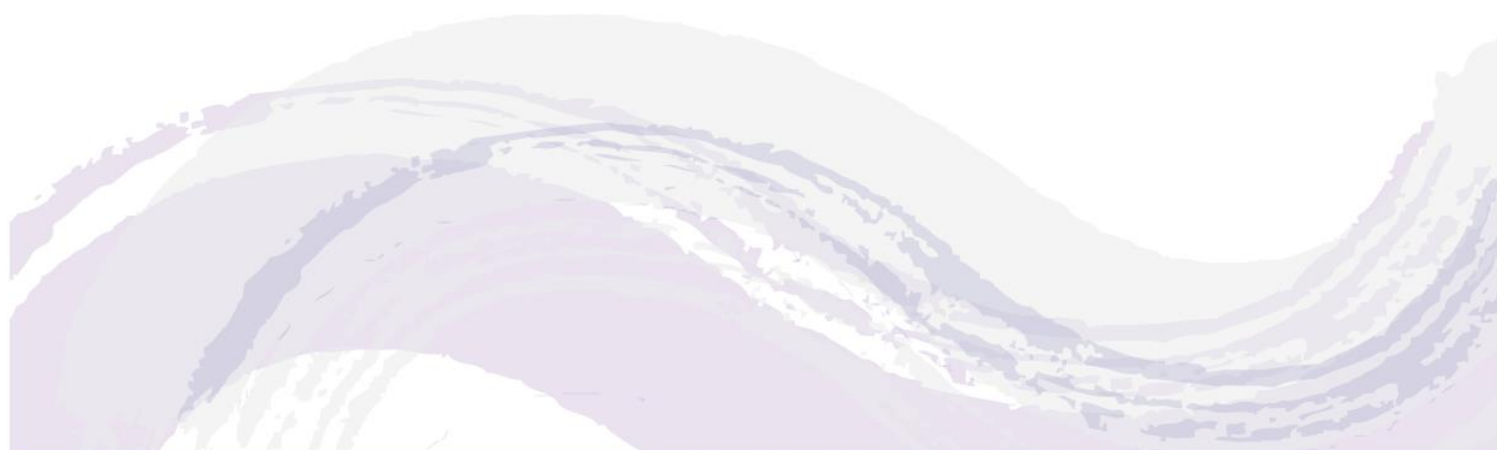




If you can dream it...
Ysgol Bae Baglan School

Ysgol Bae Baglan Year 9 Learning Pathways Option Information 2024 - 2026



Foreword

Introduction from the Headteacher

This is an extremely important time in your educational journey. The decisions you take now regarding which subjects you want to follow into Years 10 and 11 could, potentially, impact on the choices you make when you leave Ysgol Bae Baglan. Therefore, it is vital that you make the right choice for yourself – not because of what your friends are doing or because you think a subject will be easy.

Many of you will find this difficult because you do not know what you want to do when you leave school. Don't worry at this stage. Make sure you take lots of advice from your form teacher, Heads of Department, Head of School or Deputy Head. Keep your options as broad as possible so that you do not reduce the opportunities available to you after Ysgol Bae Baglan.

This booklet sets out to tell you and your parents more about what subjects and courses are on offer for you here at Ysgol Bae Baglan. Read it carefully. Some subjects change significantly between Years 9 and 10, so find out all about them before you decide. There are also some subjects on offer that you won't have studied before.

My goal is to ensure that all my pupils at Ysgol Bae Baglan leave school and go onto further education, training or employment so it is essential that the courses you choose best suit you. I will ensure that you get the best possible teaching, facilities and support to help you achieve your potential and go on to play an active role in our society.

Remember if you are struggling with your choices – ask. We are here to help!



Richard Rees
Headteacher



The Aims of The School

As a comprehensive school, the basic aim at Ysgol Bae Baglan is to seek the maximum development of each and every pupil. To achieve this, we aim to provide a quality educational experience for all pupils in terms of the curriculum, styles of teaching and learning, resources and extra-curricular activities. The school seeks to provide equal opportunities for every pupil to pursue courses appropriate for their age, aptitude and interests in order that they might develop to their full academic potential.

In Years 10 and 11 pupils should follow courses which cover a wide range of disciplines in order to provide as broad a base of experience as possible. This will enable them to progress and take advantage of all the possible academic and vocational courses available post 16. Qualifications are vital in this process and it is therefore our expectation that all pupils will sit external examinations.

A Balanced Curriculum

The curriculum at Key Stage 4 has been designed to fulfil the aims of the school and to meet the statutory requirements of the National Curriculum.

(a) Core Subjects

Every pupil in Years 10 and 11 will follow courses in English, Mathematics, Numeracy, Science, Religious Education, Welsh and The Skills Challenge Certificate, with all leading to an appropriate qualification. In addition, there will be compulsory lessons in Physical Education / Health and Fitness.

(b) Option Structure

In addition to the compulsory subjects taken in Years 10 and 11, students must select three optional subjects to study and two reserve choices. At this stage of the process it is not possible to guarantee that 100% of the subject choices can be met.

Parental Support

If we are to try and get the best from each individual pupil, then it is very important that parents and the schoolwork closely together. Co-operation between the home and the school should ensure that pupils are well motivated, and that progress is carefully monitored. Parents' Meetings will be held when pupils are in both Years 10 and 11. However, parents should not hesitate to contact Mr. G Williams, Mrs. S Rogers or Mr. M Bowring should they have concerns regarding their child and their selection of subjects. Subject teachers, for their part, will inform parents whenever they feel that the required progress is not being made.



Homework Policy

Homework is regarded as an essential part of the school day and is compulsory for all pupils. Whilst we do not believe in the inflexibility of a fixed homework timetable, we do expect our pupils to organise their time and complete the work set. Homework can be defined as any written or learning work set coursework by the subject teacher for completion at home. With nearly all examination courses, project work completed in the pupil's own time is increasingly expected. Therefore, as pupil's progress through the school they will receive an increased amount of homework which will take progressively longer to complete to the required standard. In addition, private study and careful revision are essential if pupils are to be successful. Parents will receive notification of any set homework via the Show My Homework app that the school uses.

It is of the greatest possible help to the school and its pupils if parents encourage and take a positive interest in their children's work. If possible, parents should provide pupils with a quiet area or room in which to work. Also, they should check regularly all their children's exercise books and files to ensure that work is being properly completed to the appropriate standard.

Why Choose in Year 9?

Your child will have completed nearly three years at Secondary School and will have experienced a wide and varied curriculum and at this stage in their education they now have the opportunity to study fewer subjects but in more depth. In some cases, they may choose not to follow subjects they dislike or find difficult; they may also be able to study subjects that have not been offered until now. The aim is to secure a balanced curriculum which enables them to design a learning pathway for themselves which takes into consideration their interests and career aspirations.

Why Have Options?

We want to encourage our pupils to make decisions which will affect their future lives and to take responsibility for their own learning. In addition, giving pupils choices about what they study should mean that they are more motivated to work hard and do their best to succeed. It may help pupils to stay interested and engaged in learning and let them gain experience in making important decisions.



Choosing Subjects

The choice of subjects for the next two years requires much thought and consideration. Pupils will need to look at their own skill set, strengths and interests and match these to the subjects on offer. Every pupil will receive guidance to ensure that they have chosen wisely. They will receive advice from their subject teachers and form teachers. There will be opportunities for further discussion after option choices have been made to ensure that every pupil has chosen the subjects best suited for them. Decisions will lead to a two-year commitment, so a lot of thought and discussion is needed. Consider what you are good at and what you enjoy. Below is a list of questions which individuals might consider before committing themselves to subject combinations.

- **Do I enjoy the subjects I have chosen?**
You will probably try harder at subjects you like and will gain more enjoyment from doing them.
- **Am I good at them, especially in the examination situation?**
You will stand a better chance of getting good results and examination success in these subjects.
- **What kind of work will have to be done in the different courses?**
Some courses have controlled assessment tasks / coursework tasks and examinations, some examination only and some no examinations.
- **Have I chosen the best combination of subjects for my future career?**
Have you an idea of the career you might wish to follow? If so, you may need to select a specific combination of subjects.
- **Aim at a balance**
Try to choose a balance of subjects and also courses that suit your particular capabilities, work to your strengths.
- **Would all courses be suitable for you?**
Talk to your teachers about what level of course is appropriate for you. There are differentiated papers at GCSE, in most subjects, and your teachers will give you advice.
- **Can I choose the same subject as my friends?**
Friends often discuss choices and choose subjects together. This is fine if both of you really want to do the subject but remember the subjects you choose will be studied for 5 hours per fortnight for two years, which is a lot of lessons if you don't like a subject. It is a long time to be unhappy.

Remember do not choose a subject because your friend has chosen it and do not choose a subject because you like the teacher.

Making Choices Parent / Carer Support

As a parent / carer you have an important role to play in helping your child to make his / her own decisions. You as the parent / carer have the greatest influence on your child's decisions and future, but remember it is your child who has to do the course and it is of no value if they do it for your sake and not their own.

How can you help?

Perhaps for the first time your child is being asked to make major educational decisions; decisions on subjects that may be completely new or at least may still not be fully understood. You can help by making the issues clear.

Which way now?

Please take time to go through this booklet with your child. It will answer many questions for you.

Which subjects are offered?

Take time to discuss with your child the content and nature of the subjects described in this booklet. Help them to make decisions on what is important for them. Help them to realise that they are making a commitment for at least two years.

What subjects does your child like?

This is a good indication of possible career paths. Make sure that your child understands why he / she likes or dislikes a subject. Reasons often given are: the nature of the work suits them best; they find it interesting etc; I need the subject for my chosen career path, but sometimes they say that they like their teacher or that their friends are doing the subject. Ensure that a subject is chosen for the right reasons.

Which subject(s) does your child need?

This is most probably the most difficult area to give advice as children often change their minds as their knowledge and experience of the outside world widens. Even if your child does not have a definite idea on a career, and most don't, take into account that if certain subjects are dropped now it will be difficult to follow certain subjects in the future. Try to get your child to state interests in broad terms rather than specific subjects or occupations and help them to find out which subjects are needed for a particular career path.



Attendance

It is essential that students have good attendance records during their final years at school. Missing school means that valuable learning time has been lost, interrupting progress. We have set a target of 95% for all students and our strict monitoring procedures show the importance we attach to good attendance. There is a very clear link between good attendance and good results. Remember that 80% attendance means your child is losing a day a week of school – or a whole year out of five years at secondary school. We are sure you would not want your child to be at a disadvantage compared with others, so we expect your support in insisting on good attendance.

Public Examination Policy

The school prepares pupils for GCSE and Vocational examinations entering pupils with the relevant examining boards, depending on the subject taken.

The decision as to which examinations the pupils should take together with levels/tiers will be arrived at by consultation involving pupils, staff and parents.

Controlled assessment tasks, field studies, project work and practical work form an important part in individual subject assessment. Work not completed and not submitted for marking by the set deadlines will only be accepted in exceptional circumstances at the discretion of the school.

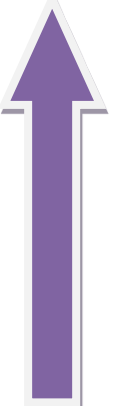
The decision to enter your child for public examinations is taken by the school.

There is a fee to be paid for each examination. The school meets the cost of this fee when your child is entered for the first time. If your child misses an exam, without a valid medical reason, then you will be liable for this fee. The school will be able to provide you with further details.



14-19 Learning Pathways

The Options Menu provided in Ysgol Bae Baglan addresses all learning domains and supports and meets the needs of pupil's post 16 pathway, providing the platform to continue their studies or training, or engage in employment opportunities. In addition to the more traditional G.C.S.E. options, Vocational based courses have been included within the Options Menu e.g. Sport, ICT, Engineering, Construction, Vehicle Technology and Hairdressing. These are now classified as IVET's which is either general or vocational education and training carried out in the initial education system, usually before entering working life.

	Level 2	GCSE Grades A* / A / B / C Vocational Grades L2 Distinction* / L2 Distinction / L2 Merit / L2 Pass.
	Level 1	GCSE grades D / E / F / G Vocational Grade L1 Distinction* / L1 Distinction / L1 Merit / L1 Pass. Level 1 Pass
	Entry Level Qualification	Entry 1, Entry 2 or Entry 3

At post 16 pupils can continue with their individual learning pathway, progressing onto the next level e.g. from Level 1 to Level 2 or from Level 2 to Level 3.

On the following pages you will find all the subjects on offer listed alphabetically. To start there are also some compulsory subjects that all pupils must follow.

Equal Opportunities

We wish to draw to the attention of all parents that Equal Opportunities exist for all pupils to study any of the subjects on offer at YBB. Remember any subject is of little value if your child does not enjoy it and cannot achieve a high degree of success and enjoyment. Accept that your career aspirations for them and their aspirations for themselves may not be the same. Very few young people have definite ideas on which career path they want to take.

What do I do now?

Look through the subject's one at a time. Read the information very carefully, speak to your teachers and find out as much as you can about the subjects you are interested in.

At the end of this booklet is your choice sheet and it is here that you record your preferred choices along with 1 reserve choice. Once you are happy with your choices please ensure that they are submitted between **Monday January 15th and Friday January 26th 2024** using the Option selection form which can be accessed [here](#).

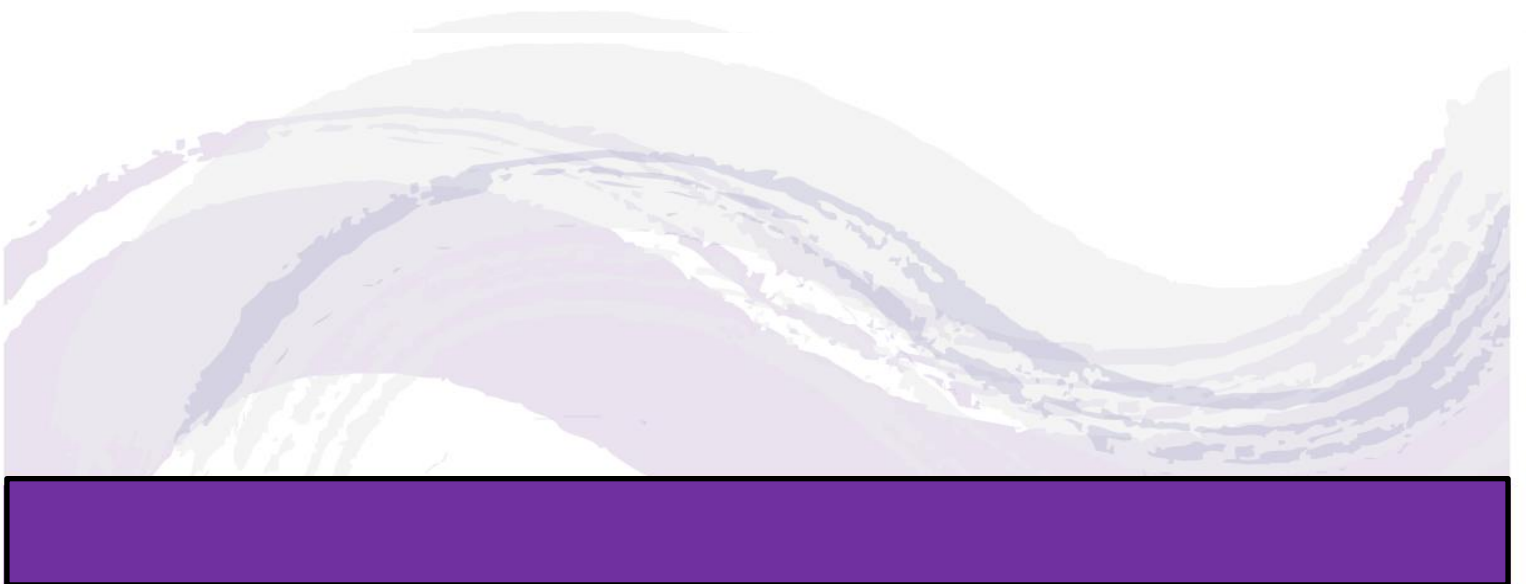
The Key Stage 4 Curriculum

Please note that any of the courses shown may be withdrawn if the group size is not viable

	Lessons per fortnight	Subjects
Compulsory Subjects	4	GCSE Cymraeg
	7	GCSE English Language and Literature
	7	GCSE Numeracy and Mathematics
	3	GCSE Religious Studies
	9	GCSE Science
	3	Skills Challenge Certificate
Optional Subjects	5	GCSE Further Additional Mathematics
	5	GCSE Art and Design
	5	GCSE Art – Photography
	5	GCSE Art – Textiles
	5	Level 1/2 Business and Enterprise
	5	GCSE in Digital Technology
	5	Pathways Certificate for IT Users
	5	Level 1/2 Award in I&CT
	5	Level 1/2 Award in Constructing the Built Environment
	5	GCSE Drama
	5	Level 2 in Engineering
	5	Level 1/2 Global Business Communication (French)
	5	GCSE Geography
	5	Level 2 Certificate in Hair Services
	5	GCSE Health & Social Care & Childcare
	5	GCSE History
	5	Level 1/2 Award in Hospitality and Catering
	5	GCSE Music
	5	GCSE Physical Education
	5	GCSE Product Design
	5	GCSE Science - Triple Award
	5	GCSE Spanish
	5	Level 1/2 Award in Sport and Coaching Principles
	5	Level 2 Vehicle Technology
	5	Life Skills / Basic Skills

Learning Pathways

Compulsory Subjects



Qualification type	GCSE
Exam board	WJEC
Assessment	2 Reading and writing examinations 25% each examination, 2 Oral examinations 25% each task.

Following this course will enable pupils to understand and use the language for a variety of purposes and audience. It will develop language learning skills to enable pupils to communicate and interact confidently and spontaneously. The course will enable pupils to use Welsh in further studies, in the workplace and in their communities.

Course outline

Unit 1 – Oracy response to visual stimulus - 25% (Speaking 10% listening 15%)

Non- examination assessment: 6-8 minutes (pair) 8-10 (group of three)

The visual stimuli will be provided by WJEC, the assessment will consist of two parts –

- Watch a video clip (approx. 2 minutes) twice and complete the related sheet.
- Discussion between the pair/group on the topic viewed.

Unit 2 – Communication with others -25% (Speaking 20% listening 5%)

Non- examination assessment: 6-8 minutes (pair) 8-10 (group of three)

A discussion in pairs/groups of three based on triggers such as a combination of graphs, pictures and short reading texts provided by WJEC.

Unit 3 - Written examination 1 hour 30 minutes - 25% (Reading 15%, writing 10%)

Various tasks including translation English to Welsh, proof reading (correction) and writing tasks.

Unit 4 - Written examination 1 hour 30 minutes - 25% (Reading 10%, writing 15%)

Various reading tasks with non-verbal and written responses and writing tasks.

Assessment

50% of the course is based on oral tasks. All pupils will be recorded as samples are required by the WJEC.

Career prospects

Most employers now state that Welsh is desirable for employees.

Link to exam board

<http://www.wjec.co.uk/qualifications/welsh-second-language/>





Cymraeg

11

Qualification type

Entry Pathways Qualification

Exam board

WJEC

Assessment

Non examination based course, learners are assessed on the skills highlighted

Learners who are unable to follow the GCSE course are advised to follow this course, this will enable pupils to understand and use the language for a variety of purposes and audience. It will develop language learning skills to enable pupils to communicate and interact simply with others. The course will enable pupils to use Welsh in further studies, in the workplace and in their communities.

Course outline

Pupils will be assessed throughout the course on the following skill-

Communicating

Learners will be audio recorded introducing themselves to the teacher, having a conversation with a friend and an interview with the teacher.

Reading

Learners will be required to select facts from passages and express a simple opinion.

Listening to understand others

Learners will need to select facts heard when listening to an individual or a group of speakers.

Preparing for the world of work

Learners must show evidence of recording relevant data, a conversation with the teacher and listen to information.

Writing

Learners must be able to write about themselves simply, in short sentences and express opinions.

Assessment

All assessments are internally assessed.

Career prospects

Most employers now state that Welsh is desirable for employees.



Qualification type	GCSE
Exam board	WJEC
Assessment	Oracy 20%, Description, Narration and Exposition 40%, Argumentation, Persuasive and Instructional 40%

Course outline

Unit One: Oracy (20%)An 'Individual Researched Presentation'

You will participate in an individual oral activity by presenting information on any aspect or aspects relating to one of the following themes: 1. Wales 2. Leisure 3. The World of Work 4. The World of Science/Technology 5. Citizenship

A group 'Responding and Interacting' discussion on set WJEC stimulus.

In your group discussion you will show that you can participate in oral activities with others in order to express and corroborate an opinion. A recording of your contributions will be made.

Unit Two: Description, Narration and Exposition (40%)

This unit consists of a 2 hour exam testing your understanding of a range of fiction and non-fiction texts. You will be assessed through a range of structured questions (similar in structure to the PISA tests and the National Reading Tests you have sat in years 7 to 9). This section will also include an editing task.

You will have to complete one writing task from a choice of two, (narration, description or exposition) and a proofreading task.

Unit Three: Argumentation, Persuasive and Instructional (40%)

This unit consists of a 2 hour exam testing your understanding of a range of non-fiction texts, assessed through a range of structured questions (similar in structure to the PISA tests and the National Reading Tests you have sat in years 7 to 9).

You will have to complete two writing tasks, (one argumentation and one persuasive).

Assessment

English Language is a single tier GCSE. Each oral assessment is worth 10% and will be marked /40 by your English teacher. The remaining 80% of the course is examined through **two** 2-hour exams composed of reading and writing tasks which are marked by external examiners.

Career prospects

English Language is invaluable for your future no matter what you are aiming for. A good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, English Language is a must have subject for college, university, work and life!

From Architecture to Zoology, GCSE English will help you to:

- work independently
- be creative
- think critically
- communicate your ideas with confidence
- think logically.

Get your dream job! GCSE English Language could help you land that dream job... sports journalist – lawyer – film director – public relations executive – fashion journalist – author – newsreader – politician – actor – architect – creative director – scriptwriter.

Link to exam board

<http://www.wjec.co.uk/qualifications/english/english-gcse/index.html>

Qualification type	GCSE
Exam board	WJEC
Assessment	Different Cultures Prose and Contemporary Poetry 35%, Literary Heritage Drama and Contemporary Prose 40%, Shakespeare and Welsh Writing in English 25%

Course outline

Unit One: Different Cultures Prose and Contemporary Poetry (35%)

This unit requires you to read a text from a different culture and explore, respond to and compare two contemporary poems. You will be examined in this unit in either the June of Year 10 or the January of Year 11.

Unit Two: Literary Heritage Drama and Contemporary Prose (40%)

This unit requires you to study a play and a novel from a list specified by the WJEC. You will be examined in this unit at the end of the course in Year 11.

Unit Three: Non-Examination Assessment (25%)

There will be two written non-examination assessments: A comparison of two Welsh poems from a list stipulated by the WJEC and a study of a Shakespeare play on a title stipulated by the WJEC.

Assessment

English Literature is a tiered GCSE with both Higher and Foundation papers. Unit One and Unit Two are both assessed through a 2-hour exam paper. These will test your ability to analyse extracts from your set texts, respond to unseen poetry and write an essay on either a theme or character from your set texts. They will be marked by an external examiner. You will be assessed on your knowledge of the contexts of the Different Cultures Prose and Literary Heritage Drama. Unit Three will be assessed through two non-examination assessments (one on a Shakespeare play and one on a comparison of poems). These will be marked /24 by your English teacher and moderated by the WJEC.

□Your spelling, punctuation and grammar will be taken into account in your essay responses.

Career prospects

Studying English Literature helps to sharpen your analytical skills. If you can take a text and find the themes plus connect it with other texts, theories and historical events, you are showing that you can handle complex ideas, search for patterns and interpret information in a wider context. You will also develop your planning and research skills as well as gain knowledge of history, culture, philosophy and even human behaviour. English Literature is one of those subjects that employers like to see on a CV. The skills you learn from studying English Literature are marketable in most careers and can be easily transferred from one role to another. Pupils who have studied English Literature typically end up working in all kinds of roles including teaching, communications, marketing and commercial writing, to name a few.

Link to exam board

<http://www.wjec.co.uk/qualifications/english/english-literature-gcse/index.html>

Qualification type	GCSE	14
Exam board	WJEC	
Assessment	Examination Non-Calculator 50%, Examination Calculator 50%	

Course outline

GCSE Mathematics Numeracy will build on the standards in Numeracy reached in key stage 3. The course will focus on elements of mathematics that pupils may need in their everyday lives.

The content of the course will include topics in Number work, Measure and Statistics, Geometry, Probability and some aspects of Algebra. The focus of each topic will be how it is applied in a real-life context.

The course will enable learners to:

- develop knowledge, skills and understanding of mathematical and statistical methods required for everyday life
- select and apply mathematical and statistical techniques for real life problems
- use mathematics to represent, analyse and interpret information
- develop multiple strategies to solve real life problems
- interpret mathematical results, making and justifying conclusions
- communicate mathematical information in various forms

The course will help all learners develop confidence in mathematics, understanding its importance and relevance in their everyday lives.

Assessment

There are three tiers of entry for this qualification:

Higher Tier: Grades A* - C; Intermediate Tier: Grades B - E and Foundation Tier: Grades D – G.

Pupils must sit a non-calculator (unit 1) and calculator (unit 2) paper in the same tier. Each unit makes up 50% of the overall qualification.

Each examination will assess pupils in three different assessment objectives:

AO1: Recall of mathematical knowledge (weighting: 15%-25%)

AO2: Selecting and applying methods in a real-life context (weighting 50%-60%)

AO3: Interpreting and analysing problems and finding strategies to solve them (weighting 20%-30%)

Career prospects

Mathematics-Numeracy is a subject that is necessary for a large range of careers and it can open up a variety of opportunities in many different fields. It contributes to pupils overall Welsh Baccalaureate qualification and is a requirement for the majority of further education institutions.

The focus on relevant mathematics useful for the real world means this course prepares pupils for aspects of mathematics they are likely to encounter as twenty-first century citizens.

Link to exam board

<http://www.wjec.co.uk/qualifications/mathematics/mathematics-gcse/index.html>

Qualification type	GCSE
Exam board	WJEC
Assessment	Examination Non-Calculator 50%, Examination Calculator 50%

Course outline

GCSE Mathematics will focus on extending pupils in areas needed for progression to scientific, technical or further mathematical study. The course will overlap with GCSE Mathematics Numeracy significantly and will contain all elements of GCSE Mathematics Numeracy (Number work, Measure and Statistics, Geometry, Probability and some aspects of Algebra) as well as additional topic areas in Algebra, Geometry and Probability.

The focus for assessment in each topic will involve questions that are either in or out of a real-life context. The course will enable learners to:

- develop knowledge, skills and understanding of mathematical methods required for progression into mathematics-related disciplines.
- make connections between different areas of mathematics
- select and apply mathematical techniques for both real life and mathematical problems.
- reason mathematically and construct simple proofs
- develop and refine strategies to solve both real life and mathematical problems
- interpret mathematical results, making and justifying conclusions
- communicate mathematical information in various forms

The course will help all learners develop confidence in mathematics, and prepare them for progression into other mathematics-related disciplines.

Assessment

There are three tiers of entry for this qualification:

Higher Tier: Grades A* - C; Intermediate Tier: Grades B - E and Foundation Tier: Grades D – G.

Pupils must sit a non-calculator (unit 1) and calculator (unit 2) paper in the same tier. Each unit makes up 50% of the overall qualification.

Each examination will assess pupils in three different assessment objectives:

AO1: Recall of mathematical knowledge (weighting: 50%-60%)

AO2: Selecting and applying mathematical methods (weighting 10%-20%)

AO3: Interpreting and analysing problems and finding strategies to solve them (weighting 25%-35%)

Career prospects

Mathematics is a subject that is necessary for a large range of careers and it can open up a variety of opportunities in many different fields. It develops skills in problem solving, logical thinking, communication, data handling and interpretation. These skills are useful in any career and as such Mathematics remains a requirement for the majority of employers and further education institutions.

Link to exam board

<http://www.wjec.co.uk/qualifications/mathematics/mathematics-gcse/index.html>

Qualification type	GCSE	16
Exam board	WJEC	
Assessment	Religion and Philosophical Themes exam 50%, Religion and Ethical Themes exam 50%	

Course outline

Pupils study two courses which combined create a full GCSE in Religious Studies. The course consists of two papers sat in the summer of year 10 and the summer of year 11. Year 10 pupils will cover 'Religion and Philosophical Themes' and Year 11 cover 'Religion and Ethical Themes'. Religion and Philosophical themes covers many modern social issues ranging from 'Beliefs in the after-life' to 'Crime and Punishment' and looks at major moral ethical issues such as belief in Good and Evil and the nature of Suffering. Religion and Ethical Themes covers social issues ranging from 'Relationships' in which pupils study the concept of marriage and divorce to 'Prejudice and Discrimination' which covers both social and moral aspects of racism and issues of wealth and poverty. Students must demonstrate an ability to argue their opinion on these difficult problems and must appreciate other points of view. They look at Christian, Jewish and Humanist attitudes to these issues. Pupils are assessed throughout the key stage including annual examinations.

Assessment

WJEC Unit 1: Religion and Philosophical Themes -Exam 50%

WJEC Unit 2: Religion and Ethical Themes - Exam 50%

A*-G Grades.

Career prospects

Teaching; Social work; Medicine; Law; Armed forces; Public Relations; Media Studies; Social work; Police; Politics; Religious worker; Charity work.; Retail.

Link to exam board

<http://www.wjec.co.uk/qualifications/religious-studies/religious-studies-gcse/>



Qualification type	GCSE (Short Course)
Exam board	WJEC
Assessment	Religion and Philosophical Themes exam 50%

Course outline

Pupils study one course creating a short course GCSE in Religious Studies. The course consists of one paper sat during the summer of year 11. Religion and Philosophical Themes covers many modern social issues ranging from 'Belief in the after-life' to 'Crime and Punishment' and looks at major moral ethical issues such as belief in Good and Evil and the nature of suffering. Students must demonstrate an ability to argue their opinion on these difficult problems and must appreciate other points of view. They look at Christian, Jewish and Humanist attitudes to these issues. Pupils are assessed throughout the key stage including annual examinations.

Assessment

WJEC Unit 1: Religion and Philosophical Themes – Exam 50%
A*-G Grades.

Career Prospects

Teaching; Social work; Medicine; Law; Armed forces; Public Relations; Media Studies; Social Work; Police; Politics; Religious worker; Charity work; Retail.

Link to exam board

<http://www.wjec.co.uk/qualifications/religious-studies/religious-studies-gcse>

Entry Pathways in Humanities

Course Outline

Entry Pathways in Humanities is a qualification which can be achieved by pupils who find the GCSE course challenging. This course offers an Entry 3 in Humanities. Pupils study four units over a two year course, these are Religious Festivals, Places of Worship, Important Ceremonies and Prejudice and Discrimination. This course is 100% coursework which the majority of it being completed electronically.

Assessment

Portfolio of work for each unit

Link to exam board

<https://www.wjec.co.uk/qualifications/humanities/index.html>



Qualification type	GCSE (Double Award Wales)
Exam board	WJEC
Assessment	See below

Within the statutory Science requirements at YBB we offer 2 different qualifications designed to meet the ability level of each individual pupil.

Course outline

This WJEC GCSE Science (Double Award) specification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society.

Studying GCSE Science (Double Award) provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed
- diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

These key ideas are relevant in different ways and with different emphases in the three subjects as part of Science (Double Award): examples of their relevance are given for each subject in this specification.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1 – Biology 1 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 2 – Chemistry 1 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 3 – Physics 1 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 4 – Biology 2 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 5 – Chemistry 2 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Unit 6 – Physics 2 (Double Award) written examination worth 60 marks which is 15% of the final qualification.

Each of the 6 units is a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 7 - Practical Unit 10% of qualification. This practical assessment that will be carried out in school but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment.

Career Prospects

- Interested in people and how the mind works? You could become a clinical psychologist.
- Do you live for football? Then sports science could be the job for you.
- Like the idea of designing and building structures? Perhaps you are an engineer?
- If you want to be involved in combating diseases and treating people who are ill, how about a career in medicine?
- Dentistry is a great choice if you want to put a smile on people's faces.
- Love music, but don't fancy appearing on Pop Stars? Music technology is a very popular choice.
- Are you obsessed by animals? Animal health is a great career choice for anyone who wants to improve their lives

Link to exam board

[http://www.wjec.co.uk/wjec-gcse-science-double-award-spec-from-2016%20\(28-05-15\).pdf?language_id=1](http://www.wjec.co.uk/wjec-gcse-science-double-award-spec-from-2016%20(28-05-15).pdf?language_id=1)



CourseOutline

The WJEC GCSE Applied Science (Single Award) specification utilises a context led approach to science learning and assessment. It provides learners with a broad, coherent, practical, satisfying and worthwhile course of study.

Studying the GCSE Applied Science (Single Award) provides insight into, and experience of how science works, whilst stimulating learners' curiosity and encouraging them to develop an understanding of science, its applications and its relationship to the individual and society.

This WJEC GCSE Applied Science (Single Award) specification will enable learners to develop:

- knowledge and understanding of key areas of science and its application
- interest in, and enthusiasm for science
- competence and confidence in a variety of practical, mathematical and problem solving skills
- understanding of the scientific process
- practical, problem-solving, enquiry and scientific modelling skills and understanding in laboratory, and work-related contexts
- understanding of the relationships between data, evidence and explanations and their ability to evaluate scientific methods, evidence and conclusions
- understanding of how society makes decisions about scientific issues
- communication, mathematical and technological skills in scientific contexts.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles set in meaningful contexts enabling them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: (Single Award) SCIENCE IN THE MODERN WORLD Written examination: 1 hour 30 minutes 40% of qualification 75 marks

- A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context.

Unit 2: (Single Award) SCIENCE TO SUPPORT OUR LIFESTYLES Written examination: 1 hour 30 minutes 30% of qualification 75 marks

- A mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context.

Unit 3: (Single Award) TASK BASED ASSESSMENT 20% of qualification 60 marks

- A task based assessment which will be externally assessed by WJEC. It will take place in the second half of the autumn term in year 11 (November – December).

Unit 4: (Single Award) PRACTICAL ASSESSMENT 10% of qualification 30 marks

- Practical assessment that will be carried out in centres, but will be externally marked by WJEC. It will take place in the first half of the spring term in Year 11 (January – February).

Link to exam board

<https://www.wjec.co.uk/qualifications/science/gcse/applied-science-single-gcse-2016/>

Course outline

All current Year 9 pupils will undertake the Skills Challenge Certificate as part of their KS4 studies.

The central focus of the SCC 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.

Through the course learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the SCC provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

Assessment

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

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

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National Level 2 graded A*-C or Foundation Level 1 graded Pass.

Link to exam board

https://www.wjec.co.uk/qualifications/welsh-baccalaureate-national-foundation/#tab_overview



LEARNING PATHWAYS

OPTION SUBJECTS





Pupils who opt for Further Additional Mathematics will study the Additional Mathematics, Award in Mathematics and Statistics course as outlined on pages 24-26

Additional Mathematics

Qualification type	Level 2 Certificate in Additional Mathematics
Exam board	WJEC
Assessment	100% Terminal Examination

Course outline

The specification is designed to stretch the most able candidates for GCSE Mathematics. It also provides an appropriate and fulfilling course for those who have sat GCSE Mathematics a year early or are planning to follow a mathematics course at AS level or a related discipline post-16. It is also envisaged that the course will strengthen considerably the formal techniques necessary for further study and hence narrow the perceived gap between GCSE and post-16 qualifications.

The subject content for WJEC Level 2 Certificate in Additional Mathematics consists of: Algebra, Coordinate geometry, Mensuration, Calculus, and Trigonometry all of which are developed to Advanced level standard.

Assessment

The scheme is not tiered and a candidate's result will be reported as distinction, merit or pass. Candidates failing to achieve a pass will not receive an award.

The examination will be available in the summer series only. The assessment will take into account the quality of written communication and evaluation of mathematical techniques.

Career prospects

This course is designed to provide a route of progression through the subject leading to AS/A Mathematics. It will also help students prepare for some Higher Education courses with a mathematical expectation. This is the second additional Mathematics qualification and will thoroughly prepare a candidate for A level. It is an outstanding benchmark to determine suitable for study at Advanced Level.

Link to exam board

http://www.wjec.co.uk/uploads/publications/10996.pdf?language_id=1



Qualification type	Level 2 Award
Exam board	Edexcel
Assessment	100% Terminal Examination.

Course outline

There are two different awards in Mathematics, Algebra, and Number and two assessment opportunities per year, January and June. The awards are small stand alone qualifications that enable a student to develop a proficiency in an area of Mathematics. Roughly half the size of a GCSE they fit into existing programmes of delivery and help students to progress to GCSE, AS/A level or further study. The level 3 Awards are worth 7 UCAS points.

Pupils will be expected to sit an award during the two year GCSE period. This will be an Algebra Award to supplement Additional Mathematics in Year 11. There are currently no other centres in Wales following these courses so they offer a unique opportunity for pupils to develop a qualification set for further study.

Assessment

It is set in January and June of each year, Every level of Award is graded pass or fail and is designed to sit as a stand alone qualification to work alongside existing studies. The qualifications help develop understanding in key areas related to other Mathematical courses.

Career prospects

This course is designed to provide a route of progression through the subject leading to AS/A Mathematics. It will also help students prepare for some Higher Education courses with a mathematical expectation.

Link to exam board

<https://qualifications.pearson.com/en/qualifications/edexcel-awards-in-mathematics/statistical-methods>

<https://qualifications.pearson.com/en/qualifications/edexcel-awards-in-mathematics/algebra.html#t>



Qualification type	GCSE
Exam board	AQA
Assessment	100% Terminal Examination

Course outline

This specification aims to attract candidates to study Statistics by offering an interesting and stimulating programme of study. Candidates will have the opportunity to develop their knowledge and understanding of statistical thinking and practice, and an understanding of how Statistics are used in the real world. There are two tiers of entry but are graded using the 9-1 English exam board system, as this is English board Qualification, Higher tier up to 9 grade A* equivalent and Foundation tier up to a 5 equivalent C grade. Sections of the course overlap and extend thinking critically for the Mathematics and Numeracy GCSE and provide a sound base to extend Mathematical knowledge further. The main areas of focus are Data Collection, Tabulation and Interpretation, Data Analysis and Interpretation, planning a strategy for investigation and Probability. A scientific calculator is required for this course.

Assessment

GCSE Statistics consists of two units, both of which are examination at either Foundation or Higher tier. The terminal examination at both tiers examines all work covered during the course and a focus on the practical application of Statistics.

Career prospects

GCSE Statistics could lead on to further study in Statistics at A-level or other related subjects such as Mathematics, Further Mathematics and the Social Sciences.

It could lead to higher study in subjects such as: Computer Science, Biochemical Sciences, Natural Sciences, Anthropology, Geography, Engineering, Medical Science, Psychology, Sociology, Linguistics, Politics, Economics, Law, Accountancy and Management.

Link to exam board

<https://www.aqa.org.uk/subjects/mathematics/gcse/statistics-8382>



Qualification type	GCSE	
Exam board	WJEC	
Assessment	Portfolio - 60%	Exam - 40%

Course outline

The WJEC GCSE Art and Design provides engaging, challenging, clear and meaningful learning experiences through a flexible structure that develops pupils' creative skills. Our department offers a programme of study which broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the course is to continue pupils' enthusiasm for Art, Craft and Design and, through a broad introductory of creative, critical, practical skills that enable students to gain a clear understanding of a range of practices and contexts in the visual arts, crafts and design fields. As a department, we will build on previous experiences at KS3 and develop the students' skills into a mature, imaginative and personal portfolio of outcomes. When possible, we shall arrange visits to local areas of interest to encourage students to use first hand experiences when producing outcomes and building up a successful portfolio. We will also plan gallery visits to ensure students can understand existing and traditional art practitioners.

Assessment

There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression of Art, Craft and Design. Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

- AO1 - Critical understanding
- AO2 - Creative making
- AO3 - Reflective recording
- AO4 - Personal presentation.

Students must be aware that they should be able to work independently and demonstrate an enthusiasm for the subject. They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.

Career prospects

GCSE art and Design students will have the opportunity to develop a wide range of essential skills required for further and higher education, as well as employment. A selection of creative opportunities are:

Animator, Architect, Architectural technician, Art editor, Art therapist, Cake decorator, Ceramics designer-maker, Clothing alteration hand, Community arts worker, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Furniture designer, Glass engraver, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Landscape architect, Make-up artist, Model maker, Museum curator, Photographer, Product designer, Prop maker, Set designer, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser, Web designer and much more.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>

Qualification type	GCSE
Exam board	WJEC
Assessment	Portfolio - 60% Exam - 40%

Course outline

The course is defined as the practice of creating still or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. Students undertaking the photography title are required to demonstrate the knowledge, skills and understanding set out through areas of study relevant to their unit title (provided by teacher). Areas of study include:

Documentary photography, Photo-journalism, Studio photography, Digital photography, Location photography, Experimental imagery, Installation, Moving image: film, video and animation.

Work is not limited to one area of study.

Any students opting for the course must consider the following:

- It is desirable that they have access to their own camera/camera phone along with access to those images through either a USB lead, internet access to send either at home, class or on the go.
- Should be able to work independently and demonstrate an enthusiasm for the subject.
- They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.
- Having access to a printer at home will extend their portfolio further.
- Students are required to produce extensive photographic images outside of the classroom. This means extra independent work in their own time. Lessons may often be aimed at theory and written analysis with an expectation of personal images being brought in to support lessons.
- An ability to draw ideas is essential and part of the mark criteria, the quality of their drawing is not important, it is an indication of the processes from idea through to outcome.
- Experimentation of techniques such as multimedia, mixed media and manipulation will be encouraged throughout the course.

Assessment

Unit 1 Portfolio - 60%

Unit 2 - Examination task - 40%

Career prospects

Students are encouraged to develop the experiences of the course at further and higher education. Many options are available to students after building up their knowledge and understanding of the subject. Examples of areas in employment are: Film and broadcasting, fashion, marketing, web design, wedding photographer, advertising, journalism, scientific and medical, cooperate design etc.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>

Qualification type	GCSE
Exam board	WJEC
Assessment	Portfolio - 60% Exam - 40%

Course outline

The course is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. There will also be a contemporary insight into the world of textiles and its relevance/importance on today's world. Students undertaking the textile design course are required to demonstrate the knowledge, skills and understanding of the subject through areas of study relevant to textile design. Areas of study can include:

- Fashion design
- Soft sculptures
- Costume design
- Wall hangings
- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Installed textiles
- Soft furnishings
- Hand and machine stitching.

Work is not limited to one area of study.

Assessment

There are 4 areas of assessment, each equally important as they emphasise the qualities of the individual and their expression of Art, Craft and Design. Each Assessment Objective is 25% of the overall grade, so appropriate time is required to be spread amongst all areas to achieve the desired GCSE level.

- AO1 - Critical understanding
- AO2 - Creative making
- AO3 - Reflective recording
- AO4 - Personal presentation.

Students must be aware that they should be able to work independently and demonstrate an enthusiasm for the subject. They will be encouraged to produce portfolio responses within their own time. There are after school and lunchtime art sessions available and attendance is key to achieving target grades.

Career prospects

GCSE art and Design students will have the opportunity to develop a wide range of essential skills required for further and higher education, as well as employment. A selection of creative opportunities are:

Animator, Art editor, Art therapist, Cake decorator, Ceramics designer-maker, Clothing alteration hand, Costume designer, Design engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Furniture designer, Glass engraver, Graphic designer, Illustrator, Interior designer, Jewellery designer-maker, Landscape architect, Make-up artist, Model maker, Museum curator, Product designer, Prop maker, Set designer, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser and much more.

Link to exam board

<http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/index.html>

Qualification type	BTEC – QCF Extended Certificate Level 2 IVET
Exam board	EDEXCEL
Assessment	100% Portfolio (Double Award)

Course outline

The Entrepreneurial Mindset

Many people dream of running a successful business. Determination, vision, adaptability and a wide variety of skills are required to make a business successful. This unit will enable learners to investigate the qualities and characteristics of successful entrepreneurs, whilst developing the attributes needed to plan and run a business. The development of mindset and skills will, in part, depend on understanding that limits and constraints can be overcome with planning and determination.

Creating a Business Plan

Successful entrepreneurs develop ideas and turn these ideas into a product or service to which they can make a commitment. They do this by having a vision of the future of the product or service and by making this vision a reality. In the first part of this unit learners will explore successful and innovative business ideas. They will learn about how some ideas have been based on identifying new customer needs, whilst others have provided innovative means of satisfying established needs.

Marketing and Promotion

The marketing plan is one of the most important parts of a business plan because it directly communicates the nature of the intended business and the manner in which that business will be able to succeed. In this unit, learners will learn about the fundamental marketing concepts that any entrepreneur needs to master.

Finance

Business Finance provides an introduction to decision making and business finance. You will look at how businesses can measure their performance through keeping accounts and you will find out the value of ICT in helping them to manage their finances. You will learn about simple recording systems, how to interpret financial documents and how to identify different options for businesses when faced with financial decisions.

Career prospects

Students who have study Business will have the necessary knowledge, understanding and skills required to progress to level 3 general qualifications within the national framework (including AS level Applied Business or Business Studies), appropriate vocational qualifications, training or directly into employment. Many business studies students go into management and administration jobs in businesses in commercial businesses, and a business studies qualification can also be helpful to get into finance, banking or insurance. But skills in management and marketing are also required in other areas such as charity, social work and local government, while a knowledge of business is also important for consultancy, certain teaching jobs and for financial journalists.

Link to exam board

<http://qualifications.pearson.com/en/qualifications/myskills/btec-enterprise-skills/enterprise-skills.html#tab-2>

Course outline

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. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

Assessment

Unit 1 – The Digital World (Assessment On Screen Examination – 1 hour 30)

40% of qualification

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 – 45 hours)

40% of qualification

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 – Communication in the Digital World (Non-exam assessment – 15 hours)

20% of qualification

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.

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.

Link to exam board

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=30232>





Qualification type
Exam board
Assessment

WJEC Pathways Qualification for IT Users

31

WJEC Level 1 Certificate for IT Users
WJEC
Portfolio

Course outline

A practical ICT course which is suitable for lower ability pupils, consisting of different units of work including:

Improving Productivity using IT
IT User Fundamentals
Database Software
Spreadsheet Software
Word Processing Software
Presentation Software
Desktop Publishing Software
Audio Software
Video Software
Using Mobile IT Devices
Internet Safety for IT Users
Using Email
Using the Internet
Imaging Software

Assessment

Portfolio of work for each unit

Career prospects

IT Apprenticeship
Trainee IT Support Technician

Link to exam board

<https://questionbank.wjec.co.uk/qualifications/ict/ict-entry-pathways/>



Course outline

The course is made up of two core units which everyone takes and a choice of specialist units. The core units are “The Online World” and “Digital Portfolio”. The specialist units enable you to study particular areas in more depth and will be chosen in consultation with your teachers.

Unit 1 – The Online World (30 Guided Learning Hours - GLH)

On Screen Examination – 25%

This unit will help you understand the main technologies and processes behind the internet and investigate how they come together to let you view websites and send information across the world.

Unit 3 - Digital Portfolio (30GLH)

Portfolio – 25%

A digital portfolio is an exciting onscreen way to showcase your achievements to potential employers or when applying for a course.

It is all about:

- the projects you have created and developed
- your use of communication and presentation skills
- your capabilities and potential.

Optional Unit

1 (60GLH) or 2 (30GLH) other units to be chosen

Assessment

Unit 1 Examination graded Pass, Merit or Distinction

Other Units - Portfolio development which will be graded as Pass, Merit or Distinction

Career prospects

IT Apprenticeship or Trainee IT Support Technician

Computer Operator

Software Developer

Systems Analyst,

Multimedia Design

Programmer,

Network Engineer

Web Design

IT Teacher

Link to exam board

<http://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-ngf.html>

Course outline

The WJEC GCSE in Built Environment offers a learning experience for 14 – 16 year olds which focuses on gaining and applying knowledge, skills and understanding through contextualised tasks and study. It provides an ideal introduction to the built environment.

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

What will I study and how will I be assessed?

Unit 1: Introduction to the Built Environment 35%

In this examined unit you will develop knowledge, skills and understanding in the ideas and concepts related to the built environment. This will include the built environment life cycle, structures, materials, sustainability, careers and health & safety.

Unit 2: Creating the Built 40%

Environment In this non-examined assessment unit (NEA)

Constructing the Built Environment – focus is on the development of 2 practical skills

The tasks will assesses your knowledge, understanding and skills in relation to identifying, interpreting and calculating information; writing success criteria; carrying out a range of techniques appropriate to the pathway and evaluating tasks.

Unit 3: Exploring the Built Environment 25%

In this non-examined assessment unit (NEA) you will develop knowledge, skills and understanding in relation to the stages of the building life cycle; the stages and processes involved in the design, construction and value & use of the built environment.

Career prospects

There are many places where the construction process takes place. Bricklayers could be building a garden wall or a block work wall at the top of a new tower block. A plumber could be installing a new bathroom or fitting pipes in a petro-chemical plant. Plasterers could be working on walls that previously had asbestos and need to think about how they dispose of waste. A steel fixer could be working on a foundation or at the top of a multi-storey car-park. A roofer could be given construction drawings that contain confidential information that has to be kept secure. Trades people, inspectors, site supervisors, quantity surveyors, architects and project managers are all examples of those working construction processes take place.

Link to exam board

https://www.wjec.co.uk/qualifications/gcse-built-environment/#tab_overview

Course outline

Unit 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification 60 marks.

Learners will be assessed on either **acting** or **design**. Learners participate in the creation, development and performance of a piece of devised theatre. Learners must produce: practical piece of devised theatre and a portfolio of supporting evidence.

Unit 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification 60 marks Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Written examination: 1 hour 30 minutes 40% of qualification 60 marks.

Section A: Set Text

Section B: Live Theatre Review

Career Prospects

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Personal Skills

Creativity, empathy, confidence, an understanding of values, physical and perceptual skills, motivation, communication of ideas, opportunities for leadership, opportunities to work as part of a team, appraisal skills of appreciation and evaluation.

Career Opportunities

The media, theatre, television, radio, the film industry, arts administration, drama therapy, education.

Link to exam board

<http://www.wjec.co.uk/qualifications/drama/drama-gcse/>



Qualification type	Level 2 Diploma in Practical Engineering	35
Exam board	EAL	
Assessment	Portfolio of work – written and practical outcomes.	

Course outline

The Skillstart engineering training vocational course offers an opportunity for a practical, hands-on approach to education. Through the completion of a series of carefully designed projects and underpinning knowledge worksheets, candidates can gain a level 2 diploma in practical.

These qualifications and experience, recognised by industry, are a potential stepping stone to employment and a career in many technological fields, which could include Electro/mechanical, Construction, Marine, Agricultural and Motor vehicle engineering as well as the Medical industry.

Learners will gain specialist skills in the following options:

Fitting: Students will learn to use hand tools and marking out tools to manufacture components to fine tolerances.

Sheet metalwork: Students will learn all the skills necessary to produce simple and complex shapes in thin sheet metal.

Mechanical Assembly: Students will learn to correctly position and secure components using various mechanical fastening devices, tools and techniques. You will be able to carry out visual and functional checks to confirm that the finished assembly meets the required standard.

Assessment

Assessment is through a portfolio of work. This will include written work demonstrating subject knowledge and practical work to demonstrate the skills of the subject.

The units covered in the level 2 qualification are:

Working safely in an engineering environment. (Mandatory)

Working efficiently and effectively in engineering. (Mandatory)

Using and communicating technical information. (Mandatory)

Producing components using hand tools and fitting techniques.

Producing sheet metal components and assemblies.

Producing Mechanical assemblies. (This unit is not required for L1)

Career prospects

These qualifications and experience, recognised by industry, are a potential stepping stone to employment and a career in many technological fields, which could include Electro/mechanical, Construction, Marine, Agricultural and Motor vehicle engineering as well as the Medical industry. These qualifications can also be developed on at level 2&3 at college in the engineering sector leading onto studying Engineering at University.

Link to exam board

<http://www.eal.org.uk/>

Qualification type	Level 1/2 Vocational Award	36
Exam board	WJEC	
Assessment	75% Internal Controlled Assessment 25% External Assessment	

Course outline

The Vocational Award in Global Business Communication has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. It provides learners with a solid foundation on which to prepare them for future language study.

The course is divided into 4 Units

Unit	Unit Title	Description
1	Global Opportunities	Learners will gain knowledge and understanding of the benefits of language skills in a global economy both for individuals and for businesses. They will develop the skills to be able to identify and apply for jobs in French.
Internal Assessment - Controlled assessment (speaking, reading and writing)		25% of qualification
2	Global Customer Relationships	Learners will gain knowledge and understanding of the importance of building customer relationships in a global market. They will develop skills to be able to respond to and make customer enquiries, feedback and complaints in French.
Internal Assessment - Controlled assessment (listening, speaking, reading and writing)		25% of qualification
3	Global Marketing and Sales	Learners will gain knowledge and understanding of the principals of global marketing and some of the different strategies that can be used. They will develop an understanding of the use of social media to promote and sell products and services in global markets in French.
Internal Assessment - Controlled assessment (speaking, reading and writing)		25% of qualification
4	Global Travel	Learners will develop knowledge and understanding of how to research and book accommodation. They will gain cultural knowledge about various transport methods in France and understand travel information relating to places in a town or city, weather updates and transport issues in French.
External Assessment - On-screen (listening, reading and writing in French)		25% of qualification

Career prospects

Leisure and Tourism
Business

Link to exam board

[Level 1/2 Vocational Award in Global Business Communication French - Teaching from 2022 \(wjec.co.uk\)](https://www.wjec.co.uk)

Qualification type	GCSE
Exam board	WJEC
Assessment	Unit 1 - 40%, Unit 2 - 40%, Unit 3 (fieldwork) - 20%

Course outline

Unit 1: Physical and Human landscapes

Section A: Core Themes

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

Section B: Options

One structured question (from a choice of two) assessing either Theme 3 (Tectonic Landscapes and Hazards) **or** Theme 4 (Coastal Hazards and their Management). These themes provide additional **breadth** of study for the content assessed in the core themes.

Assessment will be by data response questions.

Some questions will require extended responses.

Unit 2: Environmental and Development Issues

Section A: Core Themes

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

Section B: Options

One structured question (from a choice of two) assessing either Theme 7 (Social Development Issues) **or** Theme 8 (Environmental Challenges). These themes provide additional **depth** of study for the content assessed in the core themes. Assessment will be by data response questions. Some questions will require extended responses.

Unit 3: Fieldwork

- **Pupils will go on two fieldtrips. Both will be part of your GCSE fieldwork and will be started in Year 10 and another in Year 11.**
- Unit 3 requires a written report from the learner, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. The report must be written in response to specific questions set by WJEC.

Assessment

80% of this course will be assessed by two exams with a further 20% assessed by completing a piece of Geographical Fieldwork.

Career prospects

Geography is about the acquisition and development of skills and is not only one of the most up to date and exciting subjects to study today but encompasses many relevant topical issues such as Global warming, food production and natural disasters.

Employers prize the knowledge and skills that Geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills. Geographers work in a wide range of jobs, from City to planning, working in the environment to travel and tourism, or in international charities or retail.

Link to exam board

http://www.wjec.co.uk/qualifications/geography/geography-gcse/wjec-gcse-geography-spec-from-2016-e.pdf?language_id=1

Course outline

The level 2 qualification is for young learners (14-16) who are interested in a career in hairdressing and is mainly delivered off site by staff at the Skills and Training Unit at Tir Morfa. Pupils learn with their training provider through practical sessions, group discussions or assignments. You'll have access to a realistic hairdressing environment where you'll practise and demonstrate your skills.

Pupils will study the mandatory units of:

- Working in the hair industry
- Follow health and safety in the salon
- Client consultation for hair services
- Shampoo and condition the hair and scalp
- The Art of Dressing hair

In addition pupils will study the additional units of:

- Create an Image Based on a theme within the hair and beauty sector
- Plaiting and Twisting hair

Assessment

You will be assessed by your training provider using assignments, practical hairdressing tasks and online tests.

Career prospects

This qualification gives you the foundation to begin a career in hairdressing or barbering.

Link to exam board

http://cdn.cityandguilds.com/ProductDocuments/Hairdressing/Hairdressing/3002/3002_Level_2/Centre_documents/3002_L2_Qualification_Handbook_v2-5.pdf

As this course is offered in collaboration with the Skills and Training Unit, places are limited and if exceeded pupil selection will be via an interview process. This will involve staff at the school and the Skills and Training Unit. Due to the practical nature of this course and due to off-site delivery, current attendance of over 85% is a must for this course. There is no Level 1 fall back so for pupils to secure a place on this course it is expected that they will gain several Level 2 qualifications from their subjects studied at KS4.

Course outline

This course is intended to provide students with an introduction to health and social care services and an insight into factors affecting people's health. It enables learners to understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. Pupils will learn about PIES throughout the life stages, they will examine active participation in health care and consider both expected and unexpected life events. Pupils will develop their knowledge of ACE's and develop understanding of job roles within the health care profession and how these professionals support us.

Assessment

Unit 1 (worth 40%) Human growth, development and wellbeing. This is a written exam of one hour and thirty minutes.

Unit 2 (worth 60%) this is a Non Examined Assessment split into 2 tasks:

Task 1 (40% of the NEA) – this comprises of an investigation into a service provision which will assess the learner's knowledge, understanding and skills in relation to health and social care, and childcare service provision locally and nationally.

Task 2 (60% of the NEA)- a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

Independent research/investigation work will need to be carried out.

Career prospects

Learners progressing from this qualification may follow a career in:

Health care, social care, nursing, counselling, primary teaching and childcare. The career prospects are very varied, and these are just a few examples.

Link to exam board

[GCSE Health and Social Care, and Childcare \(Single and Double Award\) \(healthandcarelearning.wales\)](https://www.healthandcarelearning.wales/)



Qualification type	GCSE
Exam board	WJEC
Assessment	Units 1 and 2 are examined units worth 25% Unit 3 worth 30%, Controlled Assessment 20%.

Course outline

Unit One - British Study in Depth - Depression, War and Recovery 1930-1951. Exam 1 hour.
In this unit pupils will study the impact of events such as the Wall Street Crash and Great Depression on the lives of the British people. It will look at how Britain was affected by the war and will focus on events such as the Blitz, The Home Front and the Battle of Britain. The final section will focus on the recovery by analysing events such as the creation of the Welfare State. In this unit pupils will study a range of source and will analyse different historical interpretations of these event.

Unit Two - European Study in Depth - Germany in Transition 1919-1930. Exam 1 hour.
In this unit pupils will look at the conditions in Germany after World War One that allowed Hitler to rise to power and examine his use of terror and propaganda to gain support. They will study a range of aspects of life in Nazi Germany such as his education, his policy towards women, censorship and his treatment of opponents such as the Jews. In this unit pupils will be required to answer a series of knowledge based questions as well as considering different interpretations of life under the Nazis.

Unit Three - Thematic Study -Crime and Punishment 1000 - Present day. Exam 1 hour 15 mins

In this unit pupils will study three themes explaining how they have developed and changed over time. They will look at methods of combating crime have evolved from the Bow Street Runners to the Metropolitan Police. They will consider changes to the causes of crime over time looking at Treason, Heresy, Smuggling, and Highway Robbery as well as modern day crimes such as Computer crimes and Terrorism. They will also consider how the purpose and methods of punishment have changed from capital crimes such as beheading and hanging to Transportation, Prison and modern-day alternatives such as Community Service. In this unit pupils will be tested on the historical concepts of change, continuity, similarity, difference and significance.

Unit Four - Controlled Assessment 5 hours - completed under teacher supervision

Pupils will complete two separate tasks on the impact of an historical figure such as John F Kennedy. In one task pupils will evaluate historical sources to investigate the Cold War and Americas foreign policy under Kennedy. In the second task pupils will compare different interpretations considering whether Kennedy should be remembered as a 'great' president.

Career prospects

History GCSE develops higher order skills such a problem solving, communication and analysing evidence as well as recall and revision skills. For this reason, it is associated with careers in the Armed Forces, Police, Law, Journalism, Teaching, Advertising, Public Relations and in the Media. However, History is a well-respected academic subject and is valued by a wide range of employers and colleges. Pupils who study GCSE often go on to study a range of subjects at A level. History is also regarded as a key subject by the top- ranking Russell Group universities and is accepted as an entry requirement for a variety of degree courses.

Link to exam board

<http://www.wjec.co.uk/qualifications/history/history-gcse/>

Qualification type	IVET
Exam board	Level 1 and 2 Award IVET
Assessment	See below

Course outline

This course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

What will I study?

Unit 1 The Hospitality and Catering Industry

Unit 2 Hospitality and Catering in Action

Assessment

External assessment

Unit 1. 90 minutes worth 90 marks

Internal assessment

Unit 2. 9 hours (5 for planning, 4 for the practical exam where 2 dishes need to be made)

Career prospects

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

Link to exam board

<http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html>



Qualification type	GCSE	42
Exam board	WJEC	
Assessment	35% Performing, 35% Composing and 30% Appraising	

Course outline

Unit 1: Performing

35% of qualification

- A minimum of two pieces, one of which must be an ensemble performance. 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

35% of qualification 84 marks

- Two compositions, one of which must be in response to a brief set by WJEC.
- The second composition is a free composition for which learners set their own brief.
- A log of work and an evaluation of the compositions composed in response to the WJEC briefs and areas of study.

Unit 3: Appraising

Written examination: 1 hour

30% of qualification

- 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

Assessment

70% of this course is practical. The performance and composition units are moderated units; pupils will need to record all coursework which will be sent to the WJEC. The written exam is taken at the end of the course and is sent to the WJEC.

Career prospects

There are many opportunities for people with an interest and a talent in music. These vary from sound recording and theatre work, session musicians to performers. Music however, is recognised by many employers outside the industry as showing that candidates have confidence, self-belief and commitment.

Link to exam board

<http://www.wjec.co.uk/qualifications/music/>

Qualification type	GCSE
Exam board	WJEC
Assessment	Written exam 50% Practical Performance (NEA) 42% and Personal Fitness Programme 8%

Course outline

The subject content focuses on five key areas:

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

All of the subject content can be assessed in **Component 1** as part of the written examination and in **Component 2** as part of the analysis and evaluation of personal performance.

Assessment

Component 1: Introduction to physical education written examination: 2 hours (50% of qualification). Pupils will be assessed through a range of short and extended questions. The questions will be based on video clips and other sources.

Component 2: Practical performance - The active participant in physical education (non-exam assessment)- 42% of qualification. This component is internally assessed and externally moderated. Pupils will be assessed in three different activities in the role of performer. These must be in the form of either two team sports and one individual sport or one team sport and two individual sports. Pupils will be further assessed through a written analysis and evaluation of their personal fitness programme (PFP) which must be based on their main sport. (8%)

***A high practical ability in at least two sports, preferably three is essential when considering GCSE P.E. due to its practical content and the nature of the assessment. ***

Career prospects

Cardiac Physiologist
Dietician/Nutritionist
Exercise Physiologist
Fitness Instructor / Personal Trainer
Lecturer in Higher Education
Performance Analyst
P.E. Teacher
Sport and Exercise Psychologist
Sports Development Officer
Strength and Conditioning Coach

Link to exam board

https://www.wjec.co.uk/qualifications/physical-education-gcse/#tab_overview

Qualification type	GCSE	44
Exam board	WJEC	
Assessment	50% Non – exam Assessment, 50% Examination	

Course outline

Have you ever fancied becoming the next James Dyson or working as a designer for big companies such as Apple or Nike? Then this is the course for you.

Product design focuses on designing and making innovative prototypes that reflect developments in industry and the marketplace. You will have the opportunity to work with a variety of resistant and graphic design and development materials in order to develop a clear understanding of the varied role of a product designer

You will also have the opportunity to use ICT for the design, development and manufacture of the prototypes.

Year 10 comprises of a number of focused practical tasks allowing you to develop your skills and knowledge through hands on activities. Theory lessons will reinforce the subject knowledge gained and enable you to study the work of past and present designers and companies.

In Year 11 you are required to produce a non-exam assessment (NEA) comprising of a design folder and a high quality prototype from materials of your choice.

Assessment

Unit 1: Design and Technology in the 21st Century.

This is a 2-hour paper and makes up 50% of the final GCSE grade.

It is a timetabled examination and will be sat in May/ June along with any other GCSE courses you study.

Unit 2: Design and Make Task.

This is a 35-hour non-exam assessment (NEA) which must be completed under supervision of the classroom teacher. This will run from September in Year 11 until the following March. It makes up 60% of the final GCSE grade. This aspect of the course is marked internally and a moderator from the WJEC visits the school to cross moderator during the month of May.

Career prospects

Further education can follow a number of paths:

AS and A Level in Product Design.

Apprenticeships

The career prospects are varied and include the following examples, Product designer, CAD Designer, Civil Engineer or an Architect.

Link to exam board

https://www.wjec.co.uk/qualifications/design-and-technology-gcse/#tab_overview



Qualification type	Triple Award Science GCSE
Exam board	WJEC
Assessment	See below

Course outline

This WJEC GCSE Triple award specification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society.

Studying GCSE Triple Award provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. It is imperative that practical skills are developed throughout this course and that an investigatory approach is promoted.

Assessment

Unit 1: Biology 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Biology 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment.

Unit 1: Chemistry 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Chemistry 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment.

Unit 1: Physics 1 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 2: Physics 2 (Separate Science) written examination 45% a mix of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. A tiered assessment.

Unit 3: Practical Unit 10% which will be carried out in centres, but will be externally marked by WJEC. It will take place in the Spring term of Year 11. An untiered assessment

Link to exam board

[http://www.wjec.co.uk/wjec-gcse-biology-spec-from-2016%20\(27-05-15\).pdf?language_id=1](http://www.wjec.co.uk/wjec-gcse-biology-spec-from-2016%20(27-05-15).pdf?language_id=1)



Course outline

Learners studying a modern foreign language will develop their desire and ability to communicate with and understand speakers of Spanish in a variety of contexts and for a variety of purposes.

The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. It provides learners with a solid foundation on which to prepare them for future language study.

The course will cover 3 main themes divided into subtopics:

Identity and culture	Wales and the World – areas of interest	Current and future study and employment
Youth Culture	Home and Locality	Current Study
Lifestyle	The Wider World	Enterprise, Employability and Future Plans
Customs and Traditions	Global Sustainability	

Assessment

External examinations

Component 1 - Speaking (25%)

- 2 role-plays
- 1 photo card discussion
- 1 conversation

Component 2 - Listening and Reading (50%)

- Listening comprehension
- Reading comprehension
- Translation task - Spanish to English

Component 3 - Writing (25%)

- Writing tasks
- Translation task - English to Spanish

Career prospects

Leisure and Tourism

Business

Law

Politics / Diplomacy

Translation

Teaching

Link to exam board

https://www.wjec.co.uk/qualifications/spanish-gcse/#tab_overview



Vocational Award in Sport and Coaching Principles (Technical Award)

48

Qualification type	Level 1 and 2 Vocational Award
Exam board	WJEC
Assessment	60% Internal controlled assessment 40% External controlled assessment

Course outline

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into sports performance and coaching. The qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify actions plans to develop physical fitness for sport or health, and how to coach different groups with different needs.

Mandatory Units

The Vocational Award in Sport and Coaching Principles is made up of three mandatory units:
Unit 1 – Fitness for Sport (External assessment 40%)
Unit 2 - Improving Sporting Performance (Internal assessment 25%)
Unit 3 - Coaching Principles (Internal assessment 35%)

Assessment/Grading

Pupils will be assessed by completing assignments internally and by completing an external examination. The assignments will be graded as follows:

Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*
Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*

Career prospects

Progressing into Further Education and training. This could include:

- A Level in Physical Education
- Level 3 vocational qualifications in Sport.

Career opportunities may include the following:

- Fitness Instructor
- Leisure and Sports Manager
- FE Teaching Professional
- Secondary Education Teaching Professionals
- Physiotherapist
- Youth and Community Worker
- Sports and Leisure Assistant
- Sports Coaches, Instructors and Official

Link to exam board

[Level 1/2 Vocational Award in Sport and Coaching Principles \(wjec.co.uk\)](http://wjec.co.uk)

Course outline

The BTEC First Certificate in Vehicle Technology course is made up of five units – two core units and three specialist units.

The two core units are

- Vehicle Engine systems principles
- Vehicle Layout and operations of Vehicle systems

The first unit will give you an introduction to the fundamental principles of the internal combustion engine. The second unit will introduce you to automotive components and layouts within the vehicle.

The specialist unit are

- Unit 9 Routine Vehicle maintenance.
- Unit 12 Vehicle Fitting operations- Brakes
- Unit 13 Vehicle fitting operations -Exhausts

The purpose of these units is to enable learners to understand the procedures necessary for routine vehicle maintenance. Learners will also gain an understanding of the effective use of maintenance procedures, the selection of appropriate tools and equipment, and the appropriate completion of maintenance documentation.

The units will be taught largely through practical activities but do require a portfolio of written evidence to support the practical activity.

Assessment

This course is equivalent to 2 GCSEs grade A-C. Assessment is through coursework only. Assessment takes place throughout the 2 years and pupils' progress will be tracked throughout. The Assessment takes 3 forms, a written description of a procedure or system, a verbal description of what the pupil will do and an observation of the pupils working with pictures to provide evidence.

Career prospects

Students who have followed this course will have the necessary knowledge to progress onto further Qualifications at college in Automotive Maintenance and Repair following the national framework for training.

Vehicle Technology students have followed many different career paths into apprenticeships in engineering and Mechanics. Pupils have also progressed through apprenticeships or training onto courses in Automotive Engineering at University of Wales Trinity Saint David.

Link to exam board

<http://qualifications.pearson.com/en/qualifications/btec-firsts/vehicle-technology-2012-qcf.html>

Course outline

The Life Skills course is accredited to the ASDAN Living Independently short course. The course provides opportunities for the learner to develop living skills and how to use them effectively. Each pupil builds a portfolio of evidence recording a range of practical activities. Pupils will be required to keep records and take responsibility for gathering the evidence of the work they have completed.

Assessment

There is no formal examination with the pupils instead completing a variety of challenges. There is no set number of these challenges that must be completed and at the end of the course the pupils receive a Certificate awarded by ASDAN.

Evidence of challenges can be recorded as a log or diary, academic work, witness statements, surveys, research, photos, letters or e-mails, PowerPoint presentations, charts.

The course is designed to prepare pupils for a more independent style of learning. Topics included in the course are earning and spending money, a place of your own, health and wellbeing, cooking on a budget, practical cooking skills, career management and preparing for work, understanding personal hygiene, healthy eating and living and travel training.

Career prospects

The Living independently course is a generic course aimed at improving skills and confidence for the future.





Year 9 Learning Pathways 2024 - 2026

Please follow these instructions carefully before making your choices:

1. Look through the subjects listed, the Careers Wales website and your options booklet to make sure you understand each subject's requirements e.g. is it a GCSE, BTEC or Vocational Course? Does the subject have exams or is assessment based solely on coursework /portfolio development.
2. From the list of subjects below you must pick the three subjects that you would like to study.
3. It is our intention to match your requirements as closely as possible but we **may not always** be able to provide a perfect match for you. Options will be grouped to accommodate the greatest number of pupils choices, therefore, you can also chose two reserve choices. If we can't give you your main choices then you will be consulted over any difficulties that may arise.
4. Please complete your **choices online by 3pm, Friday January 26th 2024.**

GCSE Further Additional Mathematics	Level 2 Certificate in Hair Services
GCSE Art and Design	GCSE Health & Social Care & Childcare
GCSE Art – Photography	GCSE History
GCSE Art - Textiles	Level 1/2 Award in Hospitality and Catering
Level 1/2 Business and Enterprise	GCSE Music
GCSE in Digital Technology	GCSE Physical Education
Pathways Certificate for IT Users	GCSE Product Design
Level 1/2 Award in I&CT	GCSE Science - Triple Award
Level 1/2 Award in Constructing the Built Environment	GCSE Spanish
GCSE Drama	Level 1/2 Award in Sport and Coaching Principles
Level 1/2 in Engineering	Level 2 Vehicle Technology
Level 1/2 Global Business Communication (French)	Life skills / Basic skills
GCSE Geography	

My choices

Choice 1	
Choice 2	
Choice 3	
Reserve	

Now submit your choices by clicking [here](#).



