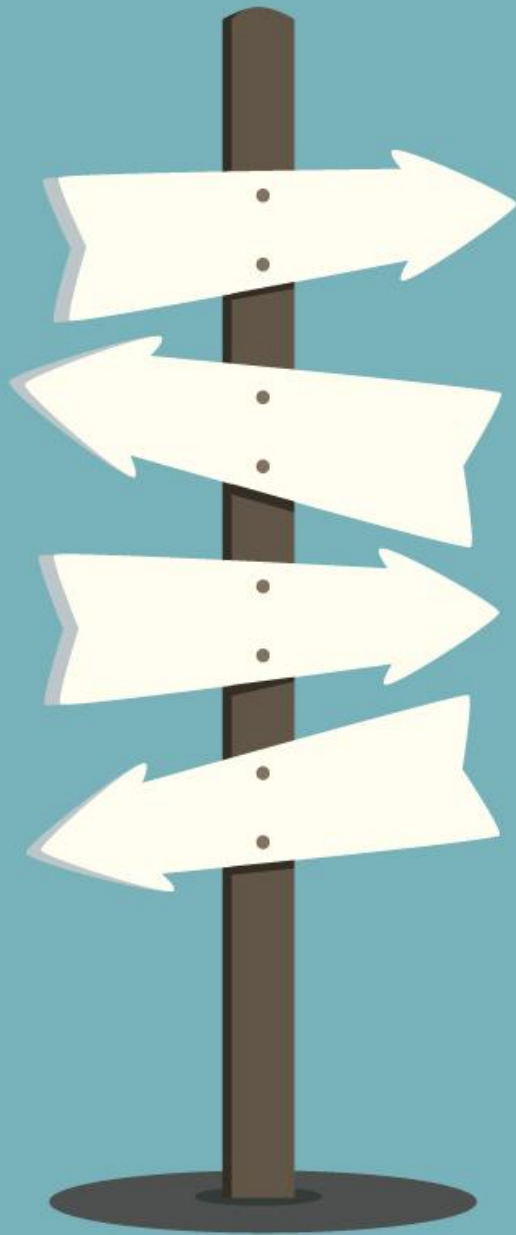


COURSE DESIGN BOOKLET 2024

*Choosing
your path to...*
SUCCESS



YEAR 9 OPTIONS





INTRODUCTION

Dear Year 9 Pupil,

You have reached an important stage in your education. You are going to be making some major decisions about the subjects you will follow over the next two years.

You will be offered plenty of help and support from staff in the school. Your form tutor and your subject teachers can offer you good advice. You can also speak to the careers adviser who will help you think about how you can use your subjects in your life.

Read over the information in this booklet. Think about how and what you want to study. Ask for more details and explanation if there is something else you would like to know.

The choices you make should be made through your own knowledge of your skills and abilities, through discussions with your teachers, as well as through discussion with your parents/carers.

Yours sincerely,

G Rees
Headteacher

ADVICE

General Advice	Form Tutor
Progress Manager	Mr. C Bushnell
Subject Combinations	Mr. D. Lewis
Careers Adviser	Mrs. D. Warlow

SUBJECT ADVICE

English	Mrs. E. Roberts / Mrs. M. Eagar
Mathematics	Miss R. Rees
Science	Mrs. K. Evans
Welsh Bacalaureate	Mr. M. Culleton
French	Mrs. K. Hillier
Spanish	Mrs. K. Hillier
Welsh	Mrs. R. Bird
History	Mrs. G. Bennett
Geography	Mrs. A. Gleeson
Religious Studies	Miss B. Harris
Music	Mrs. K. Carter
Art	Miss C. Middleton
Performing Arts	Mrs. R. Tregembo
D&T Product Design	Mr. P. Jones
D&T Food & Nutrition	Mrs A. Palmer
Digital Technology / IT Level 2	Mr. D. Lewis
Physical Education	Miss J. Evans
BTEC courses	Mrs. L. Wilcox
Vocational Pathways	Mr. D. Lewis
Engineering	Mr. P. Jones

Further advice can be obtained using the following link: www.careerswales.com

You can also contact our careers advisor directly: debbie.warlow@careerswales.gov.wales



TIPS AND ADVICE

1. Find out the facts:

Read the booklet carefully

What are the demands of the subject?

Will you enjoy the subject?

Is it what you need for college or employment?

2. Choose sensibly at your ability level:

Be honest as to what you can and can't manage.

Make sure you can cope with the amount of work.

3. Do not

Choose a subject because you like the teacher or because your friends choose it.

Avoid a subject because you think you won't like the teacher.

Ask to do a subject because it looks easy!

KEY DATES



January	w/c 30th January	Year 9 Options Launch Assembly
February	Monday 5th February	Year 9 Options Evening
March	Monday 4th March	Year 9 Subject based Parents' Evening - opportunities for parents/carers to meet with teachers on School Cloud
	Wednesday 13th March	1st Option form deadline
	Monday 18th March	2nd Option form distributed to those pupils whose first choice did not fit the 'best-fit' model
	Friday 22nd March	2nd Option form deadline
	Monday 1st April	Process Complete



QUALIFICATIONS IN WALES

Qualifications Wales

Qualifications are the passport to any young person's future, so it is important that everyone understands what is happening in Welsh education and why recent improvements have been made.

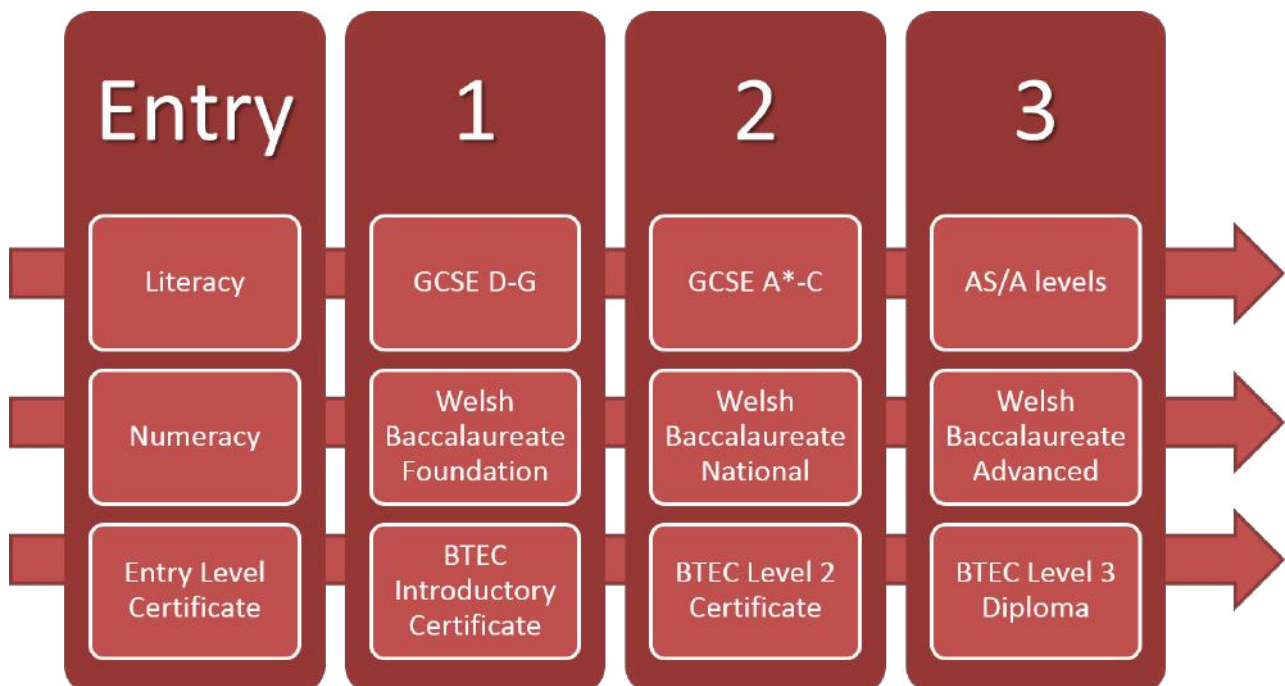
GCSEs

General Certificates of Secondary Education, which are usually known as GCSEs, are available in a wide range of subjects. GCSEs are the main Level 1 and Level 2 general qualifications at age 14 -19 in Wales. The value of GCSEs is recognised and understood the world over. So they will continue to be the main general qualifications that young people complete at age 16, and the familiar grading structure A* to G will stay the same.

Vocational Qualifications

Vocational qualifications provide young people with the knowledge, understanding, skills and, in some cases, the relevant job skills to work in a particular sector or role. Many vocational qualifications are, and will continue to be, offered in Wales. This means that many vocational qualifications in Wales will be identical to those awarded in England.

The diagram below illustrates examples of qualifications and learning provision that are included at each level in Welsh education.



GRADE	POINTS
A*	58
A	52
B	46
C	40
Pass*	31
Pass	22

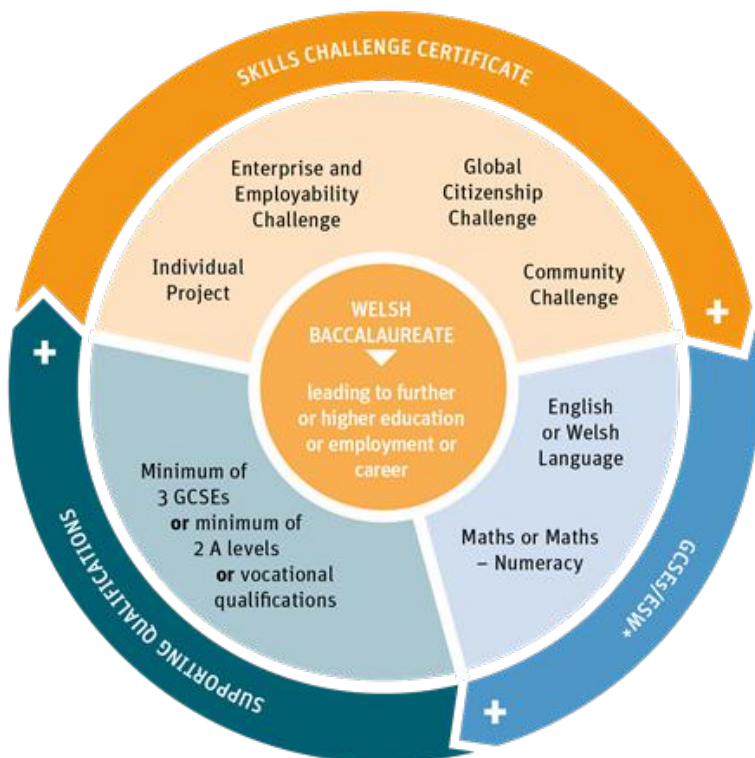
WELSH BACCALAUREATE



What is the Welsh Baccalaureate Skills Challenge Certificate?

The central focus of the Welsh Baccalaureate at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers.

Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.



The Skills Challenge Certificate (SCC) is a standalone, graded qualification and is valued as a GCSE. It is taken alongside GCSEs. It can be achieved and awarded without the supporting qualifications that comprise the Welsh Bacc.

It offers a different type of qualification that focuses on developing a range of essential employability skills. It gives learners the opportunity to study topics and issues of their choosing that are relevant to their future study and career plans.

It consists of four components:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

The combined outcomes of the four components will determine whether the SCC is awarded.



WELSH BACCALAUREATE

The Skills Challenge Certificate

The Certificate consists of four components which are followed by all learners:

- Individual Project (50%)
- Enterprise and Employability Challenge (25%)
- Global Citizenship Challenge (25%)

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at **National** or **Foundation** level.



The Supporting Qualifications

The Supporting Qualifications include two mandatory GCSEs of English Language together with Mathematics or Maths-Numeracy. A further three GCSEs are also required, of which two may be of equivalent qualifications, such as BTEC/NVQ.

At Key Stage 4 the Welsh Baccalaureate can be studied at National or Foundation level.



National Welsh Baccalaureate (Level 2)

To meet the National Welsh Baccalaureate requirements all five of the Supporting Qualifications must be achieved at level 2 (A*-C grade).

Foundation Welsh Baccalaureate (Level 1)

Similarly, for the Foundation Welsh Baccalaureate the Supporting Qualifications must be achieved at level 1 (A*-G grade).

How will the Welsh Bacc be delivered?

During the two-week timetable pupils will have 3 one hour lessons of Welsh Bacc that are taught by teachers of the Welsh Bacc department.



GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

ENGLISH LANGUAGE GCSE



Course Content



The kind of work you'll be expected to do in English and English Literature won't be vastly different from what you will have done in Year 9. We still use a variety of interesting texts: plays, novels and poems and will use these as a springboard for discussion, and for writing assignments based on ideas which these texts pose. The main difference is in the nature of these tasks and the level at which you'll be expected to respond. Indeed, the emphasis will switch to demand a more analytical approach to the study of literature where you'll be expected to acquire not only a detailed knowledge of the text but also a clear understanding of an author's purpose and the techniques he/she uses. However, one thing is more important than anything else: whatever you're asked to do, it's your personal response that counts. It's what you feel about a book, or character, or plot that counts - provided you justify your opinion with evidence from the text.

Your English (Language) work will also spring from the texts you read. In English Language, you will be expected to understand and appreciate the imaginative use of language. You'll also have the opportunity to understand and respond to informative and/or persuasive use of language like that used in newspaper articles, advertisements etc. Of course, you'll be writing imaginatively yourselves too.

Whatever you do in Years 10 and 11, you'll be supported not only by your teacher, but also by each other. You'll have plenty of opportunity to talk (and listen) to one another to discuss problems, topics, ideas, express opinions and debate issues. The whole idea is to support one another through co-operation and collaboration. This aspect of your course is as important and vital as any other aspect - perhaps more so.

Why Study English?

I don't need to remind you how important the ability to communicate is. Think how many times during a school day you write, read and talk (and listen) in each subject. These are skills necessary if you are to think and understand, not just in school but in college, work, at home and throughout life. That is why you should regard study in English as skills for life: a language of life! After all, when you leave school, if you can understand and convey information and ideas, read between the lines, speak or write for every occasion or for any audience (formal or informal) and for any purpose, you'll be in a position to hold your own in the world and to express yourself with clarity and confidence.



ENGLISH LANGUAGE GCSE

Exam Board - WJEC

New Course Specifications

Teaching from 2015 (First Award from 2017)

The following breakdown provides an overview of the new GCSE Language qualification and how it is assessed. Pupils will have the opportunity to sit the GCSE English Language exam in the summer term of Year 10.

Unit 1: Oracy (20%) - Coursework

Task 1 (10%)

Individual presentation, based on one WJEC set theme.

Pupils can choose from:

- Wales
- Leisure
- The World of Work
- The World of Science/Technology
- Citizenship

For this task pupils have one week to prepare a presentation that should last between 5 and 7 minutes, including questions from the audience.

Task 2 (10%)

Responding and Interacting (Group Discussion)

- Pupils are given WJEC stimulus material a week before the task and may conduct their own research in preparation for the assessment.
- The discussion should take around 10 minutes per group.

For this part of the assessment an electronic recording of all candidates' responses will be made.

Unit 2: Description, Narration and Exposition (40%) - 2 hour exam

Section A (20%) - Reading (1 Hour)

- Pupils will answer comprehension questions on at least one description, one narration and one exposition text. The texts will be linked by theme.
- Both continuous and non-continuous texts will be included to test a range of reading skills.
- Short (cloze, multiple choice) and longer responses will be required.
- Section A also includes an editing task at word, sentence and text level.

Section B (20%) - Writing (1 Hour)

- Pupils complete a proofreading exercise worth 5 marks (2.5%).
- One written task completed from a choice of two tasks. These could be description, narration or exposition.
- Writing tasks will be linked to Section A.



ENGLISH LANGUAGE GCSE



Unit 3: Argumentation, Persuasion and Instructional (40%) - 2 hour exam

Section A (20%) - Reading (1 Hour)

- Pupils will answer comprehension questions on at least one argumentation, one persuasion and one instructional text. The texts will be linked by theme.
- Both continuous and non-continuous texts will be included to test a range of reading skills.
- Short (cloze, multiple choice) and longer responses will be required.
- Section A also includes an editing task at word, sentence and text level.

Section A (20%) - Reading (1 Hour)

- Pupils will complete two writing tasks – one argumentation and one persuasion. (Letter/article/speech/review etc.)
- Writing tasks will be linked to Section A.

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

ENGLISH LITERATURE GCSE



This is an additional GCSE which is completed alongside GCSE English Language. This course is offered to all pupils. The English Department feel that it is vital that pupils obtain the best English Language or Literature pass at GCSE to progress to the next stage of their lives.

Course content

Coursework (Controlled assessment) - 25%

X1 extended piece based on a Shakespeare play & collection of poetry.

Unit 1 Exam (2 hours)

Close study of "Of Mice and Men" + unseen comparative study of poetry. This is undertaken in Summer of Year 10.

Unit 2 Exam (2 hours)

1 hour "Heroes" by Robert Comier

1 hour "Inspector Calls" by J B Priestley

Undertaken in June of Year 11.

Exams are of a closed book nature which means that pupils cannot take the text into the exam and therefore have to learn key quotes.



MATHEMATICS GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

GCSEs in Mathematics

Pupils now sit two GCSEs in Mathematics with the WJEC examination board, one covering numeracy and the other covering aspects of mathematics techniques.

Both GCSEs have an emphasis on those aspects of mathematics which are of most relevance to learners functioning as informed twenty-first century citizens. They will prepare pupils to make decisions about further learning opportunities and career choices. Solving problems in the real world and the problem-solving cycle feature within the specification as well as the more numerical aspects of mathematics. There will also be opportunities for pupils to make informed decisions about the use of technology, the management of money and the use of statistics.

GCSE MATHEMATICS – NUMERACY

GCSE Mathematics – Numeracy will build on and progress from the levels of numeracy expected at the end of Key Stage 3 through the Literacy and Numeracy Framework. It will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas.

This course will encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It will help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society.

GCSE MATHEMATICS

GCSE Mathematics will build on and progress from the levels of mathematics expected at the end of KS3 through the National Curriculum Programme of Study for Mathematics and will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

Pupils entered for GCSE Mathematics will be expected to be familiar with the knowledge, skills and understanding implicit in GCSE Mathematics – Numeracy.

The course will enable learners to appreciate the coherence, creativity, elegance and power of mathematics. It will prepare pupils to make informed decisions about further learning opportunities and career choices and will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically-related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage pupils to employ and evaluate different mathematical techniques.

Course Content

GCSE Mathematics – Numeracy

The subject content has been grouped into the following topic areas:

- Number
- Geometry and Measure
- Probability and Statistics
- Some aspects of Algebra



GCSE Mathematics

This GCSE consists of:

- All the content of GCSE Mathematics – Numeracy
- Additional Algebra, Geometry and Probability.

Assessment Process

Assessment for GCSE Mathematics - Numeracy and GCSE Mathematics is at 3 tiers:

Higher, Intermediate and Foundation and the externally assessed papers are targeted at the grade ranges of A*-C (Higher Tier), B-E (Intermediate Tier) and D-G (Foundation Tier).

Each subject is assessed entirely by written examinations. Pupils will sit two papers for the GCSE Mathematics – Numeracy and two papers for the GCSE Mathematics.

Each paper is worth 50% of the overall mark of the GCSE.

A calculator will not be allowed in the first written paper.

All Higher Tier and Intermediate Tier papers will be of 1 $\frac{3}{4}$ hours duration and all Foundation Tier papers will be of 1 $\frac{1}{2}$ hours duration.

Other information

To achieve their potential in this subject, pupils must demonstrate a certain commitment. It is important that pupils remain up to date with the classwork and homework set, to enable them to make good progress and build upon existing knowledge over the two year period, in preparation for their written examinations at the end of year 11. There will be regular written assessments to check pupils' understanding and help build up their confidence in sitting tests. It is essential that pupils are fully equipped for all mathematics lessons and examinations and have in their possession: pen, pencil, rubber, ruler, protractor, pair of compasses and calculator.

The Mathematics Department recommends the fx-83GTX as a scientific calculator and the CGP Revision Guide and Exam Workbook for revision materials.



MATHEMATICS ENTRY LEVEL

The Mathematics Department offers Entry Level Mathematics with the WJEC examination board to a small number of pupils who, if appropriate, may be dual entered for both Entry Level and GCSE.

The qualification is a broad, coherent, satisfying and worthwhile course of study which should help pupils to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. In addition, it should prepare pupils to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

The course comprises of both continuous assessment and a final written examination. The ongoing assessment takes the form of written module tests, aural tests, practical tasks and an investigative task, all of which are undertaken during the two years.

Pupils may be awarded a Level 1, 2 or 3 certificate (3 being the highest).



ADDITIONAL MATHEMATICS LEVEL 2

GRADE	POINTS
Distinction	55
Merit	49
Pass	40

The Mathematics Department also offers the WJEC Level 2 certificate in Additional Mathematics as an extra curricular qualification taught after school in year 11. The course is designed to stretch the most able pupils in their mathematics curriculum and consists of algebra, coordinate geometry, mensuration, calculus and trigonometry. It also provides an appropriate and fulfilling course for those who are planning to follow a mathematics course at AS level or a related discipline post-16.

It is envisaged that the course will considerably strengthen the formal techniques necessary for further study and hence narrow the perceived gap between GCSE and post-16 qualifications.

This scheme is not tiered and a pupil's result will be reported as distinction, merit or pass. Pupils failing to achieve a pass will not receive an award. The qualification is assessed entirely by one written examination paper of 2½ hours duration in which a calculator will be allowed. Pupils will be expected to attempt all the questions.

Progression at KS5

Pupils that gain a good grade at GCSE can choose to study the subject at A - level and there are a number of options that can be followed at this level.

Employers in all walks of life readily accept A - level mathematics as a desirable qualification and a degree in the mathematical sciences offers an abundance of career paths including finance, statistics, engineering, Information Technology, teaching and accountancy to name just a few!

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

SCIENCE GCSE



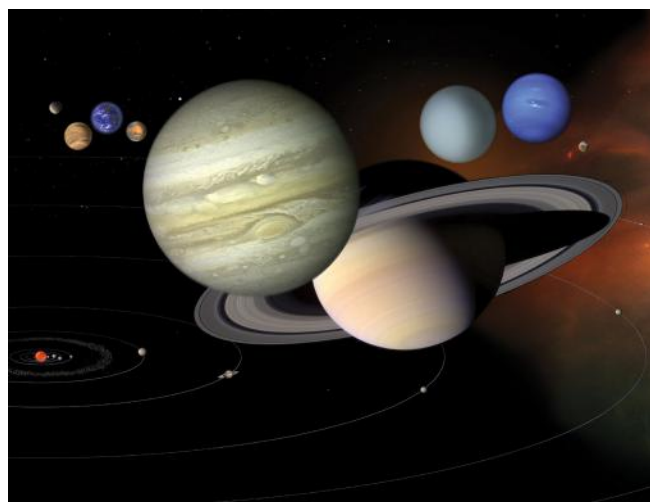
WHY STUDY SCIENCE?

In today's increasingly scientific and technological world, all children, whether or not they are likely to go on to follow a career in science or technology need to have a broad knowledge and understanding of the basic concepts of Biology, Chemistry and Physics. All pupils should therefore receive a broad and "balanced science" education to the age of 16, containing equal amounts of Biology, Chemistry and Physics.

A balanced science course:-

- provides a broad scientific knowledge for all
- provides a common base for further study in higher education
- keeps job and career opportunities open for all students, particularly girls
- increases the pool of students available for science, technology and engineering related employment
- helps to create over a period of time a more scientifically and technologically literate society

All state schools are now required to provide a broad science course to 16.





SCIENCE GCSE

SCIENCE OPTIONS

At Key Stage 4 the Science Department offers 2 different paths of study for our pupils to choose from:

Key Stage 4 Science GCSE

GCSE Double Award Science

Year 10 and 11 Science
= 2 GCSEs

GCSE Triple Award Science

Year 10 and 11 Science
= 3 GCSEs

WHAT IS THE DIFFERENCE BETWEEN GCSE Double Award AND GCSE Triple Award?

GCSE Double Award Science

- 90% Assessed externally by 3 x 1 hour 15 minute written exams in Biology (B1), Chemistry (C1) and Physics (P1) in Summer of year 10 and 3 x 1 hour 15 minute exams in Biology (B2), Chemistry (C2) and Physics (P2) in Summer of year 11.
- 10% assessed internally by a practical assessment in Spring of year 11 to be marked by the examination board WJEC.
- The specification includes practical work which must be completed by students and practical skills will be assessed within the written exams B1, C1, P1, B2, C2 and P2.
- Graded on A* - G with two tiers of entry. Higher tier (Grades A* – D) and Foundation (Grades C – G).
- 2 Separate GCSE grades achieved at the end of the 2 year course.

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

SCIENCE GCSE



GCSE Triple Award Science

- 90% Assessed externally by 3 x 1 hour 45 minute written exams in Biology (B1), Chemistry (C1) and Physics (P1) in Summer of year 10 and 3 x 1 hour 45 minute exams in Biology (B2), Chemistry (C2) and Physics (P2) in Summer of year 11.
- 10% assessed internally by a practical assessment in Biology (B3), Chemistry (C3) and Physics (P3) in the Spring of year 11 to be marked by the examination board WJEC.
- The specification includes practical work which must be completed by students and practical skills will be assessed within the written exams B1, C1, P1, B2, C2 and P2.
- Suited to pupils who have an interest in Science and wish to study it further at A level at college.
- 3 Separate GCSE qualifications achieved at the end of the 2 year course.

In terms of entry into further education colleges at 16+, both GCSEs are recognised and provide the same entry points, with Double providing 2 qualifications at GCSE and Triple providing 3 qualifications at GCSE.

WHICH COURSE IS BEST FOR ME?

This is dependent on how much you enjoy Science and whether you intend to further study Science after your GCSEs. ***We expect pupils to be achieving a high level 6 at the end of Key Stage 3 to be suitable for Triple award.***

THE COURSE

The course followed at GCSE science is from the WJEC (Welsh Joint Education Committee) exam board.

- For Double Award Science in Year 10 pupils follow Biology 1, Chemistry 1 and Physics 1, 9 hours a fortnight.
- For Double Award Science in Year 11 pupils follow Biology 2, Chemistry 2 and Physics 2, 9 hours a fortnight.
- For Triple Award Science – 3 separate GCSEs in Biology, Chemistry, and Physics, 14 hours per fortnight in both year 10 and year 11.



SCIENCE GCSE

Pupils will study Science for 9 hours per fortnight. After following such a course pupils will gain a double certification in Science and two GCSE grades will be awarded at the end of the two year course.

One of these GCSE grades is achieved at the end of Year 10 (i.e. the first year of the course). The second GCSE grade is awarded at the end of Year 11 (i.e. the second year of the course).

There is a choice between two levels of entry, foundation or higher tier.

At foundation level the grades available are G – C and at higher level the grades available are D – A*.

Those pupils opting for Triple Science will need to choose the option from one of the option pools. This means they would study an extra 5 hours of Science every fortnight (14 hours in total). A high level 6 or above would be required at the end of key stage 3 to be suitable for this option.

ASSESSMENT FOR DOUBLE AWARD SCIENCE GCSE



GCSE Science (Double Award)

Unit	Type of assessment	Weighting (%)	Possible assessment opportunity
1 (Biology 1)	Written exam	15	Summer Year 10
2 (Chemistry 1)	Written exam	15	Summer Year 10
3 (Physics 1)	Written exam	15	Summer Year 10
4 (Biology 2)	Written exam	15	Summer Year 11
5 (Chemistry 2)	Written exam	15	Summer Year 11
6 (Physics 2)	Written exam	15	Summer Year 11
7	Practical	10	Spring Year 11

Written exams: 60 marks – 1 hour 15 minutes

ASSESSMENT FOR TRIPLE AWARD SCIENCE GCSE



SUMMARY OF ASSESSMENT

GCSE Biology / Chemistry / Physics

Unit	Type of assessment	Weighting (%)	Possible assessment opportunity
1	Written exam	45	Summer Year 10
2	Written exam	45	Summer Year 11
3	Practical	10	Spring Year 11

Written exams: 80 marks – 1 hour 45 minutes

PRACTICAL ASSESSMENT

The Practical Assessment for both Double and Triple Award Science will be in the first half of the Spring Term (January/February) and it is essential students do not miss these important elements of the course. They are un-tiered assessments and the task changes on an annual basis.

- Triple Award Science requires 3 practical assessments – Biology, Chemistry and Physics.
- Double Award Science requires 2 practical assessments from a choice of Biology, Chemistry and Physics.

They are externally marked by WJEC. Each practical task consists of two 60 minute sessions. Each task will have a separate section A and B:

- Section A is 60 minutes and students will be required to follow a given method to obtain results, tabulate them and answer questions regarding variables and a risk assessment. This section A - Obtaining Results is worth 10 marks out of 30.
- Section B is 60 minutes and students will be expected to graph the results obtained in section A and answer questions regarding accuracy, reliability and improvements. This section B – Analysing and Evaluating is worth 20 marks out of 30.



WELSH GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

AIMS AND OBJECTIVES

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

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



Unit 1: Oracy response to visual material	
Non-examination assessment: 6-8 minutes [pair] 9-12 minutes [group of three] 25% of qualification	50 marks
1 task [10%] Speaking [15%] Listening A task for pair/group of three based on a visual stimuli provided by the WJEC to stimulate discussion. The assessment will consist of two parts which are to be carried out in the following order: • watch a visual clip [twice] and fill in a sheet while listening to the stimulus • discuss between the pair/group of three on what has been watched. Learners are not permitted to use dictionaries in any part of the assessment.	
Unit 2: Communicate with others	
Non-examination assessment: 6-8 minutes [pair] 9-12 minutes [group of three] 25% of qualification	50 marks
1 task [20%] Speaking [5%] Listening A task for pair/group of three based on a visual stimuli provided by the WJEC to stimulate discussion. Learners are not permitted to use dictionaries in any part of the assessment.	
Unit 3: Report, specific and instructional	
Written examination: 1 hour 30 minutes. 25% of the qualification	100 marks
[15%] Reading [10%] writing Reading and writing tasks with non-verbal and written responses, including one translation task from English to Welsh and a proofreading task. Learners are not permitted to use dictionaries in any part of the assessment.	
Unit 4: Descriptive, creative and imaginative	
Written examination: 1 hour 30 minutes. 25% of the qualification	100 marks
[10%] Reading [15%] writing Reading and writing tasks with non-verbal and written responses. Learners are not permitted to use dictionaries in any part of the assessment.	

PRIOR LEARNING AND PROGRESSION

This course builds on subject content taught at Key Stage 3 and provides a suitable foundation for the study of Welsh second language at either As or A Level. In addition, this course also provides a coherent, satisfying and worthwhile course of study for pupils who do not progress to further study in this subject.

SUBJECT CONTENT

<i>This qualification is made up of the following components:</i>	
Unit 1 & 2	Non-examination speaking and listening assessments
Unit 3 & 4	1 hour 30 minutes reading & writing examinations
Course duration	2 years
Three broad themes	EMPLOYMENT WALES AND THE WORLD OF WORK YOUTH



WELSH LANGUAGE ENTRY PATHWAYS

COURSE CONTENT & ASSESSMENT

This course is designed for pupils who have reached Level 3/4 in Welsh at the end of Key Stage 3. The course consists of foundation themes such as Dyma Fi! / Hobiau / Gwyliau.

ASSESSMENT

The method of assessment used is one which will commend candidates by marking positively, and to this end their work is assessed throughout the duration of the course.

There is **no external exam** in this course.



FRENCH GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

WHY STUDY FRENCH?

The purpose of this 2-year course is to enable pupils to cope in practical everyday situations in France or a French-speaking country. Pupils develop their linguistic ability to confidently use the language in a variety of formats both written and orally. A wide range of engaging and stimulating classroom based activities broadens the language skills of pupils and improves their cultural awareness of France and other French speaking countries. Trips to Paris are also organised most years to provide opportunity for pupils to further develop their French language skills.



COURSE CONTENT

Pupils follow a Scheme of Work containing a wealth of interactive, audio-visual and kinaesthetic resources. This covers the following 3 topic areas which are a natural extension to the work previously covered in Years 7-9:

- 1. Identity and culture** - Youth Culture, Lifestyle, Customs and Traditions
- 2. Wales and the World** - Home and Locality, The Wider World and Global Sustainability
- 3. Current and future study and employment** - Current Study, Enterprise, Employability and Future Plans.

ASSESSMENT

The French GCSE is divided into the following skills:

- 25% Speaking
- 25% Listening
- 25% Reading
- 25% Writing



The listening, writing and reading skills are assessed by external examinations at the end of Year 11. The speaking exam is sat with the classroom teacher in the spring of year 11 and recorded to be sent off for external marking. Thorough preparation is key to success; regular learning and speaking practice are vital in the study of a language. Pupils also have the option to sit either Foundation or Higher tier for the each exam or a combination of both in order to achieve the most points they can, depending on their strengths.

CAREER PROSPECTS

Not just teaching! Languages can be linked with many other subjects in terms of career prospects and you don't have to be fluent! Many people combine the degree they want for a particular job with a language for a joint degree e.g. French and Law or Spanish and Biology. Other employability fact include, for example:

- It is still the main language of business in many European countries.
- I.T. Many UK companies need I.T. specialists with a language to deal with overseas clients.
- Science/Design technology. Particularly in the field of engineering, having a language is important as many firms now have official clients overseas.

DID YOU KNOW THAT:

- 77 % British exporters believe they lose business because they can't speak other languages.
- Research suggests the UK is missing out on contracts worth up to £21 billion a year because of the lack of language skills in the workforce.
- Around 80-90% of pupils who take MFL obtain Grade A*-C nationally. Languages continue to be the option subject across Wales that achieve the highest A*-A rates e.g. over 20% for all MFL in 2023.

Your **reading skills** and **cognitive ability** (thinking skills, learning speed etc.) in **English** **improve** by learning another language.



GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

SPANISH GCSE



WHY STUDY SPANISH?

The purpose of this 2-year course is to enable pupils to cope in practical everyday situations in Spain or a Spanish-speaking country and improve their cultural awareness of Spain and other Spanish speaking countries. You don't have to worry that Spanish is a new subject! Studies show that when you start a new language you learn it faster than each language you have learnt before and the course is designed as a fast-track to GCSE level. Trips to Barcelona are also organised every other year to provide opportunity for pupils to further develop their Spanish language skills.



COURSE CONTENT

Pupils follow a Scheme of Work containing a wealth of interactive, audio-visual and kinaesthetic resources. This covers the following 3 topic areas which are a natural extension to the work previously covered in Years 7-9:

- 1. Identity and culture** - Youth Culture, Lifestyle, Customs and Traditions
- 2. Wales and the World** - Home and Locality, The Wider World and Global Sustainability
- 3. Current and future study and employment** - Current Study, Enterprise, Employability and Future Plans.

ASSESSMENT

The Spanish GCSE is divided into the following skills:

- 25% Speaking
- 25% Listening
- 25% Reading
- 25% Writing



The listening, writing and reading skills are assessed by external examinations at the end of Year 11. The speaking exam is sat with the classroom teacher in the spring of year 11 and recorded to be sent off for external marking. Thorough preparation is key to success; regular learning and speaking practice are vital in the study of a language.

Pupils also have the option to sit either Foundation or Higher tier for the each exam or a combination of both in order to achieve the most points they can, depending on their strengths.

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

COURSE CONTENT

The course is made up of 4 units:

1. Unit 1: Wales and the Wider Perspective – Depression, War and Recovery, 1930-1951.
2. Unit 2: History with a European / World Focus – The USA: A Nation of Contrasts, 1910-1929.
3. Unit 3: Thematic Studies (Wales Impact) – Changes in Crime and Punishment, c.1500 to the present day.
4. Controlled Assessment, a historical enquiry into an issue of historical debate or controversy e.g. Life in the 1960s.

WHY STUDY HISTORY?

Through understanding the past we can better understand the present and possibly even the future. By studying the attitudes and motives of people in the past we are better able to understand people in our present society.

In studying history we also use skills that are very useful, such as finding out information, organising it and using it to reach conclusions. Such skills are highly thought of by all employers who see it as proof that individuals can deal with the wide variety of information which confront them in their day to day work. A qualification in history is particularly valuable in local government, the civil service, museum work, archaeology or teaching.

A qualification in history is one of the most common among managers in industry!



ASSESSMENT

Candidates will be assessed in three external exam papers and through an internally sat controlled assessment.

Unit 1: Depression, War and Recovery, 1930-1951 (25%)

Pupils sit a 1 hour exam paper and will be expected to analyse, understand and evaluate a range of sources and how aspects of the past have been represented and interpreted in different ways. Topics covered include the impact of depression; life on the home front during WW2 and the setting up of the NHS.

Unit 2: The USA: A Nation of Contrasts, 1910-1929 (25%)

Pupils sit a 1 hour exam paper and will be expected to explain and analyse key historical concepts, such as cause, consequences, significance and change. They will also have to demonstrate their ability to evaluate sources. Topics covered include racism and the KKK; gangsters and movie/sports stars of the period.

Unit 3: Changes in Crime and Punishment, c.1500 to the present day

Pupils sit a 1 hour and 15 minute exam and will be expected to demonstrate their knowledge and understanding of the changes that took place during this period. Topics covered include, causes of crime over time from heresy and treason in the court of Henry VIII to the development of cybercrime, the history of the police force and how punishments have development from gruesome Tudor corporal punishments to the prison system we have today.

Unit 4: Working as an historian, Non-Examination Assessment (NEA) (20%)

Pupils complete a controlled assessment in school. Pupils will be expected to complete two separate questions, with Part A focusing on the reliability of sources and for Part B ,pupils will be expected to explain how valid an interpretation using provided sources. Pupils will look at the life in Nazi Germany and Hitler's Rise to Power.

Please come and see Mrs. Bennett if you would like more information!





GEOGRAPHY GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

WHY STUDY GEOGRAPHY?

Geography helps us make sense of the world we live in. The subject is very relevant and topical - much of the news we listen to daily has a geographical element. For example, the Swansea Tidal Lagoon project that will be built in our own Swansea Bay, the extreme weather being seen all over the world e.g wildfires and hurricanes and the COP 28 climate change summit that took place in Dubai in 2023.



This subject will help you to develop critical thinking and problem solving skills and build upon your ICT, numeracy and communication skills acquired throughout Key Stage 3. Apart from being a fun and interesting GCSE subject, Geography also informs prospective employers that you have a logical and inquisitive mind and possess a range of skills to apply to the world of work. Geography has links with a wide range of careers from geo-engineering and geo-computer programming e.g Google Earth to wildlife conservation, researching our changing cities and tectonic hazard mitigation.

WHAT WILL I STUDY?

Each of the two Units is organised into two compulsory '**core**' themes and then one '**options**' theme chosen by the school:

Unit 1: Changing Physical and Human Landscapes

- Landscapes and physical processes (**core** theme)
- Rural-urban links (**core** theme)
- Tectonic landscapes and hazards (**options** theme)
- Coastal hazards and their management (**options** theme)

Unit 2: Environmental and Development Issues

- Weather, climate and ecosystems (**core** theme)
- Development and resource issues (**core** theme)
- Social development issues (**options** theme)
- Environmental challenges (**options** theme)

We will also use '*case studies*' to exemplify the geographical theory;

You will find yourself learning about places and events as varied as the 2011 **Japanese Tsunami** which tragically took the lives of 16,000 people, **Hurricane Katrina** which destroyed vast areas of New Orleans in 2004, **Coca Cola** whom have been accused of 'stealing' water from farmers for their bottling plant in Southern India, how the world's appetite for coltan for mobile phone batteries is fuelling the destruction of rainforests in the **Democratic Republic of Congo** and how our own local area can be protected from damaging floods by a new multi-million pound dam being built across the **River Dulais** in the hills above our school!

HOW WILL I BE ASSESSED?

Pupils will be assessed by **one fieldwork enquiry** (20%) and **two examinations** (80%). Both the written examinations will be sat in May/June of Year 11. There is no external Year 10 examination.

MORE INFORMATION:

Log on to www.wjec.co.uk to see the course specification and examples of exam papers (or see your Geography teacher!)





RELIGIOUS STUDIES GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

COURSE CONTENT

In GCSE Religious Studies you will be following the WJEC Religious Studies course. On this course there is no course work but two exams, each worth 50% of the mark. There are TWO units of study:

- **Component One** - Religion and Philosophical Themes (50% of course)
- **Component Two** - Religion and Ethical Themes (50% of course)



UNIT 1 - RELIGION AND PHILOSOPHICAL THEMES

- Christianity:** Beliefs - God / Jesus; Practices - Morality / Church.
- Judaism:** Beliefs - The Concept of God / Sacred Place (The Synagogue / The Home / Orthodox / Reform); Practices - Worship in the home and Synagogue.
- Issues of Life and Death:** The World (Environment); The Value of Life; Beliefs about Death and the afterlife; Issues about sanctity and quality of life; Medical
- Ethics:** Abortion and Euthanasia.
- Issues of Good and Evil:** Good; Evil; Suffering; Crime and Punishment (Including the Death penalty); Forgiveness.

UNIT 2 - RELIGION AND ETHICAL THEMES

- Christianity:** Beliefs - The Bible / The Afterlife; Practices - Life's Journey / Special Places.
- Judaism:** Beliefs - Sacred Texts / The covenant; Practices - The use of sacred texts / Jewish Identity.
- Issues of Relationships:** Relationships / Sexual relationships / Issues of equality: Gender prejudice and discrimination.
- Issues of Human Rights:** Human Rights, Racial Prejudice and Discrimination, Issues of Wealth and Poverty, Issues of Social Justice.

Pupils will sit the unit 1 exam at the end of Year 10 and the unit 2 exam at the end of Year 11. Both sets of marks from the Year 10 exam and the Year 11 exam are added together to make up your overall grade for Full Course GCSE Religious Studies.



WHY STUDY GCSE RS?

Religious Studies is all about people, religion, culture, morality (what is right and wrong) and philosophy (asking big questions like “Why does Evil exist?” and “What is the purpose of life?”). As well as learning facts and gaining knowledge about religious beliefs and practices, this course encourages students to develop skills of empathy, critical thinking and debate. It will improve your philosophical thinking skills and your ability to think outside of the box. In GCSE RS you get to discuss and evaluate key issues, including contemporary moral issues such as the death penalty, abortion and euthanasia . It will also help you develop communication skills and learn to clearly express your views and increase your self confidence.

PAST PUPIL’S VIEWS ON GCSE RS

- “I chose R.S as I thought that it would be useful to know about different cultures and religions.”
- “It’s interesting to find out how other people live and the laws they abide by.”
- “I want to be a Police Officer, and you need to know about different religions and beliefs when you work in the police force.”
- “If I choose a college course such as Law it will help a lot, and it covers things you don’t learn about in other subjects.”
- “I took R.S. because it’s useful for lots of different jobs. I really like it because you get to have discussions and it’s actually very interesting.”
- “I took R.S. because the exams are staggered and there is no course work. Also the work is fun and enjoyable to learn.”
- “ I really enjoy the topics in R.S. because they are interesting and relevant. I understand how different religions see things and can be sensitive to that.”

RELIGIOUS STUDIES AND YOUR FUTURE CAREER.

Religious Studies students are highly employable. Religious Studies is an excellent subject for a variety of careers: Law, Education, Medicine, Journalism, Government and Politics and the non-profit sector like charities Religious Studies teaches transferable skills which can be applied to many jobs such as critical thinking, communication, tolerance, decision making, collaboration and independent working skills and conflict resolution. The fact is, the skills developed in studying religions are increasingly in demand in a global world. They help us to understand ourselves, our society, and the world we live in.

Religious Studies GCSE is a valuable qualification for anyone wishing to work in sectors of the employment market where communication skills are important. Jobs in the caring professions such as nursing, nursery work, social work or teaching, require skills of empathy and tolerance that Religious Studies encourages in its students. People who study Religious Studies also go on to careers in politics, law, the civil service, journalism, the media and work with charities

As an academic subject, Religious Studies complements other Humanities subjects such as History, as well as social science subjects like Sociology and Psychology.



D&T PRODUCT DESIGN GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

WHY STUDY PRODUCT DESIGN?

Product Design in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Product design develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.



This course is relevant to students who are interested in pursuing careers in areas such as design, architecture, engineering, construction, product design, fashion design, etc. It provides students with the opportunity to gain skills in manufacturing processes and techniques, and also to gain experience of working with a range of materials. The course is very hands-on and will provide the opportunity to use laser cutter and 3D machines to produce projects. Following this course students should have the skills required to follow their chosen career path or to continue on to Product Design at A Level and then on to Further or Higher Education.

If you have a genuine interest in how products look and work you will do well in this subject. Solving problems and communicating ideas by drawing, writing and using computers would also be an advantage.

COURSE CONTENT

- The course is split 50/50 – Exam 50% and Non-Exam Assessment (NEA) 50%; portfolio and design, and implementation of project.
- Your exam will be based on your practical and technical knowledge. The exam will be sat in the summer of year 11.
- NEA will start in the September of Year 11.
- Lots of practical sessions to prepare for your NEA project.
- STEM topics.
- 3D printer and Laser cutter training.



WHAT WILL I LEARN?

This GCSE gives you the opportunity to; be creative, solve real problems, make things with different materials, apply knowledge from other subjects and broaden your mind about the world and people. You will learn; skills to use in a future job, practical skills to help yourself, about materials, processes and tools and about the effect of products on the environment and people.

Design and Technology is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world.

FUTURE CAREER OPTIONS:

- Advertising art director
- Automotive engineer
- Furniture designer
- Graphic designer
- Materials engineer
- Product manager
- Production designer, theatre/television/film



Product design can be the starter for your future career options.

Any questions or advice, please see the D&T department.





FOOD & NUTRITION GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

COURSE CONTENT

The GCSE course is divided into areas of study which are completed over the two year period.

Areas of content:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

Key Points

5 hours per fortnight.
 Practical sessions.
 2 controlled assessments in two years.
 Food safety certificate (2nd year).
 1st step to a career in the Food industry.

Food and nutrition is a practical subject where pupils develop and demonstrate their food preparation and handling skills through practical activities.

Activities include:

- Pastry making - using all different types of pastry to create unique dishes.
- Cake making - using all different methods, whisking, creaming, melting, all in one.
- Sauce making - roux, béchamel, custard, mayonnaise, one stage.
- Yeast mixtures - bread and bun making dishes.

The dishes will include - use of fruit and vegetables, eggs, milk, milk products, meat, fish, meat alternatives. Meals for target groups - families, low fat diets, teenagers, low cost.

All pupils will be able to choose ingredients and show knowledge of costing within a given budget.



ASSESSMENT

Unit 1 - 40% Written paper 80 marks (80 UMS). This is a one tier single paper for grades A*-G that is sat at the end of the 2 year course. This is externally set and marked by the WJEC.

Unit 2 - 60% Practical tasks and Controlled assessments 120 marks (120 UMS).

This is internally assessed by the teacher using WJEC criteria. Externally moderated. Photographic evidence of dishes to be included in the folios.

Assessment 1 - A small 10 hour project that is carried out in Year 10 that assesses the pupils knowledge, skills and understanding of how food changes during preparation and cooking (20% - 40 marks).

Assessment 2 - A 15 hour project carried out in Year 11 that builds on the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu (40% - 80 marks)

WHY STUDY THE SUBJECT?

It will provide opportunities for candidates to develop their critical thinking and to manage a range of resources in order to develop a wide variety of food items. These will be suited to the needs of the individual or families. It will encourage imaginative, innovative thinking, creativity and independence relating to their personal interest. It will provide essential skills needed for every day life.

WHAT JOBS CAN THE QUALIFICATION LEAD YOU TO?

Chef

Nutritionist

Cook

Development technologist
(developing new foods)

Food/Ingredient buyer
(M&S, Tesco, Cadbury)

Training Manager

Junior/senior sales executive for major
companies

Food Teacher

Food laboratory technician





DIGITAL TECHNOLOGY GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

WHAT WILL I STUDY?

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

ASSESSMENT – NON-EXAM ASSESSMENT (60%) ON-SCREEN EXAM (40%)

Unit 1 – The digital World: On-screen examination (40% of qualification)

Overview of the unit:

- Digital technology systems
- The value of digital technology
- Perspectives on digital technology

Unit 2 - Digital practices: Non-exam assessment: 45 hours (40% of qualification)

Overview of the unit:

- Interrogating spreadsheet data
- Game development
- Website design

Unit 3 - Communicating in the digital world: Non-exam assessment: 15 hours (20% of qualification)

Overview of the unit:

In this unit learners will develop knowledge, skills and understanding in:

- Social media and online marketing communications
- Creating digital assets and planning digital communications.

HOW WILL I BE ASSESSED?

Unit 1: The digital world	On-screen examination: 1 hour 30 minutes	40% of qualification 80 marks
An assessment (taken on-screen), comprising of a range of question types to assess specification content related to digital technology systems, the value of digital technology and perspectives on digital technology. All questions are compulsory.		
Unit 2: Digital practices	Non-exam assessment (NEA): 45 hours	40% of qualification 80 marks
A non-examined assessment comprising of two sections. In Section A candidates will interrogate a supplied data set imported into a spreadsheet in order to inform Section B, where they will create a website incorporating either an animation or a game related to a set context.		
Unit 3: Communicating in the digital world	Non-exam assessment (NEA): 15 hours	20% of qualification 60 marks
A non-examined assessment focusing on marketing digital assets using social media. Candidates will create digital assets related to a set context and then formulate an online digital communications campaign around them.		

WHY CHOOSE WJEC GCSE IN DIGITAL TECHNOLOGY?

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

The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society.

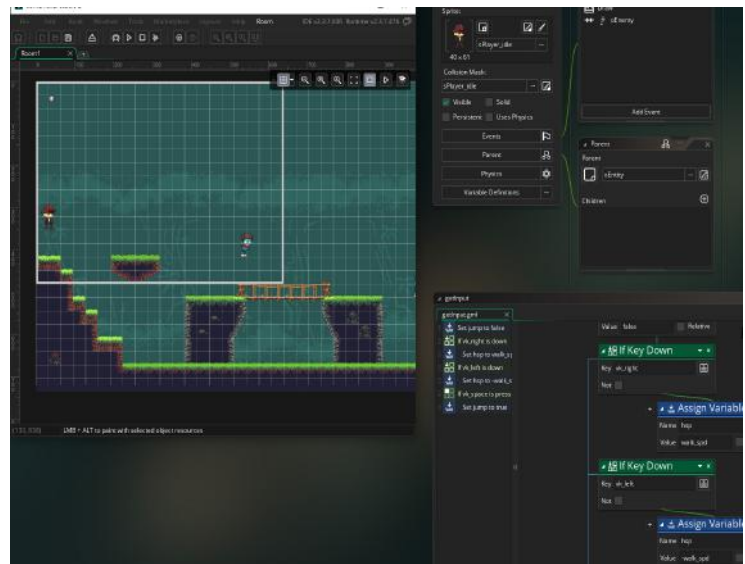
In the future, there will not be many jobs that will not be influenced by IT.



WHAT SKILLS WILL I DEVELOP?

WJEC GCSE specification in Digital Technology will enable learners to:

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



CAREERS WITH DIGITAL TECHNOLOGY

The qualification is designed for learners who wish to begin their journey towards a career that utilises digital technologies or to progress onto advanced level programmes of learning involving digital technologies. Virtually every job in the future is going to be using some form of digital technology!



ART & DESIGN GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

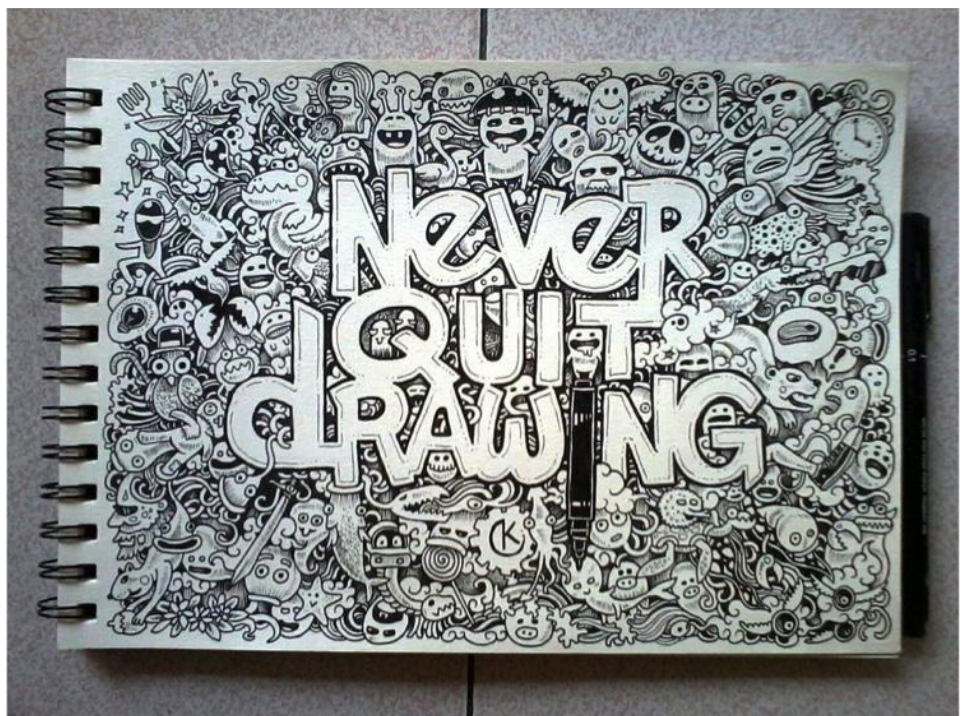
COURSE CONTENT

Pupils will follow the WJEC (Welsh Joint Education Committee) syllabus in Art and Design. This course provides an opportunity for the development of an understanding of the role, purpose and function of Art and Design in society. During the course pupils will learn about the history of Art and contemporary Art through slides, videos, gallery visits, exhibitions and working with artists in residence etc. There is no theory examination at the end but pupils must refer to the work of artists and crafts workers through their own work. They must develop their critical skills and make decisions developing and refining their ideas using a wide range of materials including ICT, photography, video, clay, screen-printing, textiles, painting, drawing and collage.

The course will be very practical in nature. Pupils will be expected to work with a variety of materials and techniques in 2 and 3 dimensions. They must also be able to develop their own ideas in a personal way and demonstrate the thought process leading to the final piece of work.

WHY STUDY ART?

The course aims at improving visual awareness; encouraging original thought; developing practical skills; improving communication skills; developing a critical awareness of the environment and art in general; and creating a better understanding of the role of Art and Design in society. There are also increasing numbers of career options available to the student of Art and Design including advertising, product design, digital Arts, graphics, fashion, video, film and T.V. Most importantly perhaps it enables creative pupils to get a tremendous feeling of satisfaction when they stand back and see what they have achieved.



ASSESSMENT

Final assessment is as follows:

1. Course work: 60% of GCSE marks

One/Two units of course work, of equal weighting, testing a full range of skills and accompanied by relevant preliminary/supporting studies. These units will be developed from study of a range of art, craft and design from the past and contemporary Art. Pupils have the chance to choose their own topics.

2. Controlled test (final practical examination): 40% of GCSE marks

A practical test in which pupils produce, unaided and under supervision, work accompanied by preliminary/supporting studies. Eight weeks will be given for preparatory work and enough time (within reason) will be provided for candidates to complete their final work.





MUSIC GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

The music department follows the WJEC GCSE Specification. This offers pupils exciting new opportunities in performing, composing and appraising music. Following a course in GCSE Music encourages pupils to:

- actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- develop their own musical interests and skills including the ability to make music individually and in groups;
- evaluate their own and others' music;
- Understand and appreciate a range of different kinds of music.

GCSE music also gives pupils opportunities to develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

COURSE CONTENT

The course is split up into 3 main areas:

Unit 1: Performing

Total duration of performance: 4-6 minutes

35% of qualification 84 marks

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble.

One of the pieces performed must link to an area of study of the learner's choice.

A programme note for one performance linked to an area of study.



Unit 2: Composing

Total duration of compositions: 3-6 minutes

35% of qualification 84 marks

Two compositions, one of which must be in response to a brief set by WJEC.

Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken.

The second composition is a free composition for which learners set their own brief.

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

Unit 3: Appraising

Written examination: 1 hour

30% of qualification 72 marks

This unit is assessed via a listening examination.

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

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Two of the eight questions are based on prepared extracts set by WJEC.

Music by Welsh composers and performers is incorporated within the specified areas of study.





PHYSICAL EDUCATION GCSE

GRADE	POINTS
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

GCSE PE is designed to encourage the purposeful and enjoyable practice of Physical Education. It allows you the opportunity to select practical activities that demonstrate your previous achievements, personal interests and acquire new knowledge and understanding in relation to performance.

To study GCSE PE, you must be a member of a sports club outside of school, in at least one of your chosen activities. You must also be available to represent the school when selected, to achieve your full potential and achieve maximum marks in band 4.

ASSESSMENT

Practical Assessment - 50%

In GCSE Physical Education the practical assessment accounts for 50%. 42% for your chosen practical activities and 8% for your personal exercise programme, which is the controlled assessment. From the practical option choices shown on the next page, you can choose one team and two individual activities or two individual and one team, three in total. You can also choose up to two off-site activities for assessment. Off-site activities are those that do not take place in school e.g. Horse Riding, dance or swimming. Any other activity that does not appear within the option choices can be approved by the WJEC examination board.



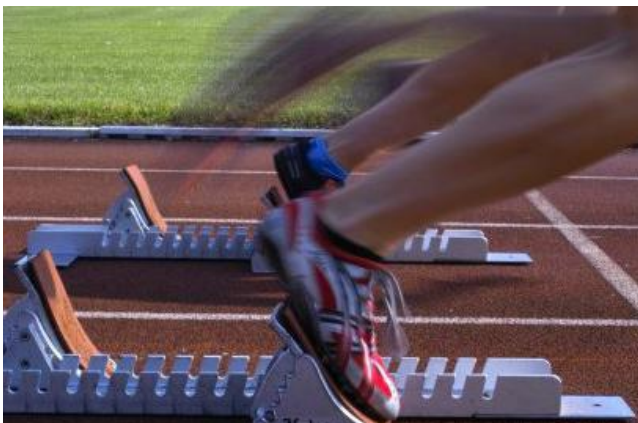
Written Examination Paper 50% (2 hours)

The written exam paper contains a series of short answer and extended writing questions.

In Year 10 you will participate in a range of fun fitness tests and different types of training, whereby the theory is taught through practical experiences. We also learn exciting topics such as drugs in sport and look into why sportsmen and women adopt such strategies, in their determination to become number one in the world.

In Year 11 we study the physiology of exercise looking at the skeletal and muscular systems, and how they apply to sport. We also examine the psychology of sport and how the innovation of technology allows athletes to achieve their optimum performance.

PRACTICAL OPTION CHOICES		
Team Activities	Individual Activities	Activities that can be taken as team or Individual
Association football Baseball Cricket Hockey Ice hockey Lacrosse Netball Rowing Rounders Rugby league Rugby sevens Rugby Union Synchronised swimming Volleyball Water polo	Amateur boxing Athletics/Cross country Canoeing Cycling Golf Gymnastics Judo Karate kayaking Mountain biking Skiing Snowboarding Surfing Swimming Taekwondo Trampolineing Triathlon Weight lifting	Badminton Dance Mountain walking Orienteering Rock climbing Sailing Table tennis Life saving Rhythmic gymnastics





BTEC COURSES

WHAT IS BTEC?

BTEC stands for 'Business and Technology Education Council', which used to run the award, first introduced in 1984. BTECs are now awarded by the Edexcel exam board and are taken in more than 100 countries at all levels, from pre-GCSE to Degree equivalent.

BTEC courses are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education.

WHY SHOULD I TAKE A BTEC?

There are a couple of reasons why you may want to choose a BTEC over other qualifications.

- they are recognised by a large number of companies across a wide range of industries
- they are recognised by colleges and universities
- most BTEC courses are course work not exam based
- you can demonstrate your skills and knowledge through practical situations
- personal guidance and support from your teacher, who will also help you meet deadlines
- some BTEC courses have an online examination

The BTEC qualifications we offer in Pontarddulais are equivalent to GCSEs, for example, some qualifications are graded 'Pass' and carry the same points as a BB grade at GCSE. Others are graded Distinction*, Distinction, Merit and Pass and are equivalent to A*, A, B and C grades.

GRADE	POINTS
Distinction	68
Merit	56
Pass	38

Double Award

HEALTH, SOCIAL, & CHILD CARE LEVEL 1



BTEC Level 1 Vocational Studies in Health, Social, and Child care

COURSE OVERVIEW

This course is an introduction to the vocational sector. It is designed to enable learners to experience a variety of subjects across different vocational areas. The course is mainly practical but supported by some written work.

Learners will complete 2 mandatory units:

- A1 – Developing a Personal Progression Plan
- A2 – Being Organised

These units allow learners to develop transferable skills required for employment or further study

Learners will study units from 3 different vocational sectors.

These may include;

- Caring for Children
- Health and social care
- Business or Public services



WHAT IS THE AIM OF THE COURSE?

This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for adults and children.

HOW IS THE COURSE ASSESSED?

Learners are assessed using a variety of styles to help them develop a broad range of transferable skills.

Learners may be given opportunities to:

- *carry out practical tasks*
- *present information that they have gathered*
- *keep working logbooks, records and reflective journals*
- *take part in oral or written presentations*
- *take part in role play, interviews and other activities.*

PROGRESSION OPPORTUNITIES

On achieving this qualification learners may choose to progress to a more specialised vocational course in an area of their choice. This could be at level 1 or level 2 depending on other qualifications gained at school.



BTEC BUSINESS STUDIES LEVEL 2

GRADE	POINTS
Distinction	110
Merit	98
Pass	80

Double Award

BTEC LEVEL 2 BUSINESS ENTERPRISE

EMPLOYMENT OPPORTUNITIES

Business Enterprise can be useful in a range of different careers:

- Business development;
- Marketing & advertising;
- Running a business;
- Junior business account management;
- Public service sector.

The course can also lead to a higher level qualification in college e.g BTEC National Diploma.



WHAT ARE THE PROGRESSION ROUTES?

It can lead to a career in the business sector outlined above through an apprenticeship or through direct employment. It could also lead to a higher level qualification such as a BTEC National Diploma in Business Enterprise.

COURSE CONTENT

The course consists of five units that are portfolio based with no exam.

- Unit 1 - The Entrepreneurial Mindset
- Unit 2 - Creating a vision for your Business Plan
- Unit 3 - The Business Environment
- Unit 4 - Leadership and Teamwork
- Unit 5 - Preparing and Pitching a Business Plan



GRADE	POINTS
Pass	92

Double Award

IT LEVEL 2



Information Technology (IT) skills are becoming increasingly important in today's digital world. The ability to use technology effectively is a valuable skill that is in high demand across many different industries. IT Level 2 offers a fantastic opportunity to gain a foundation in these essential skills.

By taking this course, students will learn how to use industry-standard software such as spreadsheets, databases, presentation software, website design software and image manipulation. These skills are highly transferable and can be applied across a wide range of subjects and in many different career paths. For example, the ability to use spreadsheets is essential in many areas of business, while website design is a key skill in the digital marketing and e-commerce industries. Furthermore, in today's digital age, businesses must be able to use technology effectively to stay competitive.

UNITS OF STUDY

This course covers a wide range of modules, including but not limited to:

Using IT effectively	Spreadsheet development	Database design
Website development	Image manipulation	Desktop publishing
Digital communication	Audio editing	Video editing
IT security	Game development	

IT usage is becoming increasingly prevalent in personal lives and in the workplace so having these skills are vital for the smooth running of many everyday tasks. This course is an excellent opportunity for learners to gain valuable IT skills that will be in high demand in the future job market. Whether you're interested in starting your own business or working for a large company to run their social media channels, IT skills will be essential for success in a variety of roles. From creating and managing databases, to designing and developing websites, this course will equip you with a variety of skills to excel in the modern job market.

HOW IS THIS COURSE ASSESSED?

This qualification is all course work based and there is no examination. Pupils will complete a number of modules over Year 10 and Year 11 in order to achieve this qualification.

WHAT IS THE COURSE WORTH?

This course is worth 92 points- equivalent to 2 B grades at GCSE.





BTEC DANCE LEVEL 2

GRADE	POINTS
Distinction *	116
Distinction	104
Merit	92
Pass	80
Level 1	50

Double Award

Dance is a powerful and expressive subject which will encourage you to develop creative, physical, emotional and intellectual capacity. The Dance department follows the Pearson specification. This offers pupils exciting new opportunities in performing, choreographing and evaluating professional work.

Following a course in Dance encourages pupils to:

- Develop transferable skills
- Create and take part in various performances
- Work effectively as part of a team
- Visit the theatre to broaden knowledge of dance and provide life experiences
- Improve ability to research, analyse and evaluate
- Build self-confidence and improve presentation skills
- Use innovation and creativity



HOW WILL I LEARN?

Pupils will learn through practical classes and dance workshops. In addition, there will be theory lessons in which pupils will be expected to evaluate their own practical work and the work of professionals. Pupils must be prepared to take part in regular group discussions.

COURSE CONTENT

The course is split up into 3 main areas:

Unit 1- 'Exploring Dance'- You will develop a deeper understanding of Dance by examining the work of various professional dancers and dance companies. You will use their work to inspire your own performance ready for assessment. 30%

Unit 2- 'Developing Skills and Techniques in Dance'-You will develop dance skills and techniques through various workshop based lessons. You will lead and conduct your own dance workshops in your preferred style. You will be assessed throughout the process and on the delivery of your final workshop. 30%



Unit 3- 'Responding to a Brief'- You will be given the opportunity to work as part of a group to contribute to a full scale dance presentation/showcase. 40%

HOW WILL I BE ASSESSED?

There will be no written exam! You will be assessed continually through practical project work, coursework, written assignments and through dance assessment performances. Practical assessment will include some public performances but also closed in-class presentations and workshop assessments.

IS DANCE THE RIGHT COURSE FOR YOU?

- Are you keen to take part in practical, creative and energetic sessions?
- Are you interested in developing a broad knowledge of various dance styles?
- Do you have enthusiasm for performing?
- Do you enjoy learning routines and choreographing your own movement?
- Do you work well independently as well as part of a group?



WHAT HAVE PUPILS WHO HAVE TAKEN THIS COURSE IN THE PAST PROGRESSED TO?

The skills you learn and develop in Dance make you of interest to a wide range of employers, both inside and outside of the Theatre industry. This course will provide you with a sound basis for further study in various sectors as well as the performing arts industry. Some of the career paths include but are not limited to: Performing, physical therapy, teaching, personal training, community arts worker, events management, publicity and fitness instructing.

GRADE	POINTS
Pass	92

Double Award

BTEC TEAMWORK LEVEL 2



BTEC LEVEL 2 TEAMWORK

The focus of this course is for pupils to acquire and develop the knowledge and skills that are transferable to the work place. Throughout this course there is a focus on personal development, communication skills and the ability to work as a

team. Our mantra is to 'get the job done' efficiently and effectively. Employers in the public service sector and lecturers at Further Education (FE) colleges recognise these qualities as the 'essential skills' which are needed to gain apprenticeships, employment or to go on to study the subject at a higher level.



COURSE CONTENT & ASSESSMENT

This course is 100% course work – no exams! Assignments and tasks will be graded at Distinction, Merit or Pass level. This course is equivalent to two B grades at GCSE.

Units of study include:

- Public service skills and support for the community
- Employment in the uniformed public services
- Health and fitness for entry into the uniformed public services
- Activities and team work for public services
- Sport and recreation for public services



BTEC courses are 'vocational' which means there is a bigger emphasis on the development of 'practical work related skills' as opposed to traditional theory based classroom settings.

EMPLOYMENT OPPORTUNITIES

The Teamwork qualification represents almost every organisation that wears a uniform, so there are a wide range of employment opportunities. They include the **Armed Forces (Navy, Army and RAF)**; the **Emergency Services (Police, Paramedic, Ambulance Service, Coastguard, Nurse, Mountain Rescue, Fire Service)** and other services (**Customs and Excise, Prison Service, RSPCA, Traffic Warden, Council Worker, Social Worker, Security Guard**).

Completing this course will enable pupils to:

1. Study and learn about a wide range of roles in the public service sector;
2. Identify FE opportunities and;
3. Make an informed choice about possible career pathways.

WHAT WILL YOU LEARN?

During this course you will learn about the importance of teamwork and communication skills in all public services. You will develop your skills by evaluating your own performance. You will do this through a wide range of practical group tasks and challenges, combined with adventurous training activities such as coast steering, climbing, orienteering, hill walking and mountain biking. In Unit 3 you will develop an individual training plan to improve your personal fitness levels, learn about the importance of healthy nutrition and the importance of being able to make good lifestyle choices.



BTEC PERFORMING ARTS (DRAMA)

GRADE	POINTS
Distinction *	116
Distinction	104
Merit	92
Pass	80
Level 1	50

Double Award

Drama is a powerful and expressive subject which will encourage you to develop creative, physical, emotional and intellectual capacity.

The Drama department follows the Pearson specification. This offers pupils exciting new opportunities in performing, choreographing and evaluating professional work.



Following a course in Drama encourages pupils to:

- Develop transferable skills
- Create and take part in various performances
- Work effectively as part of a team
- Visit the theatre to broaden knowledge of drama and provide life experiences
- Improve ability to research, analyse and evaluate
- Build self-confidence and improve presentation skills
- Use innovation and creativity

HOW WILL I LEARN?

Pupils will learn through practical classes and drama workshops. In addition, there will be theory lessons in which pupils will be expected to conduct in-depth research and analysis, as well as evaluate their own practical work. Pupils must be prepared to take part in regular formal and informal group discussions.

COURSE CONTENT

The course is split up into 6 units:

- Unit 1- Individual Showcase
- Unit 2- Acting Skills
- Unit 3- Performance Preparation
- Unit 4- The Industry
- Unit 5- Devising Theatre
- Unit 6- Scripted Theatre



HOW WILL I BE ASSESSED?

You will be assessed continually through practical project work, course work and through acting assessment performances. Practical assessments will include performances with an audience and also closed in-class presentations and workshops. **There is an on-line test** as part of the main programme and various internally assessed written assignments.



IS DRAMA THE RIGHT COURSE FOR YOU?

- Are you interested in the opportunity to explore a range of theatrical styles and play text?
- Are you prepared to work as part of a team and produce scripted and devised performances?
- Are you keen to take part in practical, creative and energetic sessions?
- Are you prepared to commit yourself to extra rehearsals when necessary?
- Do you have enthusiasm for performing?

WHAT HAVE PUPILS WHO HAVE TAKEN THIS COURSE IN THE PAST PROGRESSED TO?

The skills you learn and develop in Drama make you of interest to a wide range of employers, both inside and outside of the industry. This course will provide you with a sound basis for further study in various sectors as well as the performing arts industry. Some of the careers include but are not limited to: Teachers, Therapists, Social workers, Youth workers, Law Profession, Police officers, Nurses, Business executives and Politicians.





VOCATIONAL PATHWAYS

There are a number of possible additional learning pathways which pupils can follow in Key Stage 4. Availability of courses is subject to demand and of course the commitment level of the young learner.

All the courses described have clear progression routes whether it be to full time courses in Further Education or Foundation Modern Apprenticeships. Some of the courses require your child to be transported to another centre, such as Coleg Sir Gar, the transport is provided by school. School expectations with regard to behaviour, work ethic, and uniform/Personal Protective Equipment whether on or off site always apply.

VOCATIONAL Pathways



GRADE	POINTS
Distinction	68
Merit	56
Pass	38

Double Award

PERFORMANCE ENGINEERING



Performing Engineering Operations (PEO) NVQ Level 1



Qualification Reference Number: 600/8229/X

GCSE Equivalent/Wider Points Score:

2 GCSE,s
TBC 50 points

Course Length:

3 hours per week for 2 year

Career Routes:

Engineers usually specialise at some stage in their careers. They can be electricians, or even electrical design engineers, mechanical or vehicle fitters and mechanics, maintenance technicians or design engineers, electronics servicing and repair or systems designers. Engineers who build roads, bridges buildings and structures are civil engineers.

What is an NVQ in Performing Engineering Operations?

This course is an introduction to the world of engineering with certain specialist optional units that students might like to try for example Plumbing, Electrical, Motor Vehicle and Electronics.

Engineering is all around us – engineers build our houses, maintain power, gas and water supplies, are responsible for transport systems, our cars, trains, aircraft and ships. They design, build and repair computers, in-car entertainment, MP3 players and our digital televisions.

What are the entry requirements?

All students will be interviewed. At interview students will need to show a genuine interest in the subject area and aspirations to achieve at College. They will also need to demonstrate a good attendance record at school and good discipline within the classroom.

CAT (Cognitive Abilities Test) scores will also be used to assess students suitability for the course.

Additional information

Students are required to wear steel toe capped boots and overalls at all times in the workshops.

What is the course structure?

The course is made up of five units: three core units and a choice of two specialist units. The specialist units enable you to study particular areas in more depth.

What subjects will I study?

To achieve the Level 1 qualification all students must take three mandatory units and two optional units. The mandatory units are:

- Working Safely in an Engineering Environment
- Working efficiently and effectively in Engineering
- Using and Communicating Technical Information


During the course you will have also complete specialist units that support the services required for engineering, such as; plumbing, electrical wiring, electronic circuits and servicing mechanical equipment using motor vehicles.

How is the course assessed?

The qualification is assessed by observation of practical performance, knowledge based and oral questioning. Students must also produce a portfolio of evidence to support underpinning knowledge and understanding.

Progression

On achieving the qualification students can progress onto a level 2 vocational qualification (often as a Modern Apprentice) and then to Higher Education to take a Higher National or a Degree.

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ENGINEERING LEVEL 1/2

GRADE	POINTS
L2 Distinction *	58
L2 Distinction	52
L2 Merit	46
L2 Pass	40
L1 Distinction*	34
L1 Distinction	28
L1 Merit	22
L1 Pass	16

Single Award

WJEC LEVEL 2 AWARD IN ENGINEERING

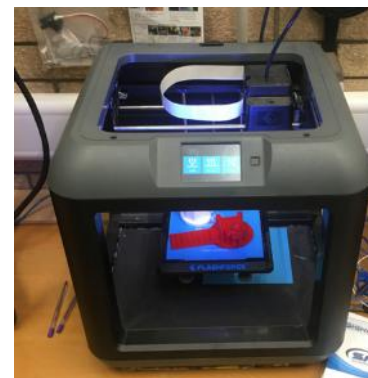
COURSE OVERVIEW

Engineering Level 2 Award provides a more practical alternative to GCSE. The qualification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts. Pupils will have the chance to work with local companies which will give them a true insight into careers within engineering and the ability to apply learning in a vocational environment.



WHAT IS THE AIM OF THE COURSE?

- Develop a range of skills both practical and academic, through applied learning that will be useful in the workplace and for future learning.
- Provide a foundation of knowledge of engineering that will help learners progress to further study or enter the workplace.
- Motivating learners through purposeful tasks set in real world contexts.



UNITS OF STUDY

The qualification consists of three mandatory units. Internally assessed work must be completed within a centre and adopt the principles of controlled assessment.

Unit title	Guided learning hours	Assessment
1 Engineering Design	20	Internal assessment and external moderation
2 Producing Engineering Products	40	Internal assessment and external moderation
3 Solving Engineering Problems	40	External assessment [Exam]

PROGRESSION OPPORTUNITIES

Computer Hardware Engineer; Aerospace Engineer; Nuclear Engineer; Systems Engineer; Chemical Engineer; Electrical Engineer; Biomedical Engineer; Environmental Engineer.

Any questions or advice for your future options in engineering, please see the D&T department.

GRADE	POINTS
Pass	92

Double Award

NCFE EQUALITY & DIVERSITY



NCFE LEVEL 2 CERTIFICATE IN EQUALITY AND DIVERSITY - Credit Value - 92 Points (equivalent to 2 x B grade at GCSE).

All pupils in Year 10 and 11 will study this course as part of the curriculum. Pupils will have one hour per week and the course is taught through Religious Studies lessons.

COURSE CONTENT

The qualification consists of 3 units:

Unit 1 - Equality and Diversity in Society

Unit 2 - Equality and Diversity in the Community

Unit 3 - Equality and Diversity in the Workplace



UNIT 1 - EQUALITY AND DIVERSITY IN SOCIETY

This includes:

- Knowing what Equality and Diversity means;
- Understanding the effects of stereotyping and labelling;
- Understanding the effects of prejudice and discrimination;
- Understanding the ways in which people might choose to describe themselves.

UNIT 2 - EQUALITY AND DIVERSITY IN THE COMMUNITY

This includes:

- The level of diversity that can exist within a community;
- The Value to communities of creating and maintaining a diverse environment;
- The potential inequalities that can occur within a community;
- The support services that exist within a community to ensure that equality and diversity are maintained.

UNIT 3 - EQUALITY AND DIVERSITY IN THE WORKPLACE

This includes:

- The meaning of equality and diversity in the workplace;
- How equality and diversity are promoted and maintained in the workplace;
- How equality and diversity are monitored in the workplace;
- How the rights of individuals are protected in the workplace.

The course is relevant and useful to lots of positions in the workplace such as Youth Work, Community Development, Health and Social Care, Customer Service, Business, Early Years Care and Education as well as Public Service Roles such as Police, Fire Brigade and Paramedics.



HAIR & BEAUTY LEVEL 1

GRADE	POINTS
Distinction	68
Merit	56
Pass	38

Double Award

BTEC LEVEL 1 INTRODUCTORY CERTIFICATE IN HAIR AND BEAUTY

COURSE OVERVIEW

Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty is a skills-based qualification designed to help learners develop the personal and social skills needed to help them to progress to independent living, future employment or further vocational study. All units are 100% internally assessed. The focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training.



This qualification is made up of **2 core** units:

- Being Organised: Learners will develop key techniques to help organise their work and priorities and manage their time effectively.
- Developing a Personal Progression Plan: Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Followed by 3 **sector** units:

- Demonstrating Nail Art: Learners will have the opportunity, under supervision, to develop and practise skills in using basic nail art techniques.
- Responding to a Hair & Beauty Theme: Learners will develop the skills and techniques needed to produce a mood board and an image that communicate their hair and beauty ideas in response to a brief.
- Demonstrating Hair Styling: Learners will have the opportunity, under supervision, to develop and practise skills in hair management and styling.

Throughout each unit, learners are given opportunities to:

- Carry out practical tasks
- Present information that they have gathered
- Keep working logbooks, records and reflective journals
- Practise English and mathematical skills
- Take part in oral or written presentations
- Take part in role play, interviews and other activities

PROGRESSION OPPORTUNITIES

This course provides excellent progression opportunities in Further Education Institutions to join Level 2/3 programmes of study, apprenticeships or employment in **the hair and beauty sector**.

The Specialist Teaching Facility also provides a variety of individual modules that meet pupils' individual learning needs and interests.

These include:

Raising Aspirations

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What is it?

Raising Aspirations comprises four modules that have been designed for learners aged 16 and under with special educational needs and disabilities.

Each module focuses on a different Preparing for Adulthood pathway (employment, independent living, community inclusion and health). Modules can be undertaken separately and built into a profile of achievement. For each module learners complete activities and gather evidence to demonstrate their progress and skill development.



For some learners the content and structure of the Focus modules may be appropriate. These would usually be followed in Year 11.

Focus

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What is it?

Focus comprises 12 modules that have been designed for learners aged 16+ with additional needs, specifically those who are learning in a domestic setting.

Modules can be undertaken separately and built into a profile of achievement. For each module learners complete activities and gather evidence to demonstrate their progress and skill development in a particular area, such as communication and numeracy, independent living, work-related learning or sport and leisure.



WHAT IS THE ASDAN TRANSITION CHALLENGE?

The Transition Challenge offers a learner-centred, activity based curriculum that can be undertaken with appropriate support in our Specialist Teaching Facility for learners with profound or severe learning difficulties.

There are two levels available:

- **Sensory:** the programme offers a developmental perspective for learners with profound and multiple learning difficulties and recognises and rewards small steps in learning and achievement. There are four modules: Communication and Interaction, Cognition, Physical and Self-help and Independence. Learners must complete a minimum of five activities to achieve each module.

- **Introduction and Progression:** the activities in this programme cover the statutory programmes of study for the Key Stage 4 National Curriculum, along with activities to develop the skills required for adult living. There are five modules: Knowing How, Making Choices, Feeling Good, Moving Forward and Taking the Lead. Learners must complete at least nine activities to achieve each module.



REQUIREMENTS

Learners must complete the required number of activities from modules chosen in their student book. Each module can be individually certificated or learners can complete all five modules which are progressive.



YEAR 9 OPTIONS

