

St Joseph's Catholic and Anglican High School

Ysgol Uwchradd Gatholig ac Anglicanaidd Sant Joseff



**Choosing the Right
Options Pathway
2017-2018**

**Dewis y Llwybr Cywir
2017-2018**

Name.....Form.....

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Key Stage 4 Pathways for 2017-2018

Welcome to your Key Stage 4 Pathways Booklet. We hope it gives you all you need (and more) to support you in the key decisions you are now invited to make.

You have reached another important stage on your learning journey and will soon be entering Key Stage 4. We want this transition to be the best it can be for you: your happiness and success matter.

Over the past few weeks, you will have been thinking about the subjects you can choose to study to GCSE and equivalent level. Hopefully you will have discussed your ideas with your parents and with your teachers. Now the time has come to start making decisions about those subjects to complement the subjects you will be taking as part of your “core” learning.

So, there are a number of subjects which every pupil in Key Stage 4, in every school, is required to take because they are vital to your skills base, equip you well for further learning, training and employment, and help you to make proper decisions about relationships and values. These core subjects are Religious Education, English¹, Mathematics², Science³, Welsh, PE, and PSE. You will also be following the new Welsh Baccalaureate which includes 3 challenges and a project making up a GCSE called the Skills Challenge Certificate. You will receive important information about these core subjects at the start of Year 10 in a booklet called “Key Stage 4 Information Booklet”.

You know that it is important to make the right decisions as changing Options is virtually impossible. Choosing an Option involves you making a commitment to that subject in which you should always try to give your best and work as hard as you can to achieve the highest standards, teachers at St Joseph’s will give you 110% commitment in return.

This booklet has been designed to give you information about the whole Options process, covering the subjects you can choose. The next step in the process is a private interview for you and your parents with a member of the Senior Leadership Team, and you will find it helpful to interact with the ‘Careers on Line’ software in preparation for this. We look forward to meeting with you.

Attendance at school is absolutely fundamental to your success. There is a saying “you have to be in it to win it”. The same is true of education. If you are in school, then you can take part in the learning and your prospects of success in learning are maximised.

The Administration Team, the Year 9 Team and members of the Senior Leadership Team have ensured that this is a high quality process for you: make the most of it!

Mrs S Arnull
Assistant Headteacher

Mr C Wilkinson
Headteacher

¹ English Language and English Literature

² and Numeracy

³ Science core and Additional Science

Choosing Your Options

It is vitally important that you make the right decisions about Options. First of all you must remember that this is your life and your future you are dealing with so consider the following:

Enjoyment and Interest

If you enjoy a subject the chances are that you will work hard at it. It often follows that you gain good marks for your hard work and this leads to further success and progress.

Careers

If you have firm ideas about the career you want to follow some subjects will be of more use than others. If you require advice about a certain career, see your Head of Year or Mrs Arnall, who will arrange a meeting with the Careers Advisors, Ms Rebecca Lane.

Informed Decision

You should make your option choice based upon the information you have been given by your subject teacher. Make sure you know what the GCSE Course entails in terms of subject content, style of controlled assessment and style of examination. Remember Years 10 and 11 may be quite different to Years 7 – 9; you don't want to be disappointed with your option choice.

Mistakes to avoid

Do not choose a subject to be with your friends. Do not assume that because it is the right subject for them, it is the right subject for you. You could end up studying a subject you do not like for two years.

Do not choose subjects because they look 'easy'. All GCSE subjects are equally difficult and demand a lot of hard work.

Avoid choosing a subject simply because you like the teacher. Bear in mind that you may not have that teacher in Years 10 and 11.

Finally, remember the two important words we have discussed several times already.

BROAD and BALANCED

When you have read through the following pages you should have a better idea of the ones you want to select. You may have to make hard choices between some subjects and more guidance will be given to you at the Parents' Evening and in the personal interview.

There is still time at this stage to seek the help of members of staff including the Assistant Headteachers and Headteacher. If you are not sure whether you could cope with a particular subject go and see your present subject teacher who will have a good idea about your capabilities. The subject teacher will sign the relevant box. This will prove useful in the personal interviews as it will indicate whether or not you have made an extra effort to find out about that subject.

There is a huge amount of information available to you via the **School Website ~ <https://stjosephs.wales>**

Go to Resources → Year 9 Options, then chose one of the following:

- 1) My choice booklet
- 2) Collaborative courses for Year 10 pupils, 2018-2020
- 3) Choosing the Right Options Pathway, 2018-2020

We wish you well...

General Information

GCSE Art & Design is a popular option for pupils. The classes are mixed ability and average approximately 25 pupils per year. Pupils work on three units of coursework, each one requiring elements of research, development, analysis of artists' work and the pupils' own personal responses. GCSE pupils' sketchbooks are very important as they help pupils to develop their ideas and enable the Curriculum Leader to see the development and quality of their work. Homework is set every half-term and the highest quality work is expected.



What is the aim of the course?

You will produce three units of coursework, each one lasting a term and a half. You will be exploring artists in Wales and other cultures, art movements and your own personal opinions on issues through art, using various materials and techniques.

What will I do?

You will work in a range of media including textiles, 3D mask-making and printmaking, as well as painting, drawing, mixed media and collage. You will be expected to keep a sketchbook, which records all your exploration, research and development work. Your work will be of a very high standard. You will be offered the opportunity to take part in a weekend residential art course.

How is the course assessed?

There are 4 assessment objectives and during the course you will do work which covers all of these assessments objectives. Each assessment objective is marked out of 30 and you receive marks for the work you do as it progresses.

You will produce a portfolio of work, which will form the "coursework" element of the course, which makes up 60% of the total mark. The External Controlled Assessment (examination), begins in term 2 Year 11. The exam represents 40% of the total mark.

In Year 11, pupils are required to spend a minimum of four weeks creating preparation work and 10 hours in a controlled setting to produce their final examination pieces. All work is marked internally and moderated externally by the examination board (WJEC).

Is it for me?

If you are the sort of person who gets As and Bs for your work in Year 9, you probably have the talent required to take Art & Design at GCSE level. You need to be dedicated, organised, hard working, willing to learn new skills, resourceful and have a reasonably good sense of design. It is a difficult subject because you cannot revise for it at exam time, you must have completed and shown progression in your work. However, if you have these qualities then Art & Design is a delightful subject and you will enjoy the richness of the learning experiences. You will be learning new things and will have great portfolio of work at the end of the course that you will be proud to have produced.

Who can tell me more?

Talk to the current Year 10 and 11 pupils and ask them to show you some of their work, ask them how they enjoy the course. Ask me to discuss the content of the course with you and show you some past work.

Extra curricular lessons are offered to GCSE pupils on Thursday 3.30pm and 4.30pm. Come along if you want some quiet time to develop your ideas.

Curriculum Leader of Learning: Ms Michelle Woodward

Subject Teacher to sign and date that pupil has sought advice.

Notes

ASDAN – Certificate of Personal Effectiveness (CoPE) – Tystysgrif Effeithiolrwydd Personol

What is the aim of the course?

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote, and allow centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

What will I do?

CoPE comprises of **12 modules**, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. You will need 12 credits to gain the Certificate of Personal Effectiveness. For CoPE Level 1, challenges can come from Section A, B or C; for CoPE Level 2, at least six of the credits must be chosen from the longer challenges of Sections B and C. The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

How is the course assessed?

By building a **Portfolio of Evidence** you will complete various challenges, you must demonstrate competence at Level 1 or 2 in the following skills: *Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.* **There is no exam at the end of the course!**

Is it for me?

Do you like a challenge and want to take up some new activities? Then CoPE is for you!

Who can tell me more?

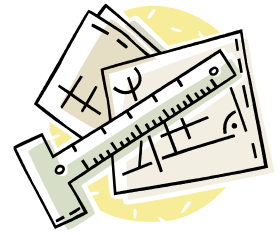
Mrs Langford, Mrs Morrey and Mrs Richards.

Subject Teacher to sign and date that pupil has sought advice.
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Notes

What is the aim of the course?

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



What will I do?

Throughout the course you will complete 3 designs and make projects, based on real problems that need a solution. The first 2 will be carried out in the first year of study and will help build a knowledge and understanding of the design process and manufacturing processes and techniques. The third will contribute towards your final GCSE grade and will incorporate and build upon the skills developed throughout the first 2 projects.

Alongside the design and make projects you will carry out a scheme of study that focuses on the theory aspects of the course, developing a knowledge that will prepare you fully for the written exam taken at the end of year 11.

How is the course assessed?

The course is assessed in 2 areas, the practical and the theory. The practical is worth 50% of the final mark, carried out in controlled assessment conditions. The theory makes up the remaining 50% of the marks and is conducted in a 2 hour exam.

Is the course for me?

Design and Technology gives you the opportunity to think outside of the box and develop your practical and theory skills in the subject area. If you enjoy solving problems as well as creating solutions, and are able to communicate your ideas clearly then this may be the subject for you.

Who can tell me more?

Mr Lambert and Mr Farrell

Subject Teacher to sign and date that pupil has sought advice.

Notes

What is the aim of the course?

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many roles in different imaginary situations. You will have opportunity to create your own work as well as look at plays written by other people.



What will I do?

The GCSE Drama course is in 3 units:

- In Unit 1 you will use drama to express your feelings and ideas about a range of issues
- In Unit 2 you will look at a play to see how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage
- In Unit 3 there will be a written exam. on a set text and a theatre production you have seen during the course

How is the course assessed?

Unit 1: Devising Theatre (40%)

This is internally assessed and externally moderated and involves practical work based upon a stimulus set by WJEC followed by:

- Portfolio of supporting evidence
- Evaluation of final performance

Unit 2: Performing from a text (20%)

This is externally assessed by a visiting examiner and involves practical work based upon 2 extracts from a play.

Unit 3: Written exam (1½ hours) (40%)

Section A – A series of questions from a set text

Section B - Theatre Review (One question from a choice of two on a live theatre production seen during the course).

Is it for me?

You will enjoy the course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage in a production. You may have wanted to learn how to operate the lights but never had the chance. You will also enjoy Drama if you like to work as part of a team. This course requires commitment to rehearsals and regular attendance is essential as this seriously affects group performance.

Who can tell me more?

You will have an individual discussion with your drama teacher, but try to speak to as many Year 10 and 11 Drama students as possible as they have recently been in your position and can tell you about the subject from a pupil point of view.

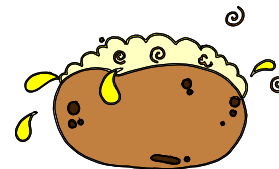
Curriculum Leader of Learning: Mrs Clark

Subject Teacher to sign and date that pupil has sought advice.

Notes

What is the aim of the course?

The aim of the course is to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition. There is also a theoretical element to the course to equip learners with the knowledge and understanding of topics such as nutrition, functional properties of food, the relationship between diet, nutrition and health and food commodities. Food and Nutrition is taught in a well-equipped modern Food Technology room.



What will I do?

The GCSE course comprises of six areas of study:

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

On average you will spend two out of five hours a fortnight carrying out practical activities, and the remaining three hours will be theory lessons.

How is the course assessed?

Pupils will sit the WJEC GCSE Food and Nutrition examination. There is a 1.5hour written examination based on the above areas of study, which accounts for 40% of the qualification. Pupils will also complete two Food and Nutrition non-examination assessments which account for 60% of the qualification. Assessment 1, which is 20% of the qualification, is a scientific food investigation assessment which will assess the learner's knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food. They will need to produce a report of 2,000 – 2,500 words of the practical investigation. Assessment 2, which is 40% of the qualification, is a food preparation assessment which involves a 15 page project and a 3 hour practical examination. The assessment tasks are set by the examination board. The course allows access to the full range of GCSE grades A* - G.

Is it for me?

- Do you love food and practical work?
- Do you also want to learn about the theory elements of the course such as nutrition and healthy eating?
- Are you motivated to meet deadlines and produce good quality work for the non-examination assessments?
- Are you interested in a job in the future in Health and Social Care, Leisure and Tourism, the Food Industry, Dietetics to name but a few?
- Remember the course is not purely practical

Who can tell me more?

Mrs McKeown

Subject Teacher to sign and date that pupil has sought advice.

Notes

What is the aim of the course?

This course aims to encourage pupils

- to acquire a knowledge and understanding of the world in terms of its places and environments
- to develop an awareness of how people can affect their environment, in both a positive and negative way
- to learn the skills and techniques needed to carry out a Geographical Investigation



What will I do?

Pupils will be taught a range of Human, Physical and Environmental topics at different scales (local, national and global).

Year 10

- Landscapes and Physical processes
- Rural Urban links
- Tectonic Landscapes and Hazards
- Social Development Issues

Year 11

- Fieldwork Enquiries - NEA
- Weather, Climate and Ecosystems
- Development and Resource Issues
- Revision & Past Papers

Each topic will allow pupils to learn about the world they live in - up to date case studies are used, and where relevant, current news items are always discussed.

Fieldwork

Pupils have the opportunity to 'see' some of the topics taught in Years 10 & 11. The field studies include a visit to Snowdonia, a local river and a local town centre. Pupils will be required to keep a Fieldwork portfolio which will include primary and secondary data, presentation of data, drawing conclusions and evaluating the Fieldwork experiences.

How is the course assessed?

Assessment - Exam 80%, Fieldwork Enquiry - 20%

At the end of Year 11 pupils will sit 2 exams, each 1½ hours long. The exam does not require pupils to write essays - rather it is a combination of shorter, data response answers and some longer, detailed answers. Parents and pupils will have an opportunity to see these papers at the Parents Evening.

Fieldwork Enquiry

The primary and secondary data is collected during Years 10 and 11 and written / submitted in the first term of Year 11. The Fieldwork portfolio will be essential in the final report writing stage.

Is it for me?

If you are interested in current affairs, finding out about different countries and why certain events occur then you will enjoy Geography. An enquiring mind is essential.

You will be expected to take part in class discussions, group work and role plays so that you can develop your communication and social skills.

You need to commit yourself to hard work!

Who can tell me more?

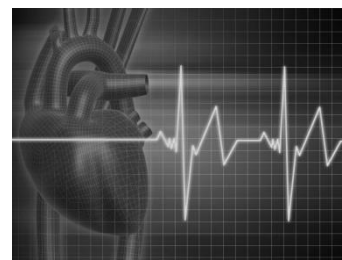
- Your Geography Teachers – Mrs Arnall, Mrs Greenhalgh and Mrs Devine.
- Current Year 10 and Year 11 Geography students.

Subject Teacher to sign and date that pupil has sought advice.

Notes

What is the aim of the course?

The aim of the course is to introduce pupils to a vocationally related subject. Pupils develop their knowledge and understanding of Health and Social Care in a vocational context. We have an excellent partnership with a local residential care home. In June 2009 this partnership won an award in the category “Learning about Caring, Caring about Learning” at the Social Care Accolades run by the Care Council for Wales. The course enables pupils to actively engage in the process of health and social care and to understand aspects of personal development, and the health, social care and early years sector through investigation and evaluation of a range of services and organisations.



What will I do?

You will study two units of work:-

Unit 1: Health, Social Care and Children's Services (60%)

You will learn about:

- care needs of individuals
- types of care services and the barriers to access
- the main work roles and skills of people who provide health, social care and children's services
- the values that underpin all care work

This unit is a controlled assessment which will be carried out during lesson time in year 10 and will be made up of a number of assignments. You will base your work on an individual of your choice. Coursework is completed on the computer in a designated room.

Unit 2: Human growth and development (40%).

You will learn about:

- the stages of human growth and development
- the factors affecting growth and development
- the development of self – concept
- life changes and sources of support

This unit is studied in Year 11 and is assessed through an external examination (1¼ hours).

All units cater for the full range of ability and allow access to grades A* - G.

As part of the course you will also do some training at a local residential care home on topics such as use of a hoist, infection control, assisting with feeding etc. Following the training you will have mini placements in the care home in small groups.

How is the course assessed?

60% of the course is assessed through a Controlled Assessment which is studied throughout Year 10. 40% of the course is assessed through an external examination.

Is it for me?

If you are interested in a job in the future working in health or social care or with young children e.g. nurse, health visitor, midwife, dental nurse, physiotherapist, ambulance driver, doctor' receptionist, nursery assistant, care worker, social worker to name but a few then it may be worth considering Health and Social Care as an option for you.

Other factors to consider:

- (i) You need to have a very good attendance record as the controlled assessment is completed throughout the whole of year10.
- (ii) You will need to be organised, able to push yourself and be highly motivated.
- (iii) You need to be able to work with minimum supervision as there are opportunities to work outside school.
- (iv) A lot of work is done by researching and interviewing individuals.
- (v) You must be able to complete written assignments in depth. Good written communication is an advantage.
- (vi) You must be able to work to deadlines.

Who can tell me more?

Mrs McKeown

Subject Teacher to sign and date that pupil has sought advice.
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Notes

What is the aim of the course?

The course aims to provide an appreciation that by studying the past you can understand the major issues and problems today. This course will help you to develop the skills to look beyond the obvious, to express your opinion and to ask questions properly.

What will I do?

You will investigate how the following modern events helped to change the world forever.



- Depression, War and Recovery
- Germany in Transition 1919-1939
- Changes in Crime and Punishment 1500 – Present day

You will also develop a range of skills that will help you in a wide choice of careers –

- The ability to create and defend arguments
- The capability to judge how reliable information is
- The skills to develop coherent explanations
- The capacity to work independently and in groups

You will study these through a variety of activities including debates, ICT, research, presentations and videos. There will be an opportunity to participate on an historical visit to gain a greater understanding.

How is the course assessed?

There are three written papers. One paper is 1 hour long and covers Depression, War and Recovery and counts for 25% of the final GCSE grade. Another paper is 1 hour long and covers Germany and counts for 25% of the final GCSE grade. The third paper is 1¼ hours long and covers Crime and Punishment and counts for 25% of the final GCSE grade. The Controlled Assessment is 25% of marks.

Is it for me?

An enquiring mind is an essential for this course. History is about people, so the student who is interested in finding out why people react to various events in different ways individually and collectively is an ideal candidate. Since social and career success is also largely dependent on our understanding of people, the study of History develops many life skills, most importantly the ability to communicate, to interpret and evaluate information and to analyse and learn from the events of the past.

Who can tell me more?

Mrs Williams and Mrs Jones

Subject Teacher to sign and date that pupil has sought advice.

Notes

GCSE Information Technology - Technoleg Gwybodaeth

What is the aim of the course?

This course has been designed to prepare candidates for work in the ICT sector by providing them with an introduction to the skills, knowledge and understanding required in the workplace. Pupils complete units of work enabling them to gain a good basic understanding of ICT on which to build expertise. The course has an extensive academic theory element with external exams in both Year 10 and 11.



What will I do?/How is the course assessed?

The specification for GCSE ICT is arranged in units:

Unit 1: Understanding ICT

External Assessment: 1½ hours (20%)

This examination paper assesses knowledge and understanding of functional elements of ICT in a home and school context.

Unit 2: Solving problems with ICT

Controlled assessment: 22½ hours (30%)

This controlled assessment requires the pupil to produce a portfolio of work and will test the practical aspects of the functional elements of ICT.

Unit 3: ICT in Organizations

External Assessment: 1½ hours (20%)

This examination paper will assess the 'application' content of ICT in a business and industry context.

Unit 4: Developing Multimedia ICT Solutions

Controlled assessment: 22½ hours (30%)

This controlled assessment gives the pupil the opportunity to develop a piece of work using multimedia software following a task brief issued by WJEC.

Is it for me?

This is an academic qualification intended to be of interest to a wide range of candidates, most notably those who intend to study ICT, Applied ICT or Computing at AS or Advanced Level.

Who can tell me more?

Mr Chambers and Mrs Tait

Subject Teacher to sign and date that pupil has sought advice.

Notes

Sprechen Sie Deutsch?



Parlez-vous Français ?

What is the aim of the course?

A GCSE in either language will encourage you to enjoy and take great benefit from language learning. You will be inspired to recognise your own linguistic talent and develop skills to help you take your place in a multi-lingual society. You will develop your knowledge in a variety of contexts, build on your ability to communicate effectively in the language and develop a more in-depth understanding of the countries and communities where the language is spoken. Above all, it will be fun!

What will I do?

LOTS!

To follow this course you'll need to **work hard!** As in the first 3 years you'll be expected:

- to learn lots of words; but now more emphasis will be placed on knowing how to SPELL the foreign word, not just recognising it when you see it or hear it.
- to want to read more advanced texts, to prove you can do it on your own.
- to speak much more of the foreign language in lessons, and overcome any shyness about it.
- to listen carefully to lessons given in the foreign language and any listenings, videos, teachers instructions, classmates' conversations.
- to become more independent. You'll definitely have your own dictionaries and use it for classwork, for homework ... for FUN!
- to write more complicated sentences, aiming for accuracy and correcting inaccurate work.
- to study HOW the language is put together; this means learning the GRAMMAR of it all (verbs, nouns etc.)
- to translate from either French or German into English and vice versa.

You'll aim for all this through a mixture of individual, paired and group work, as well as independent learning using the internet, especially KERBOODLE.

The main topic areas to be covered are: Youth Culture, Lifestyle, Customs and Traditions, Home and Locality, Germany and German speaking countries, Global Sustainability, Current Study, Enterprise, Employability and Future Plans.

Is it for me?

Have you enjoyed learning French or German for the last 3 years? Do you want to have fun? Do you want to know more about how the language is put together? Do you like a challenge? Do you want to have the potential to earn more money in your future career? Are you looking toward a place at university? If so, then languages are for you. Just a word of warning, you can only take the language at GCSE that you have studied in year 7, 8 and 9. (e.g. you can't do German at GCSE if you have done French in years 7, 8 and 9).

We need committed, hard-working, fun-loving individuals with a keen sense of humour to join us in the department. If you're still unsure, then speak to your language teacher for some good advice.

Who can tell me more?

Your first point of contact is your language teacher – Mrs Roberts or Mrs Large, who will share with you their thoughts and ideas, including what kind of grade they think you might achieve at GCSE. If you want more information, you can visit some of the following websites:

www.wjec.co.uk – this is the exam board that set the GCSE papers

www.ciltcymru.org.uk – this is the website of the Welsh Centre for Information on Languages teaching

www.whystudylanguages.ac.uk – the name says it all!

<p>Subject Teacher to sign and date that pupil has sought advice.</p>
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Notes

What is the aim of the course?

You will study the Welsh Joint Education Committee Specification. You will learn about Music of various styles and genres, compose music and perform as a soloist and as part of an ensemble.



What will I do?

The examination has three parts:

Unit 1: Performing 35% of total marks

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

Unit 2: Composing (Coursework) 35% of total marks

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

The second composition is a free composition for which you set your own brief.

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

Unit 3: Listening and appraising 30% of total marks

One examination paper of 1 hour 30 minutes.

This unit is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

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

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

How is the course assessed?

The Performing Examination takes place in March of Year 11.

The compositions and performances are internally assessed and externally moderated.

There is a 1 hour examination paper for Listening and Appraising. This is taken during the main examination period in Year 11.

Is it for me?

There will be one option group for GCSE Music. You will need to be able to play an instrument to a reasonable standard (keyboards, drums and voices count too!) as well as be a good listener. It is highly recommended that you take lessons in your instrument (you need 60% to get a “C” grade and 90% for an A*).

Part of your homework will be to practise your pieces as well as composing at home (you can use computers and you don’t have to write out your music). You will also be expected to learn musical terms to use when answering questions in the listening test.

Who can tell me more?

Head of Music - Mr Sammons

Your instrumental/vocal teacher

Present year 10 & 11 GCSE Music Students

Subject Teacher to sign and date that pupil has sought advice.
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Notes

What is the aim of the course?

This course aims to provide an opportunity for students to participate in a range of physical activities and to develop their understanding of the benefits of maintaining a healthy active lifestyle.



What will I do?

You will:

- Develop your knowledge and practical skills in a range of physical activities;
- Examine the effects of exercise and how training can improve performance;
- Improve your own performance in a variety of roles;
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity;
- Be given the opportunity to gain a coaching and umpiring award;
- Help with junior teams, sports day, school matches and tournaments.

How is the course assessed?

The GCSE course is assessed over two units.

Unit 1: Introduction to Physical Education

This is externally assessed through a written examination paper of 2 hours which counts towards 50% of your total marks.

- Pupils will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.

Unit 2: Active Participation in Physical Education

This is a non-examination assessment which counts towards 50% of your total marks.

- Pupils will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other.
- One activity will be a major activity which will have a personal fitness programme linked to the activity.

Is it for me?

The GCSE Physical Education course will appeal to you if you:

- Have a keen interest in sport and always look forward to your PE lessons;
- Take part in sport outside of class time;
- Want to follow a course that develops knowledge and understanding through practical involvement;
- Want to know more about the benefits of sport and exercise;
- Want to develop your leadership and officiating skills;
- Want to study a course that is active and that you will enjoy;
- Are considering a sports-related career.

Who can tell me more?

- PE staff will describe the course in detail
- Year 10 and Year 11 students who are studying Physical Education
- Visit the WJEC (www.wjec.co.uk)

Subject Teacher to sign and date that pupil has sought advice.

Notes

GCSE Skills Challenge Certificate - Tystysgrif Her Sgiliau

What is the aim of the course?

In today's world, you need to be able to do more than just pass exams. Employers are looking for people who can:

- Communicate well
- Use new technology
- Get on with other people to be able to work as part of a team
- Manage their own work, look for how they can improve and show they are keen to learn
- Recognise and solve problems



What will I do?

You will practise and enhance your ability to use the essential skills. These are the skills that are used in all aspects of school work and everyday life. The seven essential skills are:

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

In Year 10 you will complete two challenges - Enterprise and Employability and Community Participation.

In Year 11 you will complete a project on a topic of your choice. You will have time to make / produce an artefact for your topic, for example a lap tray or a wooden planter.

Links to the Welsh Baccalaureate

You will be given the opportunity to work towards your Enterprise and Employability Challenge, Global Citizenship Challenge, Community Challenge and the Project. These three challenges and the project make up the GCSE Skills Challenge Certificate where you can achieve A*-G.

Who can tell me more?

Mrs Tait, Mrs Jones, Miss Davies, Mrs Tompkins and Mrs Arnall

Subject Teacher to sign and date that pupil has sought advice.

Notes

Collaborative Courses Available Off Site, 2018-2020

Wednesday Afternoon Courses	
Level 2 Performing Arts	Extended Certificate in Performing Arts
Level 2 Public Services	Extended Certificate in Public Services
Level 2 Hospitality and Catering	Extended Certificate in Hospitality and Catering
Level 2 Health and Social Care	Extended Certificate in Health and Social Care
Level 2 Animal Care	Extended Certificate in Animal Care
Level 2 Hair and Beauty	Level 2 Certificate in Hairdressing and Beauty Therapy
Level 2 Construction	Extended Certificate in Construction and the Built Environment
Level 2 Engineering	Extended Certificate in Engineering
Level 1 Hair and Beauty	Level 1 Certificate the Hair and Beauty Sector
Level 1 Construction	Level 1 Certificate in Basic Construction Skills
Level 1 Engineering	Level 1 Certificate in Engineering

Wednesday Afternoon – Able Student Courses	
GCSE Computing	GCSE Computing

Twilight Course – 4.30-6.30 pm	
GCSE Spanish	

For further information about these courses, please see Mrs Arnall or go to the CWOL website.

A direct link to the My Choice booklet can be found at <http://online.flipbuilder.com/wotm/bvqn/>

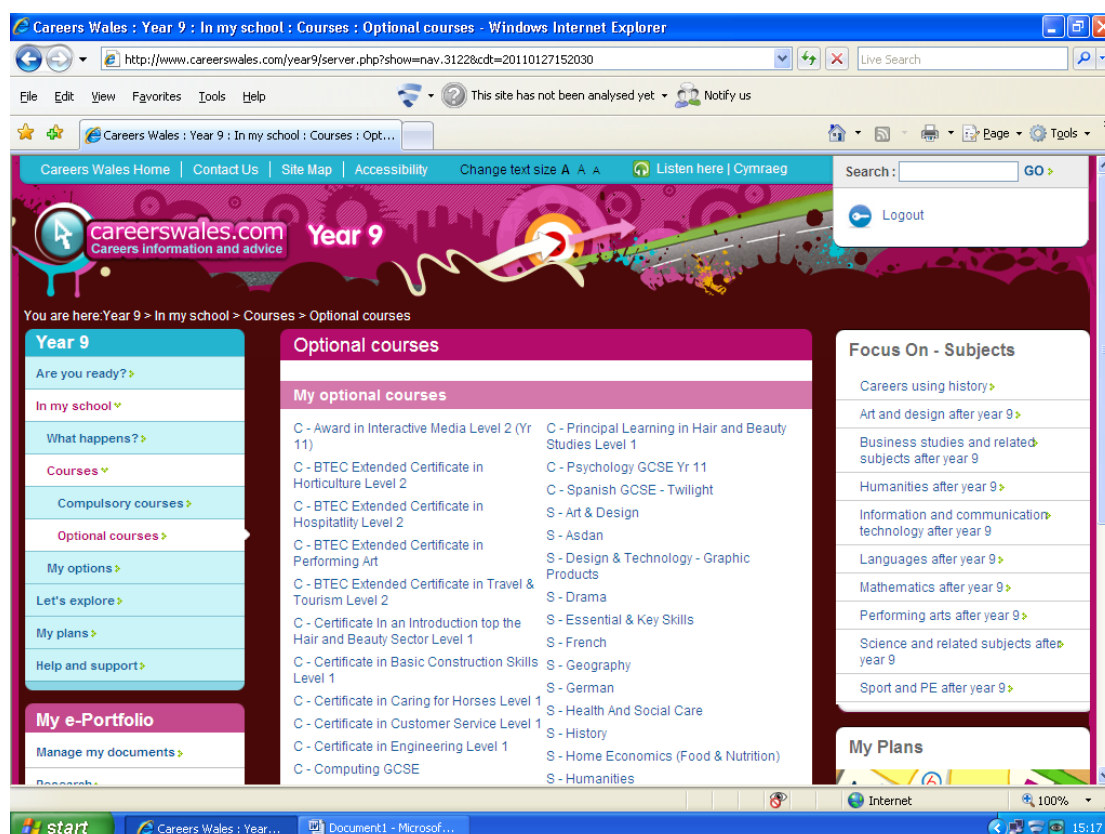
More detailed information about each course can be found at www.cambria.ac.uk/14-19network

Careers Wales

Careers Wales has provided an on-line tool to assist you in making your option choices. You will be given your username and a temporary password. You will then need to change this to your moodle password. You can access the site by using this web address

<http://www.careerswales.com/year9/>

Once you are logged in you can find out more about the collaborative courses by selecting: In my school/Courses/Optional courses. All courses taught collaboratively off the school site are pre-fixed with 'C'. All courses taught at St. Joseph's are pre-fixed with 'S'.



You will need to make your 1st and 2nd choice options on this site so you will need to keep your username and password safe. Your user name and password should be the same as your school user name and password.

Date:

SLT person:

Notes

achieve
shared
guide life
example
Christ
potential
faith fully Anglican
fully Catholic journey
Mission
full
God
St Joseph
live
Christian
whole
grow
school
community
love

Our Mission Statement