

DYsgol Uwchradd
Duffryn
High School



**Key Stage 4
Course Design
Booklet**

**Year 10 Options
2008**

**Information for
families with students in Year 9**



February 2008

Information for families with students in Year 9

Dear Parents

Your child has reached an important stage in their school career. Decisions must be taken as to what courses of study are to be followed for the next two years. We look forward to working with you and your child to ensure that decisions taken are well informed, thoughtful and relevant. These are critical decisions which will affect the pattern of your child's life for the next two years. Success in the year 2009 depends on getting things right at this stage.

As well as asking the questions 'What do I like?' and 'What am I good at?' it is important for students to ask the question 'What do I need to prepare me for the future?' A good general education is important whatever you are going to do. For this reason we have some subjects in Key Stage 4 that are compulsory, and others grouped into option blocks to ensure that a proper balance exists.

This booklet contains details of all subjects available for study from the commencement of Key Stage 4 up to the examinations at the end of Year 11. Also included is a subject choice form (yellow sheet), which should be completed and returned to the school by **Thursday 6 March. It is important that this form is signed by both pupil and parent.**

Any preference for subject choices remains provisional at this stage and neither the school nor you should feel bound by them. If you wish to discuss the subject choice process there will be an Options Evening on Tuesday 4 March from 4.00 – 5.00pm in the LRC.

Yours sincerely

Mr J Wilson
Headteacher



Duffryn High School

Using this Guide

A wide choice of courses is available to you in Year 10 at Duffryn High School.

Read carefully the **Introduction** and the **Course Descriptions** on these pages and make a note of the courses which interest you most.

Included for each subject is the following information:

The name of the **Examining Board** and **Syllabus Number**

A description of the syllabus or Scheme of Work

The **type of work** you will be expected to do on the course

The **method of assessment** with details of Examination, Continuous Assessment or Coursework

Future Prospects

An indication of where the course might lead you – whether into a job or further education

The teacher/s to see if you want any **further information**

At the back of this booklet are two copies of the Options Form. The first will be completed in a form tutor registration period. The second (yellow sheet) will be completed at home and needs to be signed by both pupil and parent/guardian.

Please note that it may not be possible to set up a teaching group for a subject in a particular column if too few pupils choose it. Conversely, numbers may have to be restricted for safety or resource reasons if there is a large demand for certain subjects. That is the reason for us asking for a number 2 choice in each option...Where it becomes necessary to restrict pupil numbers, then the criteria that will be used include:

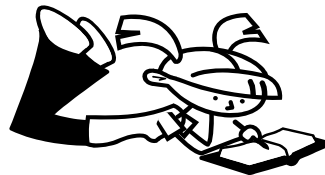
- Attendance at school
- Punctuality
- General attitude during lessons
- Returning the option form on time

BEFORE YOU MAKE



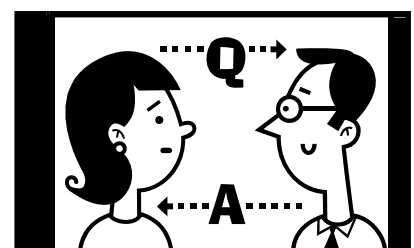
YOUR CHOICE

STUDY THIS BOOKLET CAREFULLY



IF IN ANY DOUBT...

**TALK TO SUBJECT TEACHERS
AND ASK ADVICE**





Introduction

In Key Stage 3 (Years 7, 8 and 9) all students follow essentially the same curriculum (course of study), although there are some withdrawal lessons for extra help in Maths and Reading. This curriculum is determined by the National Curriculum with its core and foundation subjects.

During Key Stage 4 (Years 10 and 11) there is a transition between the prescriptive curriculum of Key Stage 3 and the more specialist choices available post 16 (Key Stage 5 – Year 12 and 13). As students aged 14 begin to develop their own mix of subjects, they should be able to access coherent learning programmes that enable them to progress to further learning at age 16 in the Sixth Form.

The Welsh Assembly Government is committed to transforming the education of 14 – 19 year olds in Wales. They want *'95% of young people by the age of 25 to be ready for high skilled employment or higher education by 2015.'*

Learning Pathways are about developing an entitlement for learners from age 14 – 19. A Learning Pathway is the learning experience of each individual 14 – 19 year old. It consists of a learning core and the choice of options from which the learner selects, with informed support and guidance. Your son/daughter will select with support and guidance, options which suit their interests, abilities and learning styles, and which will provide opportunities to help them realise their potential. The full impact of this transformation will not be felt this year, but we at Duffryn High School are firmly committed to offering your children as wide a choice as possible.

The Key Stage 4 Curriculum

The Core

The following subjects, together with the number of periods per fortnight allocated to them, are compulsory in Key Stage 4:

Subject	Periods/Fortnight
English	7/6
Mathematics	6/7
Science	9
Physical Education	2
Religious Education	2
Personal, social and health Education (PSE)	1
Welsh	2

Between them, RE and PSE include citizenship, sex education and careers education.

GCSEs (The Options)

To enable schools to have greater flexibility in constructing learning programmes and better meet the needs of individual pupils, pupils are no longer required to follow courses in design and technology and modern foreign languages. However, to protect the pupils' entitlement these subjects are available to any student wishing to study them. There are similar entitlements to study the arts and humanities, neither of which is compulsory at Key Stage 4. All of these subjects are offered as GCSEs (General Certificate of Secondary Education) and include:

Food Technology, Graphics, Resistant Materials, Systems and Control, Textiles, French, Spanish, Welsh, Art, Music, Physical Education, History, Religious Studies, Media.



Entry Level Examinations

Many subjects now offer these courses to enable pupils, who are ready to pursue a GCSE course at the start of Year 10, to follow examination syllabi and to achieve an externally recognised qualification before leaving school. It gives them the opportunity to consolidate the skills they have acquired throughout their school career. Indeed, some subjects use this as a springboard in Year 10 to take up GCSE studies in Year 11. Coursework, oral elements and project work form a vital part of each subject and written examinations may also be taken.

Vocational Diplomas (equivalent to 4 GCSEs)

For some time now we have followed government guidelines to give a vocational option to all young people and to promote vocational learning. These new courses are currently available in a number of subjects and are vocational diplomas (equivalent to 4 GCSEs).

Many young people are keen to gain a direct experience of the 'real' world of work and so are interested in vocational learning. These vocational diplomas give them an opportunity to find out about the world of work, while keeping open their ability to continue further studies in the Sixth Form or elsewhere.

All students at Duffryn High School have to study at least one vocational subject. They are available in the following subjects:

- Art & Design
- Business Studies
- ICT Practitioners
- Health & Social Care
- Performing Arts
- Travel and Tourism

Work Related Learning

Since September 1998 schools have had the flexibility to disapply an aspect of the Key Stage 4 National Curriculum to arrange individual learning programmes for the students who want, or would benefit from, extended work-related learning for part of the week. These programmes can involve working on the premises of FE colleges, training providers and employers as well as at school.

Young peoples' learning through these programmes can be accredited through a range of qualifications that have been approved for use with students of statutory school age. In Key Stage 4 work related learning is available by following a Vocational Diploma in general studies (equivalent to 4 GCSEs) which cover a range of different studies depending on the needs of the students.

The Way Choices are Made

All students must study the core curriculum in Key Stage 4. Students can then choose various learning pathways (different option choices).

The Learning Pathways

To provide a broad and balanced curriculum at Key Stage 4, there are a number of learning pathways (option choices) that students can follow, depending on their interests and aptitudes.

The core curriculum occupies 29 out of 50 periods in the school's fortnightly timetable, leaving 21 periods for students to build their individual learning pathway. Each student will receive clear advice from the school about which pathway she/he is most suited to.



Some Advice about Subject Choices and Careers

Choosing subjects is important, as a future career can be affected by that choice. A student may not intend to start work for some time and may not have definite career ideas, but it is wise to consider the implications of taking or dropping various subjects at Key Stage 4.

Subject choice does not simply mean picking those subjects you enjoy. Although this is important, you may find a subject you do not favour is essential for the career you are considering.

The subjects selected will, to a greater or lesser extent, affect the choices that are available post 16. Since very few people are ready to take a decision at 14 about the career they will follow later, it is important at this stage to choose a broad selection leading to as wide a range of openings as possible. This applies equally whether you hope to stay on in the sixth form, to go on to college or to enter employment after completing your GCSE course. Many careers that have formal entry requirements ask for English GCSE at Grades A, B or C. Next in order of importance comes Maths, which is compulsory for a large number of careers. Science is also important so that you do not limit course or career choices in the future. Each of these subjects is part of the core curriculum.

As Britain and Europe move into an era of closer links and relationships, the need for greater and more widespread expertise in foreign languages has been recognised. The learning of languages has taken on an increased importance in the work place.

Entry qualifications are very complicated and it is important to check with the Careers Department (Mrs Nerys Charles) about requirements for any special career or course.

Students are well advised to choose a wide range of subjects that will allow the greatest choice in the future.

The Sixth Form (Post 16)

It is worthwhile considering the opportunities offered by the Sixth Form even at this stage. Courses cover a broad range of academic and vocational needs and a programme of study can be arranged to meet most requirements. Whatever pathway you follow at Key Stage 4 there will be appropriate pathways in the Sixth Form which will allow you to build on your achievements. Many courses can be taken without previously studying the subject in Key Stage 4.

At this early stage some students may already be considering higher education. Although the entry requirements are constantly changing, as a general rule the minimum requirement is two A Levels, or an equivalent vocational qualification e.g. Level 3 BTEC National Diploma. In order to undertake such a level of study it is wise to start with a foundation of at least 5 GCSEs at Grade C or above.

Please note that there is an open entry policy to the Sixth Form and that whatever results you achieve in KS4 there will be choices available to you in the Sixth Form. The wide range of courses means that you will be able to pursue a pathway that allows you to progress and further your skills and understanding. We hope that all our Key Stage 4 students will return to the Sixth Form to study and look forward to you taking a full and active part in the school community.



Level 2 Vocational Diplomas (Equivalent to 4 GCSEs)

Why a Vocational Diploma?

Vocational Diplomas are nationally recognised work related qualifications and are designed to provide you with a choice of routes into further education at Post 16 and employment opportunities which may include Modern Apprenticeships. They form a solid base, along with other areas of study for progression into Post 16 Learning in our Sixth form where we offer a wide range of both academic and vocational courses at the next level of learning.

Vocational Diplomas are worth **4 traditional** GCSEs and are offered in vocationally related subjects that include Performing Arts, Health and Social Care, Art and Design, Business Studies, ICT and Travel and Tourism.

The courses will:

- Introduce you to work related learning
- Equip you with transferable skills you will need for work, further education and training
- Empower you to be in charge of your own learning and development

So how is it different?

All Vocational Diplomas are assessed through a unit structure. To achieve a qualification in this subject you will need to complete three compulsory units and three specialist units for the equivalent four GCSE's. However students will be able to claim two equivalent GCSE's by successfully completing the first year programme. The programme is structured into two compulsory units and one specialist unit in the **first year** and one compulsory unit and two specialist units for the **second year**. All units are assessed by coursework.

The assessment will take place across your two years of study in Years 10 and 11, with the vast majority of work completed and assessed before the Summer of Year 11. The course will allow you to develop skills that are transferable into all elements of your studies and life.

During the course you will also develop your Key Skills in the areas of:

Communication

Application of Number

Information Technology

Problem solving

Working with others

Improving own learning and performance

Educational Jargon

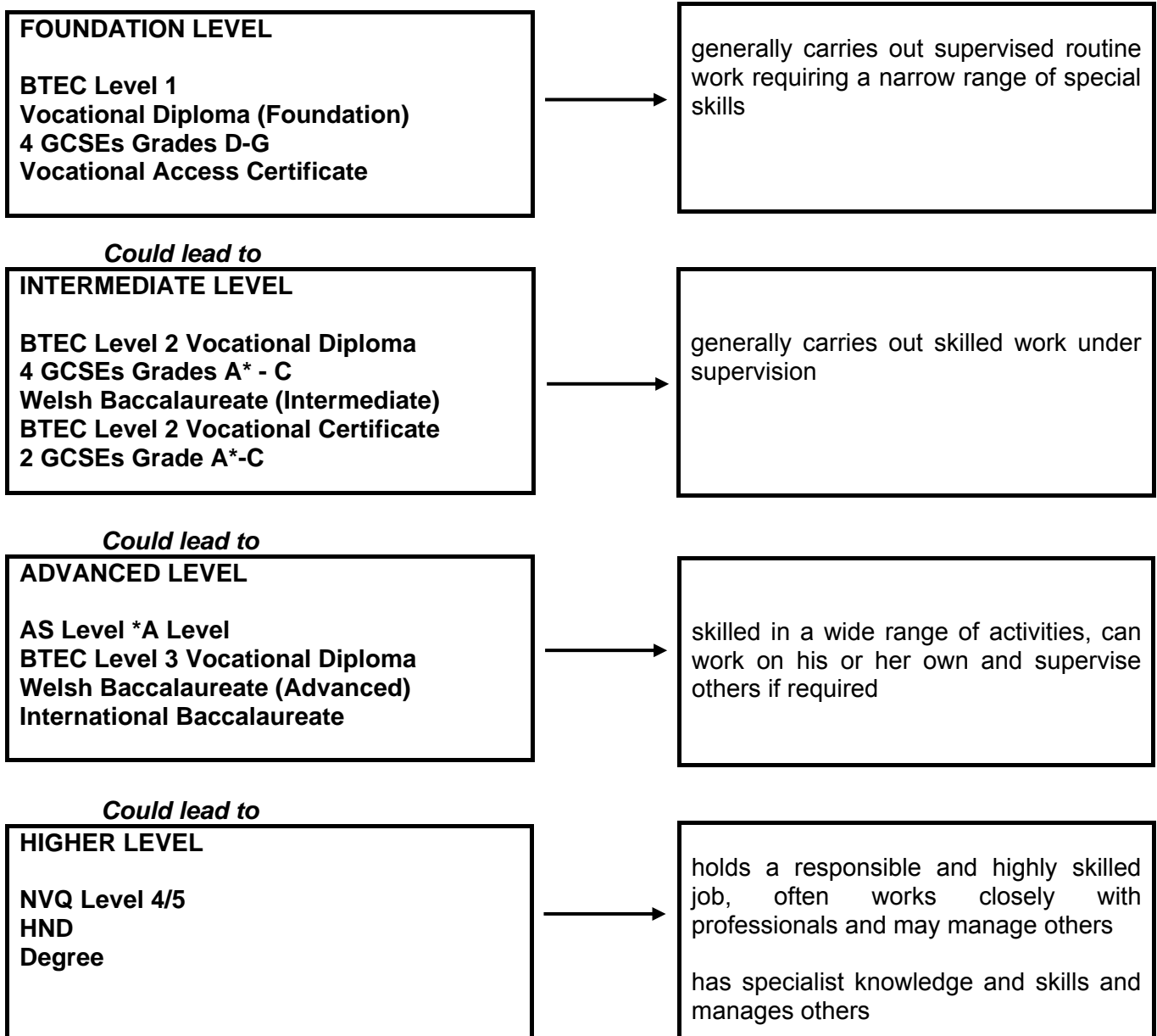
The next page gives some information about terms you will come across over the following years.



Some Abbreviations in Education

GCSE	General Certificate of Secondary Education
AS Level	Advanced Subsidiary Level
A Level	Advanced Level
HND	Higher National Diploma
HNC	Higher National Certificate
BTEC	Business and Technology Education Council

Comparing Qualifications





September 2008 – August 2010

THE WAY AHEAD

Course Descriptions

Duffryn High School 2008 – 2010

At Duffryn High School all Year 10 pupils will study a Common Core which will occupy 29 periods out of 50 every fortnight. Each period will be 1 hour long.

You may choose which other subjects you want to study from the three option blocks. You must study ONE subject from each option block.

Option Block One is a vocational choice, which all pupils must follow and has 11 periods per fortnight (please read the background information on Vocational Diplomas). This is far from being an easy option and will be the equivalent of **four** GCSEs. The subjects in Option Blocks Two and Three all have five periods per fortnight.

Within the Option Blocks, a select group of pupils will be advised by staff to follow our **Appropriate Curriculum** choices in each Block. These courses cater for pupils who may find GCSE courses too demanding. There will be an emphasis on oral and practical work, as well as on coursework and projects.

Attendance

Whatever courses are chosen, regular attendance is essential over the next two years if success is to be achieved in the year 2010.



Subject	No. of Periods	Qualification	Comments
English	7/6	1 / 2 GCSEs	All will be entered for English Language Many will be entered for English Literature/Media Studies
Mathematics	6/7	1 GCSE	
PSE	1	None	
Physical Education	2	None	
Religious Education	2	Half GCSE	
Science	9	2 GCSEs	Includes Biology, Chemistry and Physics, which may be studied separately at AS/A Level
Welsh	2	1 / 2 GCSE	

The Options

Subject	No. of Periods	Qualification GCSE or Equivalent
Level 2 Vocational Diplomas		
Art and Design	11	4
Business	11	4
ICT	11	4
Health and Social Care	11	4
Performing Arts	11	4
Travel and Tourism	11	4
Level 2 Courses		
Food Technology	5	1
French	5	1
Graphics	5	1
History	5	1
ICT	5	2
Media	5	1
Music	5	1
Physical Education	5	1
Religious Studies	5	1
Resistant Materials	5	1
Spanish	5	1
Systems & Controls	5	1
Textiles	5	1
Welsh	5	1



Examination Board	WJEC	Specification No	0150
-------------------	------	------------------	------

Description of Specification

The GCSE English course aims to develop students' abilities to communicate effectively when speaking and writing, and to listen and read with understanding. The course will provide opportunities to talk and listen in a variety of contexts; to read a wide range of literature, non-fiction and media texts, and to write for a range of audiences and purposes.

Type of Work Involved

Speaking and listening in a range of contexts

Reading and responding to a variety of texts.

Writing for a range of audiences and purposes.

Method of Assessment

In English 60% of the marks come from two examination papers, 40% from coursework (20% from Written Coursework and 20% from Speaking and Listening Coursework). In November of Year 11 students will submit a folder of four pieces of coursework; two assessing reading skills; two writing skills. The Chief Examiner for English has repeatedly pointed out the link between success and consistency in all areas of the course: speaking and listening, reading, writing, written papers and coursework all need attention if the student is to gain a good qualification in this core subject.

Future Prospects

As students approach the watershed age of 16, the importance of English cannot be overstated. Some will continue their studies in school or college, whilst others will start work; all, however, will need to use some aspect of English to function successfully and enjoyably in the modern world.



Examination Board	WJEC	Specification No	0153
-------------------	------	------------------	------

Description of Specification

English Literature involves reading a variety of novels, plays and poems. Some of these will have been written before the year 1914 and show us what people were concerned about then; other texts are modern – the play “Blood Brothers” for example is still attracting huge audiences in London – and deal with issues that interest us today. The works studied are all selected so that they will be of interest to teenagers.

Type of Work Involved

In order to develop a detailed knowledge and thorough understanding of the set works, students will read and discuss them in class, where possible watch film or stage versions, make notes and write essays. Exam technique will be practised in order to prepare for the final written paper.

Students are encouraged to think carefully about the Literature studied, to listen to the views of others and to voice their opinions in order to deepen understanding.

Method of Assessment

In English Literature 70% of the marks come from a single exam paper and 30% from coursework.

Coursework

At the end of November in Year 11 students will submit a folder containing four units of work. Two of these will reflect the student’s reading of poetry whilst the others will show his or her understanding of a novel and a Shakespeare play.

Written Paper

Students will study one novel and one play for the written paper. These will be assessed through essays and detailed responses to passages from the two works. The final question on the paper will ask students to write an evaluation of a poem which they have not studied beforehand.

Future Prospects

GCSE English Literature will appeal to the student who likes reading imaginative works and/or visiting the theatre. This is not just pleasant escapism, however, as teenagers are asked to think about ideas put forward by some of our greatest minds and this in turn will shape them as human beings. In addition, the underlying skills that the course teaches will be of use to all students: they will learn to read carefully, analyse thoughtfully and produce, after discussion, organised pieces of writing which convey their ideas clearly.



Examination Board	OCR	Specification No	J914/J915
-------------------	-----	------------------	-----------

Description of Specification

The current course now begins in year 9 and takes place over three years, resulting in one or two Mathematics GCSE qualifications, either J914 (the functional mathematics GCSE), J915 (the additional mathematics GCSE) or both. Some pupils may have the opportunity to sit either or both of these examinations at an earlier stage than year 11.

Key Stage 4 Content

The four assessment objectives studied by the students are:-

Using and Applying Mathematics	Number and Algebra
Shape, Space and Measure	Handling Data

Type of Work Involved

The chief aim of the course is that you should experience mathematics based upon many situations in real life. The work will involve exposition by the teacher, discussion, practical work, consolidation and practice, problem solving and investigational work. Pupils will explore a variety of mental and written methods for solutions to problems and be taught to use a calculator appropriately and efficiently.

Method of Assessment

Functional Mathematics GCSE

There are two tiers of entry

	Tier
Higher	A* - D
Foundation	C - G

For each tier of entry, the following assessments occur:

3 terminal papers:

1 x non-calculator, 1 x calculator and 1 x functional maths

100% of assessment by examination, there is no coursework for this specification.

Additional Mathematics GCSE

There is one tier of entry

Tier
A* - G

The following assessments occur:

1 terminal paper:

A two hour calculator paper, this consists of 8 extended questions, the later part of each question tests higher tier knowledge.

100% of assessment by examination, there is no coursework for this specification.

Future Prospects

Mathematics is a necessary qualification required for most careers. Employers require a grade C or above to be gained in the majority of cases. To pursue mathematics at A-level, a grade C or above is obligatory.



Examination Board	AQA	Specification No's	4461 4463
-------------------	-----	--------------------	--------------

Description of Specification

In Year 10 students will follow a modular course consisting of 6 units which fully cover the requirements of the revised National curriculum orders for Science. They will develop competence in the science disciplines of Biology, Chemistry and Physics. Students are taught by specialist teachers throughout the year.

The units to be covered are: -

Biology 1	Chemistry 1	Physics 1
Human Biology (1a)	Products from Rocks (1a)	Energy and Electricity (1a)
Evolution and Environment (1b)	Oils, Earth and Atmosphere (1b)	Radiation and The Universe (1b)

Method of Assessment

Science: Core

Six multiple choice tests	(75%)
Investigate Skills Assignments (ISA)	(25%)

In Year 11 students will study additional Science, leading to the award of 2 GCSEs.

Additional Science
Biology 2 Chemistry 2 Physics 2
Method of Assessment
Biology 2 Examination paper (25%) – 45 mins Chemistry 2 Examination paper (25%) – 45 mins Physics 2 Examination paper (25%) – 45 mins Another Investigative Skills Assignment (25%)

At the end of Year 11 all students should gain two GCSE grades in Science, the difference from previous years being that grades may differ from the core examination process to that used to examine the additional subject content.

**Core GCSE
 Separate Sciences (Triple Award)**



Examination Board	AQA	Specification No's	Bi	4461
			Ch	4463
			Ph	4863

Description of Specification

In Year 10 students will follow a modular course consisting of 6 units which fully cover the requirements of the revised National curriculum orders for Science. They will develop competence in the science disciplines of Biology, Chemistry and Physics. Students are taught by specialist teachers throughout the year.

The units to be covered are: -

Biology (1)	Chemistry (1)	Physics (1)
Human Biology	Products from Rocks	Energy and Electricity
Evolution and Environment	Oils, Earth and Atmosphere	Radiation and The Universe

Method of Assessment

Science: Core

- Six multiple choice tests (12.5% each test)
- 3 Investigative Skills Assignments (ISA) over 2 years (25% each test)

In Year 11 students will continue to study the three separate Sciences and sit two 45 minute written papers in each Science – 25% each (six in total, Biology 2 and 3, Chemistry 2 and 3 and Physics 2 and 3).

At the end of Year 11 all students should gain three GCSE Science grades, one in each of the Sciences, which may differ from each other.

Students wishing to study Separate Sciences at GCSE must have been working at least at an average of a Level 5 during their Year 9 Science course.

Core Personal and Social Education Non - examination



Examination Board		Specification No	
-------------------	--	------------------	--

Description of Specification

Students benefit from Personal and Social Education in a variety of ways. The more in-depth content and approach of key issues allows for a more mature look at the content delivered in the earlier years in Key Stage 3.

Type of Work Involved

Discussion and Active Tutorial Work forms the basis of the majority of lessons. Every opportunity is taken to bring in outside speakers. Some of the topics introduced are:

- Personal finance
- Mental health
- Citizenship
- Drug and Alcohol abuse
- Sexual health
- Democracy
- Enterprise
- The Environment
- Community
- Work Related education

Method of Assessment

Whilst no formal assessments of the students are made, Form Tutors have the opportunity to comment on the ability of students to take part in PSE. This is reported to parents in grade collections, during Academic Review and Target Setting Days and in the Annual Report to Parents.

Future Prospects

The skills acquired in PSE tutorials are needed for all students to progress. Whether to further their education or enter the world of work the ability to convey an understanding of a wider education is something that the modern world expects. PSE tutorials help to develop the ability to prepare a Personal Development File which makes applying for jobs or further education much more manageable.

For further information contact:

Mr M Davis

Core PE and Games Non-examination



Examination Board		Specification No	
-------------------	--	------------------	--

Description of Specification

Take a well earned break from the pressure of exam subjects and enjoy a variety of physical activities. All students at Key Stage 4 will have one PE/Games lesson a week.

Type of Work Involved

The aim of Games/PE at Key Stage 4 is to ensure students remain physically active and promote a healthy lifestyle. There will be a variety of activities offered during the Key Stage including:

- Team Games
- Fitness training – aerobics, circuit training
- Gymnastics activities
- Athletics
- Swimming
- Striking Games

Method of Assessment

Future Prospects



Examination Board	WJEC	Specification No	020604
-------------------	------	------------------	--------

Description of Specification

Option A: Religion and Life issues

This contains five units, covering:-

Relationships – Issues of love

Is it fair? – Issues of Justice and Quality

Looking for meaning – Issues about God, life and death

Identity and belonging – Issues of choice, personal and corporate identity

Our World – Exploring creation and our place in the world.

Type of Work Involved

Students will consider the moral issues involved in the course. A willingness to contribute ideas in discussions and debates is important. In written work they need to support their comments with valid reasons. They will research differing religious beliefs and attitudes to topics such as euthanasia, the environment, and marriage. They will be encouraged to develop the ability to understand and defend points of view they may not agree with in oral and written responses.

Method of Assessment

External examination at the end of Year 11. There is no coursework in this subject.

Future Prospects

A Religious Studies qualification can have very practical uses in careers dealing with the public, such as healthcare, police, social work and teaching, where an understanding of the religious lifestyles and customs of communities within our multi-cultural society is extremely valuable. It is of equal academic standing with all other subjects and is recognised by further education establishments and universities.



Examination Board	WJEC	Specification No	26101
-------------------	------	------------------	-------

Description of Specification

Students not following the optional full course will be entered for the GCSE short course. This concentrates on three areas of experience, which are:

The Square Mile
Leisure
and either Work or Literature

Type of Work Involved

Students will engage in a variety of activities practising all skills. Typical examples of activities include:

Writing both formal and informal letters. Discussing issues such as – school, hobbies or writing a letter of application for a job.
Oral dialogues about pastimes, school, family, holidays or work experience
Reading comprehension exercises on both areas of experience
Listening comprehension exercises on both areas of experience

Method of Assessment

Coursework is worth 40% and is based on 'Work' or 'Literature'. External assessment is worth 60% and concentrates on 'The Square Mile' and 'Leisure'.

Future Prospects

To be bilingual in any two languages would be a desirable quality in the eyes of future employers but especially considering the current climate in Wales where companies are re-training adults in this area. All students would be able to converse at a basic level in Welsh and so would be looked upon favourably for employment in Wales.



Examination Board	WJEC	Specification No	0157
-------------------	------	------------------	------

Description of Specification

Home Life including daily routine, meals, descriptions of house and garden, members of the family.

Home Town and Region including local facilities and comparisons with other towns.

Education including school life and future plans.

Environment Issues including weather and seasons, pollution and recycling.

Social Issues including homelessness, crime, drugs, healthy living, injuries and accidents, religion and politics.

Life in Other Countries including people and personalities abroad, global issues and events, how people spend their leisure time, travel and tourism.

Youth Culture including fashion, music, shopping, sport and holidays.

New Technologies including sending messages, accessing information.

The World of Work including work experience and future careers.

The Media including newspapers, television, film and radio programmes and reviews.

Type of Work Involved

You will enjoy this course if you want a subject that offers:

- a range of skills and a variety of activities with topics that include media, entertainment and youth culture, education, training and employment, social activities, fitness and health
- potential for linking work to ICT – “surfing the net”, sending e-mails, using multi-media and other ICT practical applications

It will appeal to all types of students including those interested in travel, culture and people from different countries as well as those who always have something to say!

Method of Assessment

How will I be assessed?

You will be assessed in each of the four skills (listening, speaking, reading and writing) at either foundation or higher level. Each skill is worth 25%

Future Prospects

Employers are always asking for candidates with language skills: a foreign language will place you in a strong position for interesting employment with plenty of career opportunities. Examples of employment where language skills are particularly valued include journalism and media law, engineering, business and marketing, ICT, sport and leisure, travel and tourism, customer service, civil service and teaching.

For further information contact:

Miss G. Vaughan



Examination Board	OCR	Specification No	1937A
-------------------	-----	------------------	-------

Description of Specification

The course consists of **two** in depth studies and **one** outline study from modern world history and **two** coursework assignments from modern British history.

In Depth Studies

1. Germany 1919-1945. Germany after World War One, Hitler in the 1930's and Germany in World War Two.
2. South Africa 1960-1994. Apartheid, Nelson Mandela and the ANC, the end of Apartheid.

These two topics will be studied in detail and pupils will be required to show this detail in their exam responses.

Outline Study

The USA 1929-1990. The Depression in the 1930s, the New Deal, World War two, the rise of popular culture (Elvis Presley, Marilyn Monroe) Kennedy's assassination, Cuban Missile Crisis, Nixon, Reagan.

This study is not done in as much depth but covers a longer period of time. Students will be expected to look at one aspect of the period in an exam answer eg how popular culture has changed, how the lives of black Americans has improved.

Coursework

Assignment 1. To use a range of source material given by the teacher to explain what life was like in Wales in the 1930s.

Assignment 2. To compare a range of sources given by the teacher, with a film of life in Britain during World War Two: "Hope and Glory" by John Boorman.

Type of Work Involved

Students will undertake a variety of problem solving tasks. They will use films such as "Schindler's List", "Remember the Titans", cartoons and other source materials including music to find the information they need. They will need to listen well and be able to record information accurately and in the required detail. They will be asked to analyse information and to recall it. They will need to keep their course booklets safe and in good condition to use for revision – most of their notes will be in the course booklets. They will need to organise their time and meet deadlines, especially for coursework, which will be done in the Summer term of Year 10.

Method of Assessment

Paper 1 Germany South Africa Total 45%	Paper 2 The USA Total 30%	Coursework Britain Total 25%
---	-------------------------------------	--

Future Prospects

History is one of the most highly regarded subjects by employers. Many successful people studied History at A level or for their university degree. It's no coincidence that all these people studied History and went on to be successful: -

Edward Norton – American actor	Diane Abbott – MP	Chris Martin – Coldplay
Simon Mayo – Radio DJ	Michael Palin – TV Presenter	Mira Sorvino - Actress
Roland Smith – former Director of Bank of England & MUFC	Gordon Brown – Prime Minister	Sacha Baron Cohen – Ali G creator
Conan O'Brien – one of the writers of 'The Simpsons'	Simon Thomas – Blue Peter presenter	David Sainsbury – Chief of Sainsburys
The Chemical Brothers – DJ/Dance band		
Nicky Wire & Richey Edwards – Manic Street Preachers		

GCSE Media

Examination Board	WJEC	Specification No	186
-------------------	------	------------------	-----

Description of Specification

Media is a term that covers modern avenues of communication such as film, television, newspapers, magazines, radio and the internet. The course requires students to study three main areas of the media – the media texts themselves (posters, film trailers, magazines etc) and how they are constructed, the organisations that produce them, and the audiences that they are aimed at.

Type of Work Involved

Students will study, analyse and compare a range of media texts constructed for different audiences. Some of these texts will be audio-visual; others will be print-based. Students will learn how to discuss these precisely, using media language, and how to write down their ideas in a coherent, persuasive way. The coursework asks students to imagine that they are working in the media and to produce both a rough and a finished version of a media product – a story board for a film trailer or a front page of a magazine, perhaps.

Method of Assessment

In Media Studies, 50% of the marks come from a single exam paper; the remaining 50% from coursework.

Coursework

Three pieces of work are needed from at least two different media. One piece will be based on textual analysis, one on pre-production work and one on production.

Written Paper

The exam paper is 2 ½ hours long. Some questions will focus on audio-visual material (e.g. a section of a film or television programme), while others will be based on still images or print (adverts, newspaper stories etc.).

Future Prospects

Those who work in the media, if they are very talented, can command very high salaries. Every year graduates in Media Studies move into the worlds of film, television or newspapers in creative or technical roles. Unfortunately, these are very competitive fields and few will become the next Steven Spielberg or Walt Disney. However, less glamorous jobs still need the skills taught by the course and many students find that careers in marketing, sales, public relations and advertising are now open to them.



Examination Board	AQA	Specification No	3271
-------------------	-----	------------------	------

Description of Specification

The music course develops the skills and knowledge from Key Stage 3 in

- Composing
- Performing
- Appraising (Listening)

Type of Work Involved

You will study music from FIVE areas of study – Film Music, Dance Music, Orchestral Landmarks, Pop Music from 1960's onwards, Music written for Special Events.

Coursework - during the two year course you will need to –

- Compose TWO pieces from the Areas of Study
You can use any instrument to compose, such as keyboards, computers (sequencing software), glockenspiels or your own instrument.
- Perform TWO pieces – one solo and one ensemble (group) piece. You can use your own instrument (e.g. Saxophone, Clarinet, Trumpet, Guitar, etc) or a school instrument such as keyboard or glockenspiel, or voice. You will be expected to practise at home as regular homework.

Examination – candidates will complete a formal listening exam

Method of Assessment

Coursework (75%)

Composing (50%)

Performing (25%)

Examination (25%)

Formal listening test

Future Prospects

Future prospects

The media and entertainment job market grows bigger each year. Employers are always looking for people who are reliable, confident, and self motivated. Music is a good subject to develop such skills.



Examination Board	Edexcel	Specification No	1827
-------------------	---------	------------------	------

Description of Specification

A mixture of 40% theory and 60% practical.

Practical

Students will select four physical activities from at least two different areas of the Physical Education syllabus, which will include: major team games, wall/net games, striking games and individual activities. Assessment of these activities will involve the demonstration of individual skills, as well as team or match play. Students will also be expected to analyse training methods and performance, and to have a thorough knowledge of the etiquette, rules and regulations of their chosen activities. This is a demanding part of the course and will suit students with a reasonable level of practical ability, and an interest and willingness to work at a variety of physical activities.

Theory

This part of the course focuses on the human body and its response to exercise. Other topics covered will include fitness testing, diet, sports injuries and their prevention, training methods and reasons for participation.

Type of Work Involved

Practical

Development of skills and understanding of various sporting activities.

Knowledge of the rules and regulations of various sports.

An understanding of the factors affecting the quality of performance.

In order to offer the widest choices of practical activities students will be expected to work at their chosen activities in their own time.

Theory

Work towards a greater understanding of the theoretical elements of the subject.

Relating knowledge of the human body to its response to exercise and training.

Learn and understand the basics of skill acquisition.

Study training methods and learn how to apply them to their chosen practical options.

Method of Assessment

A written 1¾ hour paper	40%
Practical coursework assessment	25%
Practical final assessment	25%
Analysis of performance/ personal performance portfolio	10%

Future Prospects

A GCSE in Physical Education would be beneficial for a student wishing to continue further study in the area of sport and leisure.

For further information contact:

Mr L Morgan



Examination Board	WJEC	Specification No	020602
-------------------	------	------------------	--------

Description of Specification

There are two sections of the course, each taking one year to study.

Option A: Religion and Life issues

This contains five units, covering: -

- Relationships – Issues of love
- Is it fair? – Issues of Justice and Quality
- Looking for meaning – Issues about God, life and death
- Identity and belonging – Issues of choice, personal and corporate identity
- Our World – Exploring creation and our place in the world.

Option B: Religious and Human Experience

These five units cover: -

- Religion and Conflict – Issues of war, violence and peace
- Religion and Medicine – Issues of medical ethics and the sanctity of life
- Religious Expression – issues of expressing one's faith
- Authority – Religion and State – Issues of law and order in religion and society
- Suffering and Evil – Issues of innocent suffering and the concept of evil

Type of Work Involved

Students will consider the moral issues involved in the course. A willingness to contribute ideas in discussions and debates is important. In written work they need to support their comments with valid reasons. They will research differing religious beliefs and attitudes to topics such as abortion, war and suffering. They will be encouraged to develop the ability to understand and defend points of view they may not agree with in oral and written responses.

Method of Assessment

There may be the opportunity to sit Option A in May 2008. At the end of Year 11 in 2009 candidates sit Option B to complete a GCSE full course Religious Studies qualification. There is no coursework in this GCSE subject.

Future Prospects

A Religious Studies qualification can have very practical uses in careers dealing with the public, such as healthcare, police, social work and teaching, where an understanding of the religious lifestyles and customs of communities within our multi-cultural society is extremely valuable. It is of equal academic standing with all other subjects and is recognised by further education establishments and universities.

For further information contact:

Ms S Hawke - Williams



Examination Board	WJEC	Specification No	0219
-------------------	------	------------------	------

Description of Specification

Home Life including daily routine, meals, descriptions of house and garden, members of the family.

Home Town and Region including local facilities and comparisons with other towns.

Education including school life and future plans.

Environment Issues including weather and seasons, pollution and recycling.

Social Issues including homelessness, crime, drugs, healthy living, injuries and accidents, religion and politics.

Life in Other Countries including people and personalities abroad, global issues and events, how people spend their leisure time, travel and tourism.

Youth Culture including fashion, music, shopping, sport and holidays.

New Technologies including sending messages, accessing information.

The World of Work including work experience and future careers.

The Media including newspapers, television, film and radio programmes and reviews.

Type of Work Involved

You will enjoy this course if you want a subject that offers:

- a range of skills and a variety of activities with topics that include media, entertainment and youth culture, education, training and employment, social activities, fitness and health
- potential for linking work to ICT – “surfing the net”, sending e-mails, using multi-media and other ICT practical applications

It will appeal to all types of students including those interested in travel, culture and people from different countries as well as those who always have something to say!

Method of Assessment

How will I be assessed?

You will be assessed in each of the four skills (listening, speaking, reading and writing) at either foundation or higher level. Each skill is worth 25%

Future Prospects

Employers are always asking for candidates with language skills: a foreign language will place you in a strong position for interesting employment with plenty of career opportunities. Examples of employment where language skills are particularly valued include journalism and media law, engineering, business and marketing, ICT, sport and leisure, travel and tourism, customer service, civil service and teaching.

For further information contact:

Mrs H Fowler



Examination Board	WJEC	Specification No	0139
-------------------	------	------------------	------

Description of Specification

The focus of the food course is on the design and development of marketable food products. You will learn to design and make your own food items and your project work will include researching, designing, testing, packaging and marketing your product.

Type of Work Involved

You will have the opportunity to work with a wide range of foods and a number of packaging materials, learning about their characteristics and working properties. You will also look at how foods are processed, manufactured and marketed on a large scale.

Method of Assessment

At the end of the two years, students will be entered for an examination at either foundation or higher tier according to the progress they have made. The grades awarded for the foundation tier will be from C to G, for the higher tier grades A* to D.

Each examination consists of two papers. The Core paper takes 30 minutes and the Focused paper takes 1½ hours. These two papers account for 40% of the total marks. A major project accounts for the remaining 60% of the marks. Out of the total 100%, 33% of the marks are awarded for the making element of the course. There are questions on the designing and making element in the specialist examination papers.

Future Prospects

This course can lead to AS/A2 level and on to higher education and prepare you for a future career in areas such as Catering and Food Technology and business in general.



Examination Board	WJEC	Specification No	0140
-------------------	------	------------------	------

Description of Specification

Through this medium you will have the opportunity to experience and understand the importance of graphics in relation to design. The experience will involve consistency, the role of the client, designer, producer, manager and user.

Type of Work Involved

You will be required to demonstrate your ability to work in both two and three dimensions using computer graphics, modelling, interior design techniques, rendering, card engineering and many more techniques to present your final solutions.

Method of Assessment

At the end of the two years, students will be entered for an examination at either foundation or higher tier according to the progress they have made. The grades awarded for the foundation tier will be from C to G, for the higher tier grades A* to D.

Each examination consists of two papers. The Core paper takes 30 minutes and the Focused paper takes 1½ hours. These two papers account for 40% of the total marks. The major project accounts for the remaining 60% of the marks. Out of the total 100%, 23% of the marks are awarded for the making element of the course. There are questions on the making element in the specialist examination papers.

Future Prospects

This course can lead to AS/A2 level and on to higher education and prepare you for a future career in areas such as Manufacturing, Engineering, Architecture in areas such as Design and Graphic Art.



Examination Board	WJEC	Specification No	0141
-------------------	------	------------------	------

Description of Specification

This course will allow you to develop your design knowledge and manufacturing skills by using a wide range of materials and media through a number of “design and make” projects.

Type of Work Involved

You will be encouraged to relate your design solutions to real life situations. You will be able to choose from a wide range of materials in order to construct your projects. All this will be taught through a design centred approach to solve problems and make solutions.

Method of Assessment

At the end of the two years, students will be entered for an examination at either foundation or higher tier according to the progress they have made. The grades awarded for the foundation tier will be from C to G, for the higher tier grades A* to D.

Each examination consists of two papers. The Core paper takes 30 minutes and the Focused paper takes 1½ hours. These two papers account for 40% of the total marks. The major project accounts for the remaining 60% of the marks. Out of the total 100%, 23% of the marks are awarded for the making element of the course. There are questions on the making element in the specialist examination papers.

Future Prospects

This course can lead to AS/A2 level and on to higher education and prepare you for a future career in areas such as Manufacturing and Engineering.



Examination Board	WJEC	Specification No	0412
-------------------	------	------------------	------

Description of Specification

After experiencing a range of problem-solving activities structured to encourage an understanding and competence in Electronics, Structures, Mechanisms and Control in an integrated way, you will be asked to use this knowledge and apply it to your major project.

Type of Work Involved

A fundamental part of the course encourages activities that are related to industrial practice and apply systems and control within the making of products.

You will be asked to apply this knowledge and understanding using a variety of materials in a range of Systems & Control projects. For example:

- Robot programming
- Destructive testing of structures
- Animated advertising

Method of Assessment

At the end of the two years, students will be entered for an examination at either foundation or higher tier according to the progress they have made. The grades awarded for the foundation tier will be from C to G, for the higher tier grades A* to D.

Each examination consists of two papers. The Core paper takes 30 minutes and the Focused paper takes 1½ hours. These two papers account for 40% of the total marks. The major project accounts for the remaining 60% of the marks. Out of the total 100%, 23% of the marks are awarded for the making element of the course. There are questions on the making element in the specialist examination papers.

Future Prospects

This course can lead to AS/A2 level and on to higher education and prepare you for a future career in areas such as Manufacturing, Engineering and Electronics.

For further information contact:

Mr D Gordon/Mr P Glover



Examination Board	WJEC	Specification No	0143
-------------------	------	------------------	------

Description of Specification

The focus of the textiles course is on the design and development of marketable textile products. The work will be based on a series of practical projects, which deal with textile design in the context of:

- Interior Design
- Theatrical Design
- Fashion Design
- Commercial Design

Type of Work Involved

This course will develop your strengths and interests in all aspects of textile design. You will be encouraged to use a wide range of textile fabrics and materials to solve problems in a creative way. You will also look at how textiles are processed and marketed on both a large and small scale.

Method of Assessment

At the end of the two years, students will be entered for an examination at either foundation or higher tier according to the progress they have made. The grades awarded for the foundation tier will be from C to G, for the higher tier grades A* to D.

Each examination consists of two papers. The Core paper takes 30 minutes and the Focused paper takes 1½ hours. These two papers account for 40% of the total marks. A major project accounts for the remaining 60% of the marks. Out of the total 100%, 33% of the marks are awarded for the making element of the course. There are questions on the designing and making element in the specialist examination papers.

Future Prospects

This course can lead to AS/A2 level and on to higher education and prepare you for a future career in areas such as the Fashion Industry, interior design world and other product development areas.



Examination Board	WJEC	Specification No	22803
-------------------	------	------------------	-------

Description of Specification

Students will concentrate on six areas of experience they are:

- The Square Mile – family, the home, area, school
- Wales.com – holidays in Wales, famous Welsh people, S4C
- Leisure – socialising, sport, friends, interests, television
- Image – shopping, fashion, mobile phones, eating healthy, keeping fit
- Work – the future, part-time work, applying for jobs, work experience
- Literature – television programmes, films, computer games, pop songs, magazines

Type of Work Involved

Students will engage in a variety of activities practising all skills (A variety of learning strategies are employed such as group work and pair work). Typical examples of the activities explored include:

- Writing formal and informal letters. Discussion e.g. the area where you live, friends and school life and writing a letter of application for a job.
- Oral dialogues discussing topical issues such as school uniform, hobbies etc.
- Using ICT e.g. Word and Internet
- Writing articles on issues such as young people's health today
- Oral role plays
- Writing a diary in Welsh e.g. about work experience or a holiday
- Reading comprehension and listening exercises.

Method of Assessment

Students have the opportunity of either being entered for a foundation tier where they can gain grades C to G, or a higher tier where they can gain grades A* to D. Both tiers involve coursework and external examinations.

Coursework is worth 40% of the mark and is based on 'Work' and 'Literature' units. External Assessment is worth 60% and involves a group oral exam and a reading and writing exam. This concentrates on the other four units – The Square Mile, Wales.com, Leisure and Image.

Future Prospects

To be bilingual in any two languages would be a desirable quality in the eyes of future employers but especially considering the current climate in Wales where companies are re-training adults in this area. All students would be able to converse at a basic level in Welsh and so would be looked upon favourably for employment in Wales.

For further information contact:

Miss K Sexton



Examination Board	Edexcel	Specification No	
Description of Specification			

Features

◆ BTEC First Diploma equivalent to 4 GCSEs grades A*-C

Advantages

- ◆ Education and training for those who work or are intending to work in the art and design industry
- ◆ Will enable learners to start building the technical skills and knowledge relevant to a sector (or sectors) of the industry
- ◆ Motivates learners via applied learning and assessment- no examinations.
- ◆ BTEC qualifications are recognised by employers and education institutions.
- ◆ Provides a good progression route to more advanced qualifications eg BTEC Nationals, A Levels
- ◆ Esteem of working in a sector of choice

Type of Work Involved

Students complete tasks from observation and secondary sources in a variety of Media, (paint, printing inks, pastels and ICT). They research artists and designers work and in some units, must plan towards a final piece. Students must also produce 3-dimensional work in wire, clay and papier-mâché and are given vocational briefs.

Method of Assessment

To achieve a qualification in this subject you will need to complete four compulsory units and two specialist units for the equivalent four GCSE's. However students will be able to claim two equivalent GCSE's by successfully completing the first year programme.

The programme is structured into two compulsory units and one specialist unit in the **first year** and two compulsory units and one specialist units for the **second year**. All units are assessed by coursework.

During the course you will be studying six 'units' within Art and Design:

- Unit 1: 2D and 3D Visual Communication
- Unit 2: Contextual References in Art and Design
- Unit 3: Explore and Develop Art and Design Ideas
- Unit 4: Produce an Art and Design Outcome
- Unit 5: Working with Graphic Design Briefs
- Unit 9: Working with 3D Design Briefs

All units are moderated through 100% Coursework- no examinations

Future Prospects

There are lots of opportunities available to Post 16 and this course will allow you to have the skills and knowledge to develop and apply your experiences and successes further across a range of subject and occupational areas which include Art and Design, Multimedia and Design, Photography, Floristry and other vocational and academic studies.

Opportunities Post 16 will include:

- Progression to the Advanced Level Course - at the school or to other academic or vocational courses.
- Employment
- Modern Apprenticeships

For further information contact:

Mrs J Lockwood



Examination Board	OCR	Specification No	03634
-------------------	-----	------------------	-------

Description of Specification

This new exciting course will give you the opportunity to gain the equivalent of 4 GCSEs within a progressive and supportive learning environment. In this course you will have to complete six units, all of which are assessed with portfolios of evidence. This course will need you to be interested in many aspects of life including communication, ICT, Customer Service, Business and Enterprise.

Type of Work Involved

Various types of work are involved including learning from real life and practical situations, as well as completing portfolios of evidence and investigating businesses and work. The work will involve teacher led and student work during the two years of the course.

Method of Assessment

To achieve a qualification in this subject you will need to complete three compulsory units and three specialist units for the equivalent four GCSE's. However students will be able to claim two equivalent GCSE's by successfully completing the first year programme.

The programme is structured into two compulsory units and one specialist unit in the **first year** and one compulsory unit and two specialist units for the **second year**. All units are assessed by coursework.

During the course you will be studying six 'areas' within Businesses

Compulsory Units

Unit 1 Investigating business

Unit 2 Enterprise and operations

Unit 3 Finance in business – External Test

Unit 4 Communication in business – External Test

2 Optional Units (To be chosen by the Tutor – usually Unit 5 and 11)

Unit 5 Working with people in business

Unit 6 Managing money

Unit 7 Promotion in business

Unit 8 Business and enterprise in Europe

Unit 9 E-business

Unit 10 Office administration

Unit 11 Keeping customers happy

Unit 12 Career planning for business

To achieve this qualification, candidates must complete a total of **six** units consisting of four mandatory units and two optional units

Future Prospects

There are lots of opportunities available to Post 16 students and this course will allow you to have the skills and knowledge to develop and apply your experiences and successes further across a range of subject and occupational areas which include Business, IT, Marketing, Customer Service, Administration and many more practical, academic and vocational areas.

Opportunities Post 16 will include:

Progression to advanced Level Courses (academic and vocational)

Employment

Modern Apprenticeships

For further information contact:

Mr J Rees

**Level 2 Vocational Diploma in
Health & Social Care**
(Equivalent to 4 GCSEs at grade A*-C)



Examination Board	Edexcel	Specification No	
-------------------	---------	------------------	--

Description of Specification

Health and Social Care will give you an exciting opportunity to study a course that will allow your lively and enquiring mind to explore new ideas and learn about how we develop and change throughout our lives, as well as how to make the most of the Health Services, Social Services and Early Years Services available to us as we do so. You will have the opportunity to learn in new ways within a vocational area that demands sincerity and commitment to the ideals of health and social care.

Type of Work Involved

Investigational work into "life" generally, such as personal health, and individual development of people at different life stages, as well as sources of support that can be utilised by everyone (in terms of the above). Tasks will be based around Key Skills and group work.

Method of Assessment

To achieve a qualification in this subject you will need to complete three compulsory units and three specialist units for the equivalent four GCSE's. However students will be able to claim two equivalent GCSE's by successfully completing the first year programme.

The programme is structured into two compulsory units and one specialist unit in the **first year** and one compulsory unit and two specialist units for the **second year**. All units are assessed by coursework.

During the course you will be studying six 'units' within Health and Social Care, each consists of 60 guided learning hours:

Unit 1: Communication and Individual Rights within the Health and Social Care Sectors

Unit 2: Individual Needs within the Health and Social Care Sectors

Unit 6: Human Lifespan Development

Unit 7: Creative and Therapeutic Activities in Health and Social Care

Unit 8: Health and Social Care Services

Unit 9: The Impact of Diet on Health

All units are moderated through 100% Coursework- no examinations

Future Prospects

There are lots of opportunities available to Post 16 and this course will allow you to have the skills and knowledge to develop and apply your experiences and successes further across a range of subject and occupational areas which include Health and Social Care, Social Sciences, Child Care and Technology. It will offer valuable preparation for those entering the world of work.

Opportunities Post 16 will include:

Progression to advanced Level Courses (academic and vocational)

Employment

Modern Apprenticeships

Level 2 Vocational Certificate in ICT Practitioners (Equivalent to 4 GCSEs at grade A*-C)



Examination Board	Edexcel	Specification No	
-------------------	---------	------------------	--

Description of Specification

This course will provide an introduction into ways in which ICT skills are used in the world of work. The emphasis is based on the practical application of ICT skills in a vocational context and you will learn how to use ICT as an end user and also as an ICT practitioner. The First Diploma offers a focused qualification for learners who wish to follow a programme of study that is directly related to your work experience or to an aspect of employment that you wish to move into in due course. Students choosing the single option ICT will work towards a Certificate which has a 2 GCSE equivalence.

Type of Work Involved

You will learn about how ICT is used as a means of communication in business, as well as learning about some of the more creative careers in ICT, such as Web Development and Graphic Design. You should be prepared to organise work and do research, as investigation using different sources and theory work are an essential part of any course. You will use existing and new computer skills to help you with report writing and document creation.

Method of Assessment

During Year 10, you will study three 'units', which consist of 60 guided learning hours each:

Unit 1: Using ICT to Present Information

Unit 2 Introduction to Computer Systems

Unit 4: Website Development

During Year 11, you will study:

Unit 2: ICT Project

Unit 16: Mobile Communications Technology

Unit 10: Spreadsheet Software (30 hours)

Unit 18: ICT Graphics (30 hours)

Assessment is 100% coursework based with no exams

Future Prospects

ICT can lead to a wide range of courses and careers. You could use ICT to support other qualifications, or progress onto further studies of employment:

- ICT Practitioners Diploma is a Level 2 qualification (equivalent to 4 GCSEs, grade A-C), offering progression onto Level 3 courses such as BTEC Nationals (currently offered in Key Stage 5) and/or A levels that can then lead towards a degree course in Higher Education.
- Opportunities exist for further development as an end-user (someone who uses ICT on a daily basis in work role).
- Progression courses range from Business Information Systems, Software Engineering, Multimedia and Graphical Design, Telecommunications and System Analysis.



(Equivalent to 4 GCSEs at grade A-C)

Examination Board	Edexcel	Specification No	
Description of Specification			

During this course you will learn what involved in putting on shows for public performances, including both the skills required as a performer and all the technical, planning, marketing and research elements of putting on a show.

Features

- ◆ BTEC First Diploma equivalent to 4 GCSEs grades A*-C

Advantages

- ◆ Prepares young people for careers in Performing Arts, the Theatre and all related sectors.
- ◆ Will provide a broad educational base for further training, further education or for employment within Performing Arts
- ◆ Motivates learners via applied learning and assessment - no examinations.
- ◆ BTEC qualifications are recognised by employers and education institutions
- ◆ Provides a good progression route to more advanced qualifications eg BTEC Nationals and 'A' Levels

Type of Work Involved

The course focuses on you developing the skills of an actor, being able to run your own theatre company and also having an awareness of all the different job opportunities within the P.A. industry. Lessons will involve practical drama workshops, tours of local theatres and community venues, visits to see performances, researching information, creating presentations and devising plays for public performances.

The course is about creating performance work. A lot of your time in lessons will be spent working in groups and sharing ideas to create 'plays'. Your coursework, which is your main assessment, is a written document about everything that you do within each lesson.

For this course you need to be prepared to act in front of and work with people. You should also be prepared to write about the process involved.

Method of Assessment

To achieve a qualification in this subject you will need to complete three compulsory units and three specialist units for the equivalent four GCSE's. However students will be able to claim two equivalent GCSE's by successfully completing the first year programme.

The programme is structured into two compulsory units and one specialist unit in the **first year** and one compulsory unit and two specialist units for the **second year**. All units are assessed by coursework.

During the course you will be studying six 'units', each consists of 60 guided learning hours:

Unit A1: Performing Arts Production Process

Unit A2: The Performing Arts Business

Unit C8 Performing Scripted Plays

Unit C9 Acting

Unit C10 Devising Plays

Unit D12 Design for Performers

Assessment is 100% coursework based with no exams.

Future Prospects

There are lots of opportunities available to Post 16 and this course will allow you to have the skills and knowledge to develop and apply your experiences and successes further across a range of subject and occupational areas which include performing arts, theatre and stage work, media, music, dance, drama, production technology and vocational and academic studies.

Opportunities Post 16 will include:

- Progression to advanced Level Courses (academic and vocational)
- Employment
- Modern Apprenticeships

For further information contact:

Mr M Massey

Level 2 Vocational Diploma in Travel and Tourism (Equivalent to 4 GCSE's at grade A to C)



Examination Board	EDEXCEL	Specification No	
-------------------	---------	------------------	--

Description of Specification

This new and exciting course is designed to introduce learners to the fundamentals of working within the travel and tourism industry as well as providing an opportunity to move into employment, training or further education within another area such as business, finance or retail. Students will also develop strong ICT skills.

Type of Work Involved

Various types of work are involved including learning from real life and practical situations, guest speakers, case studies and special visits. Students will be required to complete a portfolio of evidence and coursework for assessment through teacher led and student centred learning.

Method of Assessment

To achieve a qualification in this subject you will need to complete three compulsory units and three specialist units for the equivalent four GCSE's. However students will be able to claim two equivalent GCSE's by successfully completing the first year programme.

The programme is structured into two compulsory units and one specialist unit in the **first year** and one compulsory unit and two specialist units for the **second year**. All units are assessed by coursework.

Compulsory Units

Unit 1 – The UK Travel and Tourism Industry

Unit 2 – Exploring Customer Service

Unit 3 – UK Travel and Tourism Destinations

Specialist Units

Unit 4 – European Holiday Destinations

Unit 5 – Exploring Marketing in Travel and Tourism

Unit 6 – Business Skills for Travel and Tourism

Unit 7 – Developing Employability Skills for Travel and Tourism

Unit 8 – Planning Visits for Travel and Tourism

Future Prospects

There are lots of opportunities for students who successfully complete the course. Students will acquire the skills and knowledge to progress successfully into either Duffryn High School's Finance or Travel and Tourism Academies (4 GCSE's only), advanced level courses or employment/apprenticeships in the following job sectors:

Travel Agency and Tourism

Business

Finance

Retail

Customer Service

For further information contact:

Mr N Beynon

Duffryn High School Y9 into 10 Option Choices 2008 – 2009



Option 1

Place 1 by your first choice and 2 by your second choice

Appropriate Curriculum:	
Art and Design	
Business Studies	
Health and Social Care	
ICT	
Performing Arts	
Travel and Tourism	

Option 2

Place 1 by your first choice and 2 by your second choice

Appropriate Curriculum:	
French	
ICT	
Religious Studies	
Spanish	
Design & Technology-Graphics	
Design & Technology-Resistant Materials	
Design & Technology-Systems and Control	

Option 3

Place 1 by your first choice and 2 by your second choice

Appropriate Curriculum:	
History	
Media Studies	
Music	
Physical Education	
Separate Science	
Design & Technology-Food	
Design & Technology-Textiles	
Welsh	

The appropriate curriculum is for selected students only. These students will follow a General course that will include Technology and ICT modules.

Recommendations

Students are advised not to over specialise at this early stage.

There are some combinations of subjects which are not allowed.

You may not choose ICT in Option 1 and Option 2. You may select ICT only in one option block.

You may not choose Design & Technology in Option 2 and Option 3. You may select Design & Technology only in one option block.

Name of Student: _____ Tutor Group: _____

I wish to follow the above courses for my Key Stage 4 Education : _____
(student)

I agree to these courses of study and will support my child in these studies: _____
(parent)

All courses have a maximum number of students allowed; where there is over subscription, attendance rates during Y9 and general attitude in lessons will be considered. The school reserves the right to withdraw courses and change course options.

RETURN THIS FORM TO YOUR FORM TUTOR BY Thursday 6 March 2008