 70%
Coursework (Written French): 30%

Tiers of entry: Foundation Tier Grades C - G
Higher Tier Grades A* - D

Career links: Business services, health / community services, finance, tourism, public administration, education, manufacturing

For further details speak to: **MR A M LENETTE**

Subject: **FOOD & NUTRITION
(BWYD A MAETH)**

Statement: The four main areas studied are:

- Nutrition, Diet and Health throughout life
- Factors Affecting Consumer Choice
- Nutritional, Physical, Chemical and Sensory Properties of Foods in storage, preparation and cooking
- Food Hygiene and Safety.

Aims:

- To develop pupils' wider knowledge of Food and Health issues.
- To give pupils an opportunity to demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding.

Assessment: Coursework - 2 practical tasks
Task 1 = 20% - One selected from three set by exam board (10 hours)
Task 2 = 40% - One task selected from two tasks set by exam board (20 hours)
Written Exam Paper 40% - 1½ hours an untiered paper, externally marked. (Short answer, structured and free response questions.)

Tiers of entry: Untiered

Career links: AS/A Food & Nutrition, School Meal Service, Employment e.g. Local Healthy Eating Schemes.

For further details speak to: **MISS M JONES T13**
or
MRS S SENIOR T11

Subject: **GEOGRAPHY
(DAEARYDDIAETH)**

Statement: This new, exciting GCSE course will inspire, fascinate and challenge students as they actively engage in studying the human and natural world. Geography is a highly regarded academic subject which bridges the Sciences and Humanities, and so it will help to keep your options open for future studies.

Unit 1: Core Geography

A - The Physical World has 3 themes:
Water/Rivers, Climate Change & Volcanoes/Earthquakes

B - A Global World has 3 themes:
Population change, Globalisation & Development

Unit 2: Options

We will choose 3 from:
Coastlines, Weather & Climate, Ecosystems, Tourism, Retail & Urban Change and Economic Change & Wales

Assessment: Two written examination 75%
Geographical Enquiry 25%

Tiers of Entry: Higher Tier Grades A* - D
Foundation Tier Grades C -- G

Career links: Employers value the skills of Geographers e.g. in Conservation, Environmental Management, Commerce, Travel & Tourism, Resource Management, GIS (Geographical Information Systems), Transport & Urban Planning, Teaching, Professional & Scientific Services (including Medicine & Law).

For further details speak to:**MRS J CADOGAN**

Subject: **HISTORY
(HANES)**

Statement: Modern World History (WJEC) students will follow two courses on American History. The first is an in-depth study on the USA 1910–29 which will look at American society, economy and culture. We will study such topics as prohibition and gangsters, racism and the KKK, Hollywood and sport such as baseball as well as the Wall Street Crash of 1929. The second unit on the USA is an outline course which covers the race issue and foreign policy 1929–2000. We will study the long struggle to improve Civil Rights for African-Americans as well as America’s involvement in World Affairs such as the Second World War and the Vietnam War. Students also study the history of China under the Communist leader Mao Zedong 1949–1976. We will study how China was transformed from a bankrupt and war-torn country into a modern world power.

Aims: To study key events, people and characteristics of two countries that became “superpowers” of the twentieth century in order to help understand the world today.
To learn the skills of a historian, which are invaluable in many areas of life. These include communication skills (verbal and written) and skills of analysis as well as the ability to produce and write a persuasive and balanced argument supported by evidence.

Assessment: Written examinations 75% (USA and China)
Coursework 25% (New topic set by exam board each year)

Tiers of entry: None – all GCSE candidates take the same exam papers.

Career links: As well as its obvious relevance to careers such as archaeologist or librarian, History is useful for pupils aiming to become barristers, solicitors, accountants, business managers, civil servants, politicians, journalists or teachers.

For further details speak to: **DR E F COWNIE**

Subject **INFORMATION and COMMUNICATION TECHNOLOGY
(TECHNOLEG GWYBODAETH)**

Statement: The ICT department offers the WJEC ICT GCSE course which requires candidates to complete two practical components, each worth 30% of the award, and a theory component which is worth 40% of the award.

Aims:

- To develop the competence of candidates by allowing them to choose, use and design information and communication systems to carry out a range of tasks and to solve problems, making effective use of appropriate principles and techniques.
- To develop the capability of candidates through a broad and balanced experience of the range of information and communication systems and their applications.
- To develop the knowledge concepts and skills which will enable the candidates to evaluate critically a range of information systems, including their own, with an understanding of their capabilities and limitations.
- To encourage candidates to gather, store, process and present information through activities in a range of contexts. It will also give candidates opportunities to design, implement and document information and communication systems and develop understanding of the wider applications and effects of information and communication technology.

Assessment: The scheme of assessment consists of three components:

1. Portfolio (30%) Candidates will demonstrate their ability in the Modelling (Spreadsheet), Handling Information (Database) and Communicating Information (Word Processing and Desk Top Publishing) strands of ICT.
2. Project (30%) Candidates will demonstrate their ability to apply the Modelling, Handling Information and Communicating Information strands in the solution to a problem area of their own choice.
3. Written examination – Paper 1 (20%) testing understanding of the practical studies and some standard application, Paper 2 testing knowledge of computer systems including hardware, software and their applications in specific areas.

Tiers of entry: Foundation Tier (grades C to G targeted)
Higher Tier (grades A* to D targeted)

Career links: ICT is widely used in practically all careers.

For further details speak to: **MR G H DUNN Room 36A**

Subject: **MEDIA STUDIES
(ASTUDIAETHAU CUFRYNGAU)**

Statement: Media Studies as a subject is highly compatible with many subjects in the GCSE curriculum, since most subjects at this level present opportunities to refer to the role of the media in contemporary society. In particular, the course offers a link with the requirements of the National Curriculum for English. This course enables students to harness their media literacy through a comprehensive exploration of the products of media production processes within the context of a conceptual framework of study comprising: Media Languages and Categories, Media Messages and Values, and Media Producers and Audiences. Candidates embarking upon the course are expected to have achieved a general educational level equivalent to National Curriculum Level 3 or an Entry 3 grade at Entry Level within the National Qualifications framework.

Aims: We aim to give you a chance to:

- Develop the skills necessary to analyse media texts.
- Understand how and by whom they are produced.
- Explore issues of media ownership.
- To appreciate how new technologies are changing the way in which we consume the media.

Assessment: COURSEWORK:
Constituting 50%
Consists of a media portfolio of three assignments:
Two written studies and the production and evaluation of a media text.

Tiers of entry: Foundation Grades C - G
Higher Grades A* - D

Career links: Journalism, Film Making, advertising, T.V. work

For further details speak to: **Mr D M Thomas / Ms M Muzumdar**

This subject can only be taken with Core Science

Subject: **MUSIC
(CERDD)**

Statement: In this course we try to find out how music works. We study four areas:
Music in Wales

- a. Welsh Songs – Art, Folk, Cerdd Dant and Pop
- b. Welsh Instrumental Music
- c. Celtic Connects

Music for Stage and Screen

- a. Opera
- b. Ballet
- c. Musicals
- d. Film and TV

Music Evolution including

Fusion of Classical and Jazz/ rock

Musical Forms and Devices

- a. Western Classical Tradition
- b. Popular Music - Jazz, Rock, Blues

Aims: We aim to give you the chance to:

- Develop your knowledge and understanding of different kinds of music
- Improve your performing skills
- Improve your listening skills
- Perform in groups
- Go on to study music at a higher level.

Assessment: Coursework:

Performing Music	30%
------------------	-----

You will be asked to perform two contrasting pieces, one where you are the solo performer and the other where you play as part of a group. The two pieces together should last no more than 10 minutes.

Composing Music	30%
-----------------	-----

During the course you will be asked to compose two pieces of music. There is plenty of opportunity for you to use Music technology for this part of the course. The two pieces should last at least 5 minutes. You will also be asked to keep a diary of all the work you do on your compositions.

Written exam - Appraising Music	40%
---------------------------------	-----

This exam will take place in May or June of Year 11

Tiers of entry: All students take the same exam giving access to the full grade range.

Career links: Music Industry, Performing, Teaching, Music Theatre, Film, Architecture.

For further details speak to: **MR M J LUCAS**

Subject: **PHYSICAL EDUCATION
(YMARFER CORFF)**

Statement: Physical Education at GCSE level involves developing and applying more advanced knowledge, skills and techniques in increasingly more demanding situations.

Aims:

- To develop and apply their knowledge, skills and understanding of physical education through selected practical activities.
- To develop their knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship.
- To understand the roles and rules and conventions in selected activities.
- To promote their understanding of the health benefits and risks associated with taking part in physical activity.
- To develop the skills necessary to analyse and improve performance.
- To support their personal and social development through adopting different roles in selected activities when working with others.

Assessment:	Practical	60%
	Written examination	40%

Tiers of entry:	Full course	Grades	A* - G
	Short course	Grades	A* - G

Career links: Sports industry, teaching and armed forces

For further details speak to: **MR T C CHEESEMAN**

Subject **RELIGIOUS STUDIES
(ASTUDIAETHAU CREFYDDOL)**

Statement: The options on offer are:
Christianity and Islam. The study of these religions entails a focus on celebration and beliefs, the role of the community and views on morality. Thus it shows how Christianity responds to issues of the twenty first century and asks students to formulate their own views on such issues. Students are also offered insight into contemporary issues in the Middle East as well as an understanding of our multicultural society in Britain.

Aims:

- To give pupils an insight into how others see life and how their ideas affect the world we live in.
- To consider the effects of religious belief on moral behaviour, attitudes, social practices and lifestyle.
- Pupils are trained to deal with topics in a balanced manner and to present their views in a balanced way.
- To encourage pupils to think more deeply about what life has to offer, to cultivate their sense of right and wrong and to understand the ideas and beliefs, which motivate and govern people's lives.

Assessment: Two written examinations 100%

Tiers of entry: Common entry (Grades A* - G)

Career links: Many – any career that deals with people e.g. Police, Journalism, Medicine, Education etc.

N.B. Religious Studies is an optional subject leading to a GCSE qualification and is distinct from compulsory RE which is taught as part of the PSE programme.

For further details speak to: **MR P LLEWELLYN**

Subject: **SPANISH
(SBAENEG)**

Statement: The study of Spanish at GCSE is a particularly valuable experience nowadays as Spanish is the **second most widely spoken language in the world**. Apart from its linguistic value GCSE Spanish offers students an insight into the social and cultural aspects of Spain and other Spanish speaking countries.

Aims:

- To develop understanding of spoken/written forms of Spanish.
- To develop the ability to communicate effectively in Spanish.
- To develop knowledge and understanding of the grammar of Spanish.
- To develop understanding of Spain and Spanish speaking countries.

Assessment: Listening, Reading and Oral examination: 70%
Coursework (Written Spanish): 30%

Tiers of entry: Foundation Tier Grades C - G
Higher Tier Grades A* - D

Career links: Business services, health / community services, finance, tourism, public administration, education, manufacturing

For further details speak to: **MRS E K LEWIS**

Subject: **WELSH SECOND LANGUAGE
(CYMRAEG - AIL IAITH)**

Statement: There are four Themes in the full GCSE Welsh Second Language course, namely:

THEME 1 Ni
– Me, Everyday Life, the Area

THEME 2 The World of Work
– Careers, Work Experience

THEME 3 Youth Culture
– The Media & Technology, Image, Heroes

THEME 4 Everyday Language
– Socialising, Around the Town, Special Occasions

Aims:

- To provide experiences which give every candidate an opportunity to attain his / her full potential in the Welsh language according to his / her ability and needs.
- To ensure that every candidate is aware of the use made of the language in contemporary Wales.
- To develop skills that facilitate the understanding of Welsh in society.
- To develop candidates' skills in using the language for purposes of effective and purposeful communication.
- To foster a positive attitude towards the Welsh language and culture.
- To develop an awareness and knowledge of language.
- To foster cross-curricular attitudes.

Assessment:

Internal assessment:	Oral	20%
	Presentation	10%
	Role Play	10%
External assessment:	Oral	20%
	Reading & Writing (a 2 hour paper)	50%
	Aural	10%

Tiers of entry: Higher Tier A* - D
Foundation Tier C - G

Career links: Television, Radio, Newspapers, Education, The Civil Service, Health Authorities, The National Assembly, Business, The Theatre

For further details speak to: **MRS E MADOC-JONES**

OTHER PATHWAYS OFF SITE PROVISION

The following alternative range of courses will be subject to a limited number of places which are offered by outside providers. We expect more students will want to take these alternative courses than the number of places which will be available. It will therefore be necessary to interview students to decide who are most suited to the course. If you are interested in these alternative courses then let us know on the initial choices form.

You must select one course from each of the following tables.

We will do our best to provide what you request but if the numbers are very low this may be difficult.

Possibilities may include:

Table One

AREA	QUALIFICATION	TIME
Hairdressing	OCN Level One Unit in Salon Services at City and County of Swansea Training Centre	Half day
Construction	City & County Swansea Training Centre – BTEC 1 and 2 Some on site provision is also involved	Half day
ICT	ECDL	Half day

Table Two:

Catering	OCN Level One Unit at Swansea College	Half day
Motor Vehicles	OCN Level One Unit at Swansea College	Half day
Childcare	Units towards NVQ Level One (must also complete work placement) at Swansea College	Half day
Introduction to Engineering	OCN Level One Unit at Swansea College	Half day

Subject: **BTEC CONSTRUCTION**

Statement: This is a two year course where pupils will develop practical skills in brickwork, carpentry, plumbing, as well as painting and decorating. The pupils will also develop mathematical and scientific skills which are relevant to the construction industry.

The intention is for pupils to complete the BTEC Diploma over the two years which is equivalent to 4 GCSEs. The alternative is the completion of the BTEC Certificate which is equivalent to 2 GCSEs

Aims:

- To increase pupils' understanding of the industry.
- To increase pupils' knowledge of practical construction.

Assessment: By practical work.

Career Links: Work in the industry, Modern Apprenticeships and further education courses subject to demand.

For further details speak to: **MRS E CRABB**

Subject: **EUROPEAN COMPUTER DRIVING LICENCE (ECDL)**

Statement: The European Computer Driving Licence (or ECDL) is an internationally recognised qualification for computer users everywhere. Through it you will gain the confidence, basic skills and knowledge to use computers and a wide range of common IT software packages. You don't need any prior IT knowledge or experience to do it.

You will study the 7 modules needed for the complete ECDL, which include:- Basic concepts of Information Technology, using the computer and managing files, word processing, spreadsheets, databases, presentations, information and communication.

Aims:

- To develop pupils' understanding of the industry.
- To increase pupils' knowledge of ICT techniques.

Assessment: By practical work on the computers

Career links: Work in the industry, Modern Apprenticeships and entry onto related courses subject to demand.

For further details speak to: **MRS E CRABB**

Subject: **SALON SERVICES - LEVEL ONE**
(TRIN GWALLT CYMHWYSTER GALWEDIGAETHOL A
CHENEDLAETHOL - LEFEL 1)

Statement: This is a two year course leading to Level One in Salon Services. The course will be delivered by the City and County of Swansea at the training centre. You will learn the basic skills of hairdressing to include: shampooing, blow-drying, perming and colouring, cutting and health and safety. You will have the opportunity to practise on models and then on each other!

Aims:

- To increase pupils' knowledge of hairdressing techniques.
- To develop their understanding of the industry

Assessment: By practical work

Career links: Work in the industry, Modern Apprenticeships and entry onto related courses subject to demand.

For further details speak to: **MRS CRABB**

Subject: **CATERING - OCN UNITS
(ARLWYO - GWOBR OCN)**

Statement: This course will be delivered by Swansea College. This will be an introductory course into catering. You will have the opportunity to develop the skills needed to work within this industry. You will be involved in vocational training and have the opportunity to practise and develop your skills each week.

Aims:

- To develop pupils' understanding of the industry.
- To increase pupils' knowledge of the catering techniques.

Assessment: By practical work

Career links: Work in the industry, Modern Apprenticeships and further education courses subject to demand.

For further details speak to: **MRS E CRABB**

Subject **CHILDCARE – OCN UNITS
(UNEDAU GOFAL PLANT)**

Statement: This course will be delivered by Swansea College. It is an introduction to working with children. The course follows some of the units leading towards NVQ level one. Pupils are expected to complete a half or full day work placement in a nursery.

Aims: • To develop pupils' understanding of working with children.
 • To increase pupils' knowledge of the jobs in Childcare.

Assessment: A portfolio of work.

Career Links: Work in schools, private nurseries and NVQs in Childcare or GNVQ in Health and Social Care subject to demand.

For further details speak to: **MRS CRABB**

Subject: **INTRODUCTION TO ENGINEERING – OCN UNITS**

Statement: This course will be delivered by Swansea College. It will teach you the basic principles in engineering. You will also learn about health and safety in the workshop. You will have the opportunity to practise and develop your skills each week

Aims: • To increase pupils' understanding of the industry.
 • To increase pupils' knowledge of practical engineering.

Assessment: By practical work.

Career Links: Work in the industry, Modern Apprenticeships and further education courses subject to demand.

For further details speak to: **MRS CRABB**