

Hawarden High School Ysgol Uwchradd Penarlâg

Year 10 and 11 Option Choices

2023 - 2025



"Learn to "Learn to succeed" - "Dysgu i lwyddo"

Important dates

**Wednesday 18th January -
Wednesday 8th February**

Students will receive a programme of 'option talks' during special assemblies.

**Wednesday 18th January -
Wednesday 8th February**

Year 9 students will have the opportunity to engage with Year 10 Peer Educators/Subject Representatives during REACH.

Wednesday 25th January

Key Stage 4 Virtual Options Website will be launched.

Wednesday 25th January

Key Stage 4 Information Evening to take place in the Main Hall. Option Booklets will be distributed

**Monday 30th January -
Friday 10th February**

Students will receive a username and password for Careers Wales Online together with guidance and advice from the school's Careers Advisor during a dedicated Computing lesson.

Thursday 9th February

Year 9 Parents' Evening will afford you an opportunity to seek views from your child's teachers.

Monday 27th February

The deadline for the submission of option choices. Closing date for making your selections via a Microsoft form which will be sent to your child's Microsoft email account.

Students will also be allocated an Options Card' which they will use as a means of communication with relevant subject staff, throughout this period.

Should you experience any difficulties, or have any queries regarding the courses or option choices, please contact:

**Miss D Gilsenan
Assistant Headteacher**

Welcome / Croeso

Year 9 students will shortly be making important decisions regarding the courses that they will be studying for in Years 10 and 11 (Key Stage 4).

We are committed to making the process as rigorous as always by providing a range of guidance opportunities to enable you and your child to make informed choices. We hope that this booklet will provide you with useful guidance in relation to this process.

We aim to provide each student with a broad and balanced curriculum, which caters for individual needs and aspirations. Students will follow the basic, core National Curriculum. In addition, they will also be offered the opportunity to study three optional subjects. The subjects are grouped into three blocks and represent a number of learning pathways.

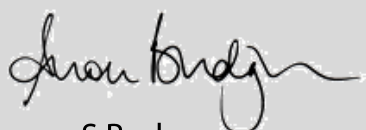
In order to ensure that, in making these decisions, your child takes account of their ability, interests and any career aspirations which they may have at this stage, your child will be receiving guidance from:

- their Group Tutor, Head of House and Assistant Head of House;
- staff with responsibilities for careers guidance;
- subject teachers, during the course of normal lessons;
- the Key Stage 4 options information evening which will take place on;
Wednesday, 25th January 2023, commencing at 6 p.m;
- the Year 9 Parents' Evening on **Thursday, 9th February 2023** will afford you an additional opportunity to seek views from your child's teachers;
- subject staff during a programme of special assemblies commencing
18th January 2023.

In addition to this there will be a dedicated options website for information about the options process and subject information.

In the event that you require any further information to supplement these opportunities please do not hesitate to contact us at the school.

Yours sincerely



S Budgen
Headteacher




A Boyd
Deputy Headteacher



Mrs I Birch
Assistant Headteacher



Mr P Connolly
Assistant Headteacher



Miss D Gilsenan
Assistant Headteacher



Mr J MacDonald
Assistant Headteacher

Contents

It is important that students make the right choices of subjects from the options choices available. We hope that this brochure will help you and your child in the decision-making process.

Page 3	Important Dates
Page 6	Option Choices
Page 7	Curriculum in Years 10 & 11
Page 8	Examination Information
Page 9	Curriculum Organisation and Vocational Courses
Page 9-10	Frequently Asked Questions
Page 11 & 12	Useful Advice for Students and Parents
Page 13	Making your choices
Page 14	Core Subject Pages
Page 23	Option Subjects Pages
Page 51	Option Choices and Columns

Option choices

Students and their parents will be able to access information utilising the Careers Wales website, <http://www.careerswales.com>, following a timetabled ICT lesson where careers staff will administer a session that guides students in relation advice regarding career choices and pathways.

To complete option choices, students will be sent an a link to an online form that will be sent to your child's Microsoft email account.

Further information regarding Careerswales.com and how to make their choices, will be available for parents / carers during the Key Stage 4 Virtual Information Evening.

Students will access the website during online sessions, in school, supported by Linda Palmer, the school's Careers Wales Advisor.

Practical points:

- only one subject may be chosen from one option column
- you may not choose the same subject twice, in different columns
- the final choice of subjects on offer may change accordingly to circumstance and demand; this is why it is important for students to select a second choice in each column

The screenshot shows the Careers Wales website homepage. At the top, there is a search bar with the text 'Search Careers Wales' and a magnifying glass icon. Below the search bar, the logo for 'Gyrfa Cymru Careers Wales' is visible, along with a 'Sign in' button and links for 'Contact Us', 'Events', and 'News'. The main content area is titled 'Watch the videos' and features two video thumbnails. The first video is titled 'My subject options' and has a duration of 3:30. The second video is titled 'How do I choose my subjects?' and has a duration of 2:08. Below each video thumbnail, there is a brief description and a link to 'View transcript and captions document'. The bottom section is titled 'Explore your career ideas' and contains four interactive options: 'Buzz Quiz' (Take the quiz to find out your personality type and what jobs might suit you.), 'Career Match Quiz' (Find job ideas that match your skills and interests.), 'Job Information' (Search for information on 100's of different job titles.), and 'Subjects and Jobs' (Explore the jobs you could do linked to subjects.).

The screenshot shows the online form for 'Key Stage 4 Option Choices 2023-2025' at Hawarden High School. The form is titled 'Please select your 1st and 2nd choice for each of the option columns.' and includes a list of required fields. The fields are: 1. First Name * (text input), 2. Surname * (text input), 3. Your tutor group: * (dropdown menu), and 4. Option Column 1 FIRST Choice: * (text input). The form is set against a purple background with the school's logo and name.

Curriculum in Years 10 and 11

CORE SUBJECTS

English Language and Literature

Mathematic and Numeracy

Science

Physical Education and Sport

Welsh

Welsh Baccalaureate

REACH (Relationships, Equality, Aspiration, Community , Health)

Religious Studies

Careers and Work-Related Education

OPTION SUBJECTS

Art, Craft & Design

Business

Computer Science

Digital Technology

Drama

Engineering

Fashion and Textile
Design

Food and Nutrition

French

Geography

German

Health and Social Care and
Childcare

History

Media Studies

Music

Motor Vehicle
Maintenance

Philosophy and Ethics

Physical Education

Product Design

Public Services

Salon Services

Spanish

Examinations

The General Certificate of Secondary Education (**GCSE**) is awarded for most of the examinations which students take at the end of Year 11. They are the main general qualifications taken by 16 year olds in Wales. All GCSE courses in Wales must adhere to GCSE approval criteria which set out course content and examination requirements. Some courses are GCSE equivalent courses. These might be BTEC, Cambridge National or NVQ courses. Each is offered at Level 1 and/or Level 2.

In some subjects there are 'tiered' examination papers. These might be two tiers - Foundation and Higher, or three tiers Foundation, Intermediate, and Higher. The papers examine the same work but with different styles and depths of questioning and therefore grades are reflected accordingly. The subject descriptors throughout this booklet will indicate whether they use this system and the grade which is applicable to either the Higher or the Foundation paper.

GCSE grades for a pass are A*, A, B, C, D, E, F and G. Higher grade passes are A* to C.

Students who do not reach G standard are 'ungraded'. A short course will result in the award of half the full GCSE.

Level 1 courses equate to GCSE G to D range. Level 2 courses equate to GCSE C to A* range.

Some subjects include non-examination assessment. This could include coursework, practical exercises, projects, long essays, individual studies, and the testing of oral skills. It is imperative that students work to their full potential throughout Years 10 and 11 and meet deadlines set for the completion of their assessments.

Vocational courses

In addition to those courses studied at school, there will be a **very limited** number of places on **vocational** courses which will be delivered at Coleg Cambria on one afternoon per week as follows:

- Hair and Beauty (Salon Services)- Level 1/2
- Workplace Engineering Motor Vehicle Maintenance Level 1

If one of the above courses are chosen, transport will be provided from school to Coleg Cambria. These courses will finish at 4.00 pm and therefore students must make arrangements to get home from college. Students who decide to choose one of these course must be mindful that they will not be able to change their options due to timetabling differences with other subjects.

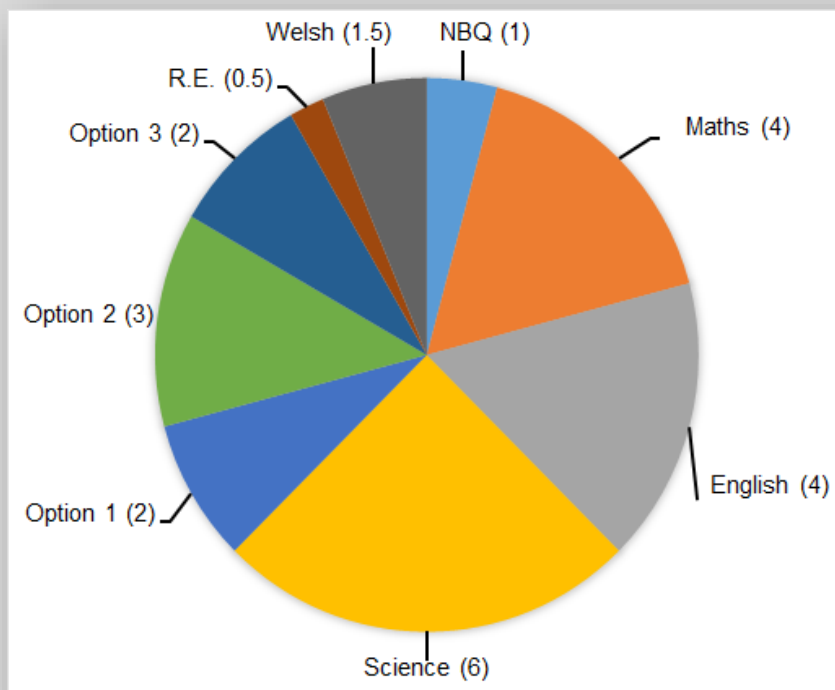
Curriculum organisation

The weekly lesson diet, or curriculum arrangement, consists of 25 one-hour lessons, which broadly consists of (but may vary for different pathways):

Mixed Options

The mixed option structure gives students the opportunity to:

- a. choose a broad and balanced curriculum;
- b. pursue those subjects in which they have an interest in or aptitude for;
- c. pursue courses relevant for career purposes.



Number of hours studied denoted in brackets

Frequently asked questions

Homework - Is it essential?

The simple answer is definitely 'yes'. You cannot expect to be successful in a subject unless you are prepared to work hard. Most subjects will require at least one hour's homework per week, and project work outside school time will be needed, throughout Key Stage 4.

Homework at Hawarden High School is set:

- to provide students with the opportunity to practise, consolidate, improve and/or extend the knowledge, skills and understanding learnt in the classroom;
- to inform the teacher of the depth of students' understanding.;
- to provide further evidence of attainment and progress.;
- to support students in their own understanding of areas for improvement;
- to encourage a sense of responsibility for students' own learning and progress;
- to provide an opportunity for differentiation;
- to promote independent study, research and project skills;
- to keep parents and guardians informed about and involved in the students' education;
- to maximise teacher use of learning time.

Can I choose more than one subject in each option column?

No, you can only select one subject in each column – you must make a first and second choice.

Will I get all of the choices that I ask for?

It is likely that you will get all of the choices you have asked for, however, **no guarantee can be given that all choices will be met**. You will be advised of your final option courses for Years 10 and 11 during the summer term. In the event that your choices need to be considered you will be involved fully in discussions.

Can I change my choices if I don't like them in Year 10?

No, so you must carefully consider your selections. The advice given on the next page may help you to make your choices.

Useful advice for Students

The following advice may help you in making your selection of OPTIONS.

- Note any problems and discuss them in the first case with your group tutor.
- Although you will choose courses that will be useful to you, try also to select options that you will enjoy.
- Do not select a course/s because you like the teacher, or reject a course/s because you dislike the teacher.
- Do not select courses because your friend has made the choice; what may be good and useful for your friend may not be so for you.
- Try to choose a varied and balanced course of studies; try to keep as many career routes open as possible.
- Remember the more you have to offer a future employer; the more opportunities will present themselves.
- If you have a career in mind, consult your career adviser and group tutor to ensure your selections will satisfy the necessary requirements.
- Make sure you can cope with the option courses you have selected. There is nothing to be gained by struggling with a range of courses which are not suited to you. Your past grade cards and reports can be used as a guide, but read the brief account of course content later in this booklet, or on the virtual options website and consult your subject teacher or Curriculum Leader.

Seeking other advice

Who can give you advice?

General queries	-	Group Tutor, Head of House
Specific information about the content of courses	-	Subject Teachers, Curriculum Leaders
Careers advice, guidance and support using Careerswales.com	-	Careers Wales , Mrs L Palmer.
Individual interviews and overall curriculum problems	-	Miss D Gilsonan, Assistant Headteacher Mr A Boyd, Deputy Headteacher Mr S Budgen, Headteacher Mr P Connolly, Assistant Headteacher Mrs I Birch, Assistant Headteacher Mr J MacDonald, Assistant Headteacher

Useful advice for Parents

Although it's important that your child makes their own decisions when it comes to choosing their GCSE options, they are likely to benefit from your support as a parent. Research suggests that young people put parents high on the list in terms of people who influence their career and education decisions (Youth Employment UK Survey, May 2020.) So, your input and advice really does matter!

It's important that you support your child in knowing HOW to choose, not WHAT to choose. Therefore, as a starting point it maybe worth asking your child to consider some of the following questions when they are thinking about the choices they should make:

Should I choose subjects I'm good at for GCSE?

The answer is often yes - the confidence and level of understanding that your child already has in these subjects will help motivate them to continue to strive to achieve over the two years of study

Should I choose GCSE subjects based on my likes and interests?

Yes, if your child enjoys a subject this will again provide the motivation to continue to work hard and maintain interest in a subject. Parents often ask whether their child should pursue a subject they enjoy, despite it not necessarily being related to a career that they already have in mind. My advice is always to let students pursue subjects they enjoy as they will learn transferable skills that are useful in any future career and will enjoy the lessons they are participating in.

Should I choose a GCSE subject because I like the teacher?

The answer here is definitely, no! Although your child may be thinking of choosing a subject because their current teacher has inspired them to do so, they won't necessarily be the teacher that is allocated to their GCSE class.

Should I choose a GCSE subject because my friends are doing it?

No! Many students pick the same courses to study as their friends as they think that they will get to spend more time with that friend. The most important reason why students shouldn't do this is because they are most likely not to have the same career aspirations and skills set as each other. In addition to this, it's important to note that many subjects are in more than 1 option line and are timetabled at different times throughout the week and we often follow seating plans so your child wouldn't be able to choose who to sit next to, in any case.

Are my A-level choices affected by my GCSE choices?

It is important that you and your child research career options and what requirements may be needed in order to pursue those careers, including the types of Post-16 qualifications and experiences that would be beneficial/ necessary. Having said this, although it would be an advantage to have studied a subject to GCSE level in advance of starting an A-Level, not all subjects require you to have previously studied them. In-fact many subjects at A-Level are not studied at GCSE, anyhow. It is important that you speak to relevant staff in advance of choosing your options to seek advice, particularly if you have a chosen career path in mind.

Making your choices

Your parents and yourself should read this booklet thoroughly, browse the options information website and listen to/watch the subject presentations.

Study the coloured options guide in this booklet, or have a look at the subject choices form which will be emailed. This will show you at a glance which combinations you could choose.

Note: - Subjects can only be offered if there is sufficient demand. Whilst every effort will be made to maintain all groups, no guarantee can be given that all students' choices will be met. Equally, some subjects are popular and may be over subscribed. If this should occur the school reserves the right to offer alternative subject choices.

Decisions will be made using the following criteria.

- The ability of the student to cope with the rigours of the subject content.
- Past performance, effort and attitude.
- Completion of work to required deadlines.

Curriculum Leaders, Assistant Curriculum Leaders, Heads of House and Tutors may wish to discuss your selections with you.

There will be the opportunity for parents to discuss option choices with teachers at the Year 9 Parents' Evening. Curriculum Leaders, Heads of Houses and Careers staff will also be able to offer help and advice.

The Head of House and the Assistant Head of House will be available to interview you, check your option choices and give guidance.

All option choice forms should be completed via a Microsoft Form by:

Monday 27th February 2023

You will receive a printed summary of the courses you have chosen, together with a permission slip which will need to be signed by your parent/carer and returned to school.

You will be advised of your final option courses for Years 10 and 11 during the summer term. In the event that we cannot offer you one of your first choices, or deem one or more of your choices to be unsuitable, the school will make contact having spoken to your child.

CORE SUBJECTS

English Language and Literature

DESCRIPTION

These are two separate GCSE subjects. They are studied over 4 hours per week of “English” lessons. All students will experience a wide range of writing, ranging from a Shakespeare play to contemporary, Internet-based material. They will be required to write accurately in a variety of forms, too.

ASSESSMENT INFORMATION

English Language

80% of the final grade will be based on two examinations taken in summer of Year 11. The other 20% will be based on two speaking and listening assessments taken during the course.

Students will study a wide range of fiction and non-fiction texts, including media texts (such as newspapers, magazines, blogs, etc). They will also write in a wide range of forms, showing understanding of audience, purpose and layout, as well as writing accurately. There is only one tier of entry in GCSE English Language (i.e. all students will take the same exams, regardless of ability).

English Literature

75% of the final grade will be based on two examinations, which will be based on a range of modern and older texts (novels, plays and poetry) from our own culture and others. Most students sit the first of the two exams in the January of Year 11 and the second in the summer of Year 11.

The other 25% of the final grade will be based on two controlled assessment tasks, taken during the course under exam conditions. One task will require students to write about a Shakespeare play and the other will require them to write about poetry chosen by the exam board from a list of poems written in English by Welsh poets.

There are two tiers of entry for GCSE English Literature. Higher Tier, A*-D; Foundation Tier, C-G.

REASONS

English is a core subject; it underpins the progress which is likely to be made in all other areas. Communication is an essential factor in our daily lives, both at work and socially. An ability to communicate well, both in speech and writing, is an essential life skill.

Literature will continue to be at the heart of our English course, not only because involvement with a variety of good literature will help to improve writing, but also because it is enjoyable and will help students to gain alternative perspectives on life.

Further information is available from Mr R Jones, Curriculum Leader, Communications Faculty

Mathematics and Numeracy

DESCRIPTION

Mathematics is a core subject of the curriculum and, as such, is studied by all students in Years 10 and 11 for 4 hours per week. Students will take two GCSE's in mathematics.

These are GCSE Mathematics and GCSE Mathematics- Numeracy. Both of these qualifications are with the WJEC exam board.

There are three tiers of entry for both qualifications

Higher Tier: Grades A* - C

Intermediate Tier: Grades B - E

Foundation Tier: Grades D - G

ASSESSMENT INFORMATION

There are two written examination papers for each of the GCSE courses.

Paper 1: Non-calculator and Paper 2: Calculator- allowed

Higher: 1 hour 45 minutes

Intermediate: 1 hour 45 minutes

Foundation: 1 hour 30 minutes

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. Some questions will use multiple-choice assessment.

A scientific calculator, compasses, a protractor and a ruler are needed in maths lessons. Students will be taught how to use their own calculator efficiently and this will enhance their examination prospects.

REASONS

Mathematics provides a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. The mathematics course will develop confidence in, and a positive attitude towards, mathematics and will demonstrate the importance and relevance of mathematics to everyday life and to society.

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

GCSE Mathematics – Numeracy will assess mathematics needed in everyday life, in the world of work and in other general areas.

A good qualification in mathematics is desirable for the study of science and technology and is often an entry requirement for a career, an apprenticeship or a course in Higher Education.

Further information is available from Mr A Jeffrey, Curriculum Leader, Mathematics Faculty

National Baccalaureate Qualification

DESCRIPTION

What is the National Baccalaureate Qualification (NBQ)?

The National Baccalaureate qualification focuses on developing literacy and numeracy skills with greater rigour. This qualification is relevant for young people to work towards developing an appropriate range of skills and knowledge to confidently move on to further study or take their first step on the career ladder.

The qualification will help learners develop the skills they will need for further and higher education, employment and life. It will be studied alongside learners' traditional choices at GCSE or vocational qualifications. The National Baccalaureate qualification will focus on the following skills.

- Literacy
- Numeracy
- Digital literacy
- Critical thinking and problem-solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness
- Time management
- Problem solving

ASSESSMENT INFORMATION

Learners will develop and use these skills and will be assessed, by completing an Individual project (50%) and three 'challenges'. listed below

Enterprise and employability challenge - 20%

Global citizenship challenge - 15%

Community challenge - 15%

Individual project - 50%

Title of qualification	Level	Grades available	Equivalent qualification
National Baccalaureate	Level 2	A*, A, B and C	One GCSE
Foundation Baccalaureate	Level 1	P* - P	One GCSE

Further information is available from Mr O Jones, Assistant Curriculum Leader or Mrs H Ellis, Curriculum Leader Community and Services to People Faculty

REACH

DESCRIPTION

REACH (Relationships, Equality, Aspiration, Community, Health) is a core subject which all students from KS3 to KS5 participate in. Lessons are held once a week and students are taught in their tutor groups.

The aim of the lessons are to provide structured guidance in the academic, social and emotional skills needed for a successful adult life.

Students throughout the Key Stages study a series of lessons on the following themes:

- Being me in my world
- Dreams and Goals
- Celebrating differences
- Healthy me
- Relationships

Each theme is covered at a level appropriate for the age and awareness of the students.

Careers education and guidance is an integral part of REACH in Years 9, 10 and 11. All students will have access to the online learning platform UNIFROG, in which students can complete personality profiles linking them to careers best suited to their personalities. It also allows them to browse potential career choices and consider the qualifications needed in order to be successful in their future pathways. All students in Year 10 will also undertake a structured work experience programme.

All students will have access to careers advice via CareersWales.com. A personal interview can also be requested. Careers Wales drop in sessions are available where advice can be sought.

Further information is available from Mrs D McDonald Head of RVE and REACH

Religion, Values and Ethics

DESCRIPTION

Over the course of the year all students in Year 10 will take part in a six week carousel programme of Religion and Ethics.

The focus of these sessions are to consider key ethical issues that we face in today's society.

Religion, Values and Ethics is a highly regarded subject due to the opportunities it provides students.

For example, the subject gives students the chance to:

- engage with some ultimate philosophical questions,
- develop knowledge of both religious and non-religious beliefs,
- critically evaluate some key ethical themes,
- reflect and develop their own beliefs and values.

Examples of topics studied are:

- Crime and punishment
- Problem of evil and suffering
- Freewill and determination

Further information is available from Mrs D McDonald, Head of RVE, or Mr G Evans, Curriculum Leader Cymru, Ewrop a'r Byd Faculty

Science

DESCRIPTION

All students will study WJEC GCSE Sciences leading to the award of GCSE qualifications in Science. All students will be taught Biology, Chemistry and Physics. There are three routes; the first being GCSE Biology, Chemistry and Physics and the second being GCSE Double Award Science. The third is GCSE Double Award Applied Science.

The courses place emphasis on science investigation skills, which means not just learning theory but also understanding the practical side of science and its relation to the world in which we live. It will stimulate curiosity, interest and enjoyment in science and in methods of enquiry. Students will develop the thinking and practical skills that are essential in every learning and career path open to them.

ASSESSMENT INFORMATION

The external examinations will be completed at the end of Year 10 and Year 11. The examination papers will examine the students on a variety of topics including how we stay healthy, knowledge and understanding of elements and atoms, as well as knowledge and understanding of how energy is transferred.

Also assessed is the students' ability to understand the nature of scientific investigations as well as their uses in modern society.

The final grade will be based on a combination of school based practical examinations (10%) and external examinations (45% at the end of Year 10 and 45% at the end of year 11).

REASONS

An understanding of science develops the skills that allow people to bring practical experience and new ideas together to contribute to the major technological changes that impact all aspects of life. These include the progress made in areas such as genetic engineering, forensic science, medical treatments, criminal prosecutions, understanding the universe, creating new industries and the creation of new medical treatments.

Employment prospects are greatly enhanced by achieving science qualifications, as employers respect the practical and investigative skills developed when studying science.

Further information is available from Miss S Bunn, Curriculum Leader, Science Faculty

Sport

DESCRIPTION

Students have one hour of compulsory physical education per week timetabled as sport.

In today's society it is important for our students to recognise that exercise is vital in maintaining a healthy lifestyle. We encourage students to actively participate in a range of activities throughout the year so that they find exercising an enjoyable and lifelong leisure pursuit.

Students are offered a choice of different activities each half term where they demonstrate the ability to prepare for and recover from exercise, play competitively but fairly, recognise the need to train and practise to improve performance.

We also encourage our students to take part in extra-curricular clubs and enjoy sport in the local community.

***Further information is available from Miss S Morris, Head of PE, or
Mrs C Gilpin, Curriculum Leader, Creative and Performing Arts Faculty***

Welsh Second Language

DESCRIPTION

In Welsh students will follow the course which for some students will lead to a GCSE qualification at the end of Year 11. The final grade will be based on the performance in four attainment targets - oracy, listening, reading and writing. The course will focus on **Employability, Wales and the World** and **Youth Culture**.

ASSESSMENT INFORMATION

There are 4 units within the course, all of which have to be completed.

The units:

Unit 1	25%	Internal Assessment - Speaking and listening 6-8 minutes
Unit 2	25%	Internal Assessments - Speaking and Listening 6-8 minutes
Unit 3	25%	External Exam - Reading (15%) Writing (10%)
Unit 4	25%	External Exam - Reading (10%) Writing (15%)

REASONS

There is an increasing demand for knowledge of languages. There are career openings in many areas such as banking, marketing, secretarial work and the tourist industry. In many areas of employment, employees are now being sent on courses to learn different languages depending on the needs of the company. The diversity of languages offered will form a basis for learning other languages, should the need arise, as you will develop language learning skills during your GCSE courses.

Learning a language should not be seen merely in terms of employment prospects but as a means of making the most of spending time in countries where languages are spoken. Having knowledge of a nation's language and the way the people live will help students to adapt to differences in other societies.

*Further information is available from Mr G Davies, Head of Welsh, or
Mr G Evans, Curriculum Leader, Cymru, Ewrop a'r Byd Faculty*

OPTION SUBJECTS

Options have been colour coded according to the option column in which they feature. See Page 51 for details of option columns.

Art, Craft and Design

DESCRIPTION

If you choose to study the WJEC Art and Design course you will explore a range of practical activities and respond in a personal and creative way to different themes and ideas.

You will build up a portfolio of work over the two years experimenting with a range of media and techniques including drawing, painting, graphics, printmaking, sculpture, textiles, photography and art appreciation.

You will continue to develop your critical thinking in response to a range of artworks. You will be able to work independently and you will like to visit galleries and museums to make your work more informative and interesting.

ASSESSMENT INFORMATION

GCSE Art and design is made up of coursework and an externally set assignment. You will be assessed against four criteria in each section.

Coursework (60%) - A personal portfolio selected from the projects you will complete in Years 10 and 11.

Externally set assignment (40%) - You will be given a range of starting points from which you will make a personal response using materials and processes of your choice. This examination takes place in the spring term of Year 11.

REASONS

New technologies are creating a whole new range of courses where Art is being used. There is an increasing demand for creative and innovative people in industry and business. Art and design students are such people. The number and variety of courses available to students wishing to continue their studies is wide and exciting. These include:

- Architecture
- Interior design
- Photography
- Film / TV
- Special effects and animation
- Textiles
- Theatre design
- Web design
- Marketing and advertising
- Exhibition / gallery / museum

Further information is available from Miss C Williams, Head of Art, or Mrs C Gilpin, Curriculum Leader, Creative and Performing Arts Faculty

Business Studies

DESCRIPTION

This WJEC GCSE course is designed to enable students to gain a detailed insight into the dynamic and ever changing world of Business. The course provides an introduction to the business world and students will study the following areas: Business activity, Influences on a business, Business operations, Finance, Marketing and Human Resources.

The course is delivered using a variety of teaching methods including; practical and role play activities, teacher-led lessons, case studies, group work and individual study where they will have opportunity to apply their knowledge to real-life scenarios.

ASSESSMENT INFORMATION

Unit	Assessed by	Percentage of overall grade
Unit 1 Business World	Examination	62.5%
Unit 2 Business Perceptions	Examination	37.5%

REASONS

Business is a valuable course for students who wish to enter the world of work following their GCSE's and an excellent stepping stone for those wishing to carry on the study of the subject further. Many students choose to take AS and A Level business and then move on to management and business related courses at university.

Studying Business can open up a wide range of future career options including Human Resources Officer, Accountant, Marketing Executive, Retail Management, Recruitment Consultant or even an Entrepreneur!

The course also gives students the opportunity to develop a wide range of transferable skills including decision making, analysis, team work, problem solving, planning, data handling and numeracy skills which will support them in whichever pathway they choose to follow.

Further information is available from Mrs V Wright, Head of Business Studies, or Mr M Kenny, Curriculum Leader, Technical and Vocational Faculty

Business

DESCRIPTION

This BTEC qualification is equivalent to a GCSE qualification and is recognised as so when students are choosing their progression route on from KS4. The Pearson BTEC Level 1/Level 2 First Award in Business (600/4786/0) is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

ASSESSMENT INFORMATION

The qualification consists of four units of study, three of which are mandatory units, that give learners the opportunity to develop broad knowledge and understanding of the business and enterprise sector, and relevant skills such as research, planning, problem solving and communication at Levels 1 and 2.

Mandatory Units

Unit 1: Introduction to Business (assignment based)

Unit 2: Finance for Business (external examination)

Unit 3: Enterprise in the Business World (assignment based)

The fourth unit (assignment based) will be selected from a range of optional units covering a wide range of subject related topic areas such as Marketing, Customer Service and Operations Management.

There is one external assessment, Unit 2, which is taken via an online examination and which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

REASONS

Studying a Business course can open up a wide range of future career opportunities including Human Resources Officer, Accountant, Marketing Executive, Retail Management, Recruitment Consultant or even an Entrepreneur!

Students may also choose to study the subject further by choosing a Business BTEC Level 3 or Business AS and A Level course, and then move onto higher education by studying a degree in the Business sector.

***Further information is available from Mrs V Wright, Head of Business Studies, or
Mr M Kenny, Curriculum Leader, Technical and Vocational Faculty***

Computer Science

DESCRIPTION

LEADING THE WAY IN COMPUTER SCIENCE

Computational thinking provides the building blocks to solving any problem (not just computer based problems). A student with the ability to make use of key computer science problem solving skills such as; computational thinking, decomposition, abstraction, pattern recognition and algorithm building; has an ever increasing wide range of academic and vocational options at their feet.

The WJEC GCSE in Computer Science encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

ASSESSMENT INFORMATION

Assessment is divided into three units:

1. **Understanding Computer Science (50%)** - 105 minute - written - examination to assess understanding of the theory content of the specification. This unit investigates; hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.
1. **Computational Thinking & Programming (30%)** - 2 hour – practical – exam to assess the practical application of knowledge and understanding through a series of on-screen tasks. This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and, security and authentication.
1. **Software Development (20%)** - internally assessed and externally moderated 20 hour controlled assessment to develop a programmed solution to a problem using an industry leading programming language following a task brief issued by WJEC.

***Further information is available from Mr A Roberts, Head of Computer Science, or
Mr M Kenny Curriculum Manager, Technical and Vocational Faculty***

Computer Science

REASONS

WHY CHOOSE WJEC GCSE COMPUTER SCIENCE?

- This bold and exciting course provides students with a stimulating and motivating study of computer science fit for the 21st century.
- The WJEC controlled task is limited to 20 hours to minimise burden on students / teachers and gives more teaching time / revision time.
- Another distinctive feature of the specification is the opportunity for students to demonstrate their programming and problem solving skills, skills that are assessed through external assessment in unit two.
- The depth of coverage means that it provides a solid foundation for either the study of A level computer science / Computer Science or employment.

WHO IS SUITABLE FOR THIS COURSE?

Those students who have an interest in programming, computers and their applications will find this course both enjoyable and challenging.

The course demands a development of high level programming skills, which will involve the learning of languages such as; Python, HTML, Assembly Language (LMC) and Java (Greenfoot). It is also advised that students have a good to high level ability in Mathematics and English, for both the programming tasks and the written exam.

Computer science skills are now a common requirement in all areas of life worldwide and a qualification at GCSE level will place you at an added advantage wherever you wish to study / work in the future.

You could use this course as a stepping-stone to careers such as; computer game development, systems analysis or graphical design, through to; Robotics, AI, software engineering and other engineering / programming based roles. You may wish to choose to go on to study computer science or other subjects in our Sixth Form or College.

PROGRESSION

This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to the next level in their education.

For example, a candidate achieving a GCSE in Computer Science may:

- Undertake GCE Computer Science (AS/A2)
- Undertake Level 3 computer science / Computer Science vocational college courses
- Use their qualification as a key indicator of academic ability in any STEM related apprenticeship scheme

***Further information is available from Mr A Roberts, Head of Computer Science, or
Mr M Kenny Curriculum Manager, Technical and Vocational Faculty***

Digital Technology

DESCRIPTION

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 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.

The course offers the opportunity to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of Digital Technology systems, whilst developing your interest in and enjoyment of technology as an integral part of modern society.

ASSESSMENT INFORMATION

Unit 1: Unit 1: The digital world on-screen examination: 1 hour 30 minutes

40% of qualification/ 80 marks

An assessment (taken on-screen), comprising of a range of question types to assess specification content related to digital technology systems, the value of digital technology and perspectives on digital technology. All questions are compulsory.

Unit 2: Digital practices Non-exam assessment (NEA): 45 hours

40% of qualification/ 80 marks

A non-examined assessment comprising of two sections. In Section A candidates will interrogate a supplied data set imported into a spreadsheet in order to inform Section B, where they will create a website incorporating either an animation or a game related to a set context.

Unit 3: Communicating in the digital world Non-exam assessment (NEA): 15 hours

20% of qualification/ 60 marks

A non-examined assessment focusing on marketing digital assets using social media. Candidates will create digital assets related to a set context and then formulate an online digital communications campaign around them.

REASONS

Digital Technology is intended to be of interest to a wide range of students, all benefiting from the many transferrable skills inherent in the study of Digital Technologies. Digital Technology promotes progression through the GCSE and provides excellent preparation for advanced studies as well as for future employment and the world of work. The subject offers opportunities for you to gain a broad understanding of the skills, knowledge and the role of Digital Technology within the world in which we live.

This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to A level or level 3 qualifications.

***Further information is available from Mrs V Wright, Head of Business Studies and ICT or
Mr M Kenny, Curriculum Leader, Technical and Vocational Faculty***

Drama

DESCRIPTION

- Students will learn to use different stage forms as an actor, director and designer in this WJEC course.
- Students will collaborate in devising their own piece of theatre and perform in a performance from a text.
- Students' acting/designing ability will gain maturity through seeing best examples in response to theatre visits.
- Students will learn about technical elements of a performance.
- Students, when available, will have opportunities to work with professional actors and designers/directors.
- Students will learn to be analytical about their own work and that of professional playwrights.
- Students will learn how to handle team-work under pressure.
- Students will (hopefully) enjoy the lessons and, in doing so, will learn more about themselves.

ASSESSMENT INFORMATION

Unit 1: Devising Theatre (40%)

You will participate in the create, development and performance of a piece of devised theatre. This is teacher assessed and externally moderated.

You will produce:

- A portfolio of supporting evidence based on the rehearsal process
- A performance lasting between 5-16 minutes (depending on group size)
- An evaluation of the final performance or design.

Unit 2: Performing Theatre (20%)

You will study two extracts from the same text chosen by you or your teacher. This will be assessed by a visiting examiner.

You will produce:

- A performance lasting between 5-14 minutes using sections of text from both extracts.
-

Unit 3: Interpreting Theatre (40%)

Written examination: 1 hour 30 minutes

You will answer:

- Section A: Set Text - A series of questions based on the set text that you have studied.
- Section B: Live Theatre Review - One question from a choice of two, analysing and evaluation a given aspect of a live theatre production seen during the course.

***Further information is available from Mrs C Gilpin,
Curriculum Leader, Creative and Performing Arts Faculty***

Engineering

DESCRIPTION

The Edexcel BTEC Level 1/Level 2 First Award in Engineering is a theory based, vocationally-related qualification, where learners develop knowledge and understanding to achieve a broad-based introduction to engineering. It provides underpinning knowledge and understanding that reflect the needs of employers and higher and further education professionals. This course will be taught over 2 years (years 10 and 11), with 120 guided learning hours (GLH) committed to BTEC itself. Students will complete 2 core units (60 GLH) and 2 specialist units (60 GLH). The units studied at Hawarden High School are:

Core units:

Unit 1- The Engineered World (30 GLH).

In this unit you will:

- Know about engineering processes used to produce engineered products
- Know about developments in engineering materials and technologies
- Understand how engineering contributes to a sustainable future.

Unit 2- Investigating an Engineering Product (30 GLH).

In this unit you will:

- Understand the performance requirements of an engineered product
- Understand the selection of specific materials for use in the components that make up an engineered product
- Understand the selection and use of manufacturing processes in an engineered product
- Understand the quality issues related to an engineered product.

Specialist unit:

Unit 5- Engineering Materials (30 GLH):

In this unit you will:

- Know about the properties of common engineering materials and selection for engineering applications
- Know about the supply and sustainable use of engineering materials and selection for an engineering product or activity.

Unit 6- Computer Aided Engineering (30 GLH):

In this unit you will:

- Use a CAD system to produce engineering drawings
- Use a CAM system to manufacture an engineering component.

Further information is available from Mr A McGuire, Assistant Curriculum Leader, Technical and Vocational Faculty, or Mr M Kenny, Curriculum Leader, Technical and Vocational Faculty

Engineering

ASSESSMENT INFORMATION

External examination (25% of the overall qualification):

Unit 1 will be externally assessed using an onscreen test. Edexcel sets and marks the test. The test lasts for one hour and has 50 marks. Learners will complete an onscreen test that has different types of questions including objective and short-answer questions.

Internal assessment (75% of the overall qualification):

Unit 2, 5 and 6 will be assessed internally by the school and then moderated by Edexcel. Evidence for the internal assessment could be generated through a range of diverse activities, including assignment and project work, case studies, workplace assessment, role play and presentations.

Homework:

Homework set in Years 10 and 11 concentrates on building upon students' design and theory skills in order to help you successfully complete the internal assessment and also concentrates on coursework based research.

REASONS

The Edexcel BTEC Level 1/Level 2 First Award in Engineering also provides the starting point of a route to employment at a junior level in a range of engineering posts. Students can expect to work in a range of settings, for example in the manufacturing, automotive, electrical and mechanical sectors. Typical entry-level employment opportunities in engineering include roles such as junior mechanical engineer or technician.

Core Skills:

Communication: Students will develop their skills in communicating ideas through the use of various written and presentation activities, as well as sketching techniques, 3D and 2D Computer Aided Design and modeling/prototyping.

Designing: Students will develop an approach to problem solving that promotes creative and divergent thinking. They will practice techniques that encourage them to look beyond the obvious to create innovative design solutions.

ICT: Project work is documented using Electronic Portfolios (PowerPoint). They develop an in depth knowledge of multimedia presentations from word processing to video and animation. CAD is a necessary skill to process in many if not all design industries. Students will develop skills in using Google Sketch Up to develop ideas in a virtual 3D environment. They will develop advanced skills to allow them to model ideas in 3D and link their CAD work with Computer Aided Manufacture (CAM). Students will have access to many other different CAD packages including Photoshop, Illustrator and 2D Design.

Making: Students will develop a range of skills using various tools and processes including laser cutting and 3D Rapid Prototyping.

Further information is available from Mr A McGuire, Assistant Curriculum Leader, Technical and Vocational Faculty, or Mr M Kenny, Curriculum Leader, Technical and Vocational Faculty

Fashion and Textile Design

DESCRIPTION

If you choose to study Fashion and Textiles through the WJEC Art and Design course, you will explore a range of practical activities and respond in a personal and creative way to different themes and ideas. You will build up a portfolio of work over the two years experimenting with a range of media and techniques. The areas of study include:

Drawing and painting	Fashion design	Stitched and/or embellished textiles
Digital textiles	Dyed and printed fabrics	Textile installations
Soft furnishings	Constructed textiles	

You will continue to develop your critical thinking and take inspiration from a range of artworks and textile responses; this could be through independent research as well as visits to textile exhibitions, galleries and museums. The course allows you to design and create products using stitched or printed fabrics and will involve an understanding of fibres, yarns and materials. Practical outcomes could include clothing and fashion accessories e.g. bags, hats, scarves, it could also lead to furnishings or decorative responses for within the home e.g. cushions, hangings, throws.

ASSESSMENT INFORMATION

GCSE Textiles through Art and design is made up of coursework and an externally set assignment. You will be assessed against four criteria in each section.

Coursework (60%) - A personal portfolio selected from the projects you will complete in Years 10 and 11.

Externally set assignment (40%) - You will be given a range of starting points from which you will make a personal response using materials and processes of your choice. This examination takes place in the spring term of Year 11.

REASONS

New technologies are creating a whole new range of courses where Textile Design is being used. There is an increasing demand for creative and innovative people in industry and business and textile design students are such people. The number and variety of courses available to students wishing to continue their studies is wide and exciting. These include:

- Fashion and Textile design
- Surface pattern and printed textiles
- Interior design
- Photography
- Millinery and Footwear
- Theatre design
- Exhibition / gallery / museum
- Special effects and animation
- Film / TV

***Further information is available from Miss C Wise, or
Mr. M. Kenny, Curriculum Leader of the Technology and Vocational Faculty.***

Food and Nutrition

DESCRIPTION

Students studying WJEC Food and Nutrition will be given the opportunity to learn and apply the principles of food science, nutrition and healthy eating. Six key areas are to be studied: Food commodities, Principles of nutrition, Diet and good health, The science of food, Where food comes from and Cooking and food preparation. This is a 'hands on' course where students are taught through practical cooking experiences.

ASSESSMENT INFORMATION

Unit 1: Principles of Food Nutrition

Written Examination: 40% of final GCSE grade

This examination will test student's knowledge and understanding of Food and Nutrition. It will be split into two sections:

Section A: Questions based on stimulus materials.

Section B: A range of question types to assess all content related to food and nutrition. The examination will be completed in one and a half hours.

Unit 2: Food and Nutrition in Action

Controlled Assessments: 60% of the final GCSE grade

Assessment 1: The Food Investigation Assessment (20% of the total mark)

The task is set by the exam board. Learners are required to research the task, carry out experimental investigations and evaluate the findings. The task is to be completed in 10 hours.

Assessment 2: The Food Preparation Assessment (40% of the total mark)

The task is set by the examination board. Students are to research, plan, prepare and cook a range of dishes that answer the task. The end result will then be evaluated. To be completed in 15 hours, 3 of which will be practical.

REASONS

This course would be suitable for anyone considering a career in food science, nutrition, the health care industry and the food industry.

***Further information is available from Mr M Kenny, Curriculum Leader,
Technical and Vocational Faculty***

French

DESCRIPTION

The WJEC GCSE in French will develop the learner's desire and ability to communicate with and understand speakers of French in a variety of contexts and for a variety of purposes. The course will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. The course will also provide learners with a solid foundation on which to prepare them for future language study, employment and travel.

The course will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

Students will cover a variety of topics including:

Youth Culture	Lifestyle	Customs and Traditions
Jobs and Future Plans	Home and Locality	Current Study
Global Sustainability	World of Work	France and French-speaking countries

ASSESSMENT INFORMATION

At the end of the two years students will be entered for four examination papers. Each paper is worth 25% of the qualification.

Unit 1 Speaking Unit 2 Listening Unit 3 Reading Unit 4 Writing

The range of grades at foundation tier is C-G and at higher tier A*- D. Candidates will be assessed regularly throughout the course so that a decision can be made about which tier of papers they will sit.

This course is suitable for students who are learning French in Year 9.

***Further information is available from Mr G Evans, Curriculum Leader,
Cymru, Ewrop a'r Byd Faculty***

German

DESCRIPTION

The WJEC GCSE in German will develop the learner's desire and ability to communicate with and understand speakers of German in a variety of contexts and for a variety of purposes. The course will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. The course will also provide learners with a solid foundation on which to prepare them for future language study, employment and travel.

The course will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

Students will cover a variety of topics including:

Youth Culture	Lifestyle	Customs and Traditions
Jobs and Future Plans	Home and Locality	Current Study
Global Sustainability	World of Work	Germany and German-speaking countries

ASSESSMENT INFORMATION

At the end of the two years students will be entered for four examination papers. Each paper is worth 25% of the qualification.

Unit 1 Speaking Unit 2 Listening Unit 3 Reading Unit 4 Writing

The range of grades at foundation tier is C-G and at higher tier A*- D. Candidates will be assessed continuously throughout the course so that a decision can be made about which papers they will sit. There are no controlled assessment or coursework tasks in this qualification.

This course is suitable for students who are learning German in year 9.

***Further information is available from Mr G Evans, Curriculum Leader,
Cymru, Ewrop a'r Byd Faculty***

Geography

DESCRIPTION

The WJEC Welsh specification for geography is divided into two taught units and one fieldwork unit. Students will have an opportunity to explore the interactions between physical and human environments, which will include study of Wales' upland environments, flooding, coasts, rivers, urbanisation, population and a comparison of urban challenges in richer and poor countries. This is followed by a study of either tectonic hazards or coastal management.

In Year 11 students will investigate issues surrounding the weather, climate, historical climate change and ecosystems. Finally, students will study either global development or the environmental challenges posed by over-consumption and waste.

Students are required to complete a total of two fieldwork investigations during Years 10 and 11.

ASSESSMENT INFORMATION

All examinations will be completed in Year 11.

Unit 1 and 2 are examined through 1hr 30min papers and are weighted at 40% each. These papers will be sat in the summer of Year 11.

Unit 3 is assessed through 2hr 30mins of classroom based controlled conditions and is weighted at 20%. This paper will be sat in November of Year 11.

REASONS

Knowledge of geography and geographical issues is valuable in a range of careers from town-planning to engineering, law, the civil service and the non-profit sector. Geography is a fast moving subject and gives you a sense of the world we live in and fosters an inquiring mind which employers look for. Geography is also one of few subjects recognised as both an arts and a science subject, making it valuable to people wanting a broad range of options in higher education.

***Further information is available from Mr C Smith, Head of Geography, or Mr G Evans,
Curriculum Leader, Cymru, Ewrop a'r Byd Faculty***

Health and Social Care and Childcare

DESCRIPTION

Students following this course will be equipped with knowledge and understanding of the development and care of individuals from conception to old age. You will also learn how service provision in Health, Social Care and Childcare sectors in Wales will support the development and wellbeing of individuals.

ASSESSMENT INFORMATION

Unit 1: Human growth, development and well-being.
Written examination. 1 hour 30 minutes. 40% of GCSE

An assessment (either taken on-screen or as a written paper) comprising of a range of questions types to assess specification content related to human growth, development and well-being

All questions are compulsory.

Unit 2: Promoting and maintaining health and well-being.
Non-exam assessment: approximately 25 hours. 60% of Single Award qualification (controlled test).

Task 1: Service Provision (approximately 10 hours)

40% of the marks within this unit are allocated to a service provision investigation 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: Health Promotion (approximately 15 hours)

60% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being.

REASONS

Students who wish to progress to further study training in related areas in Health & Social Care, Childcare or Sociology, Psychology, Medical Science may be interested in this topic.

This subject can be continued to level 3 in year 12 and 13.

*Further information is available from Mrs H Ellis, Curriculum Leader,
Community and Services to People Faculty*

History

DESCRIPTION

History is a highly respected qualification. History teaches pupils to be able to think for themselves and present their ideas in a clear and coherent way. The course helps to create learners who are:

- Open-minded.
- Disciplined.
- Good at problem solving.
- Able to pick out the important things.
- Have excellent leadership qualities.
- Able to analyse & evaluate.

The course is designed to engage and enthuse pupils as well as supporting good achievement. We study a range of time periods and events, from medieval punishments, to Hitler's Germany.

ASSESSMENT INFORMATION

We follow the WJEC specification.

Unit 1: Depression, War and Recovery, 1930-1951

Written examination: 1 hour 25% of qualification

Unit 2: Germany in Transition, 1919-1939

Written examination: 1 hour 25% of qualification

Unit 3: 'Changes in Health and Medicine c. 1340 to the present day'

Written examination: 1 hour 15 minutes 30% of qualification

Unit 4: Working as an historian

Controlled assessment 20% of qualification

REASONS

History is one of the main 'facilitating' subjects. This means that the skills learnt in History, will be very useful in a wide range of academic degrees and professions. It is well regarded and shows employers and colleges that you are academically able.

It is very useful for those considering careers in journalism, law, banking, teaching, nursing, accountancy, the police, leadership, business.

Further information is available from Mrs J Sawle, Assistant Curriculum Leader, or Mr G Evans, Curriculum Leader, Cymru, Ewrop a'r y Byd Faculty

Media Studies

DESCRIPTION

Television, music, film, the internet, newspapers, magazines and advertisements all form part of the 'Media'. This WJEC course offers you the opportunity to discover more about the world of the media and gives you a chance to make productions of your own. You will learn about key concepts of audiences, genre, narrative and representations.

The practical elements of the course could include desk top publishing, video production and audio work. These elements are supplemented by written evaluations.

ASSESSMENT INFORMATION

Final assessment:

2 external examinations count for 60% of the final GCSE grade (30% each). Topics include: the music industry; representations in adverts, video games and newspapers; British television and contemporary Hollywood film.

Non-examination coursework counts for 40% of the final GCSE grade. Students complete a production task (from set choices). This process includes: research, planning, designing, editing and evaluating. Both photography/desk-top publishing and audio-visual recording options are available.

REASONS

Media Studies gives a greater understanding of how the media affect our lives and what influences production. The course allows you to develop key communication and thinking skills by reading, researching and debating the importance and popularity of media in popular culture.

The course allows creative and independent design skills to be used in the production of print, video and audio media. As well as being of general interest, the course gives a good grounding to those interested in careers in journalism, broadcasting, advertising/marketing or communication.

***Further information is available from Mrs K Lumby-Jones, Head of Media,
or Mr R Jones, Curriculum Leader, Communications Faculty***

Motor Vehicle Systems Maintenance

DESCRIPTION

The City and Guilds Level 1 Certificate in Vehicle Systems course will be delivered at Coleg Cambria one afternoon per week.

This course is aimed at those who wish to enter the Motor Vehicle Service and Repair Industry. You will learn about basic Servicing and Repair. This will include Health and Safety principles; Engines and Engine Systems Fuel, Ignition, Cooling, Exhaust and Emissions; Transmissions and Braking Systems; Steering, Suspension and Wheel and Tyre Maintenance.

Coleg Cambria will provide the tools and equipment to facilitate the vehicle types and units being worked upon; they will be in a safe condition to support learning and assessment.

ASSESSMENT INFORMATION

All units have a simple one page assessment document to cover the practical content. Unit questions should be in a written or word processed format with supporting sketches and drawings where applicable.

REASONS

This introductory automotive qualification is for anyone interested in a career repairing or refinishing a wide range of vehicles: cars, vans, trucks, motorcycles, scooters, quads, land-based tractors, cycles, etc.

Further information is available from Mr D Karisa, Vocational Coordinator

Music

DESCRIPTION

The WJEC Music GCSE course is designed to develop an understanding of contemporary music and where it has come from. It offers a fun and interesting scheme of work based on the three primary musical activities. They are:

1. Performing Music

Regular singing or playing, working towards a finished solo and group piece. You will perform many different styles of music and have the option to receive free tuition at school in an instrument/voice of your choice.

2. Composing Music

What to write and how to write it - you will follow your own musical interests, composing music in your own styles with the option to use music software.

3. Appraising Music

Becoming familiar with music of all types including classical, stage, film, rock, and computer. You will also learn how music is changing and the influence of ICT in music today.

Each of these three learning areas focus on the Areas of Study. They are:

- Music for ensemble
- Popular music
- Film music
- Musical Forms and Devices

ASSESSMENT INFORMATION

UNIT 1: Performing Music (35 %)

You will need to perform TWO contrasting performances on any instrument / voice. One will be a solo and one will be as a member of a group.

It is assessed by the teacher and externally moderated.

UNIT 2: Composing Music (35%)

You will compose TWO contrasting compositions. Each composition will be linked to a different Area of Study. Your composition folio is assessed by your teacher and then externally moderated.

UNIT 3: Appraising Examination (30%)

You will sit a listening / written examination based on musical extracts under each of the Areas of Study. This takes place in May/June during Year 11.

Further information is available from Mr N Sant, Head of Music, or Mrs C Gilpin, Curriculum Leader, Creative and Performing Arts Faculty

Photography

DESCRIPTION

If you choose to study Photography through the WJEC Art and Design course, you will explore a range of practical activities and respond in a personal and creative way to different themes and ideas. You will build upon a portfolio of work over the two years creating static or moving images by recording light with light sensitive materials and experimenting with a range of appropriate media and techniques. The areas of study include:

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

You will continue to develop your critical thinking and take inspiration from a range of historical and contemporary artworks and photography responses; this could be through independent research, as well as visits to photography exhibitions, galleries and museums. The course allows you to build a personal portfolio of work and produce and create digital photography outcomes. You will apply drawing skills for different needs and purposes e.g. for the planning of photoshoots, manipulating imagery and for the planning of different presentational formats. You will learn how to use different computer software to create artistic and experimental outcomes.

ASSESSMENT INFORMATION

GCSE Photography through Art and design is made up of coursework and an externally set assignment. You will be assessed against four criteria in each section.

Coursework (60%) -A personal portfolio selected from the projects you will complete in Years 10 &11.

Externally set assignment (40%) - You will be given a range of starting points from which you will make a personal response using materials and processes of your choice. This examination takes place in the spring term of Year 11.

REASONS

New technologies are creating a whole new range of courses where Photography is being used. There is an increasing demand for creative and innovative people in industry and business and Photography students are such people. The number and variety of courses available to students wishing to continue their studies is wide and exciting. These include:

- Fashion Photography
- Sports Photographer
- Wildlife Photographer
- Photo Journalist
- Portrait Photographer
- Wedding Photographer
- Commercial Photographer
- Stock Photographer

Further information is available from Miss C Williams, Head of Art, or Mrs C Gilpin, Curriculum Leader, Creative and Performing Arts Faculty

Physical Education

DESCRIPTION

This WJEC course will enable learners with a keen interest in sport to combine physical and academic skills to obtain a GCSE qualification. Learners will:

- acquire knowledge, understanding, skills and values to develop and maintain performance in practical activities
- understand the benefits of health, fitness and well-being
- develop theoretical knowledge and understanding of the factors that underpin physical activity
- improve knowledge of how to improve performance in physical activity

ASSESSMENT INFORMATION

Unit 1 Written paper (2 hours) 50% of qualification 100 marks

Introduction to physical education.

Learners 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 Practical controlled assessment (non-exam) 50% of qualification 100 marks

The active participant in physical education

Learners will be assessed in:

- **three** different activities
- at least **one** individual and **one** team sport and **one** other (from an approved list) (one of these will be the learner's **major** sport)
- a personal fitness programme linked to the chosen **major** activity

Practical Assessment (50% overall qualification)

One major activity to include the personal fitness programme

Marks

44

Weighting

22%

Two minor activities

56

28%

REASONS

This course is designed to encourage learners to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and pathways. Many higher education and career opportunities are available following qualifications gained in physical education. They include:

Teaching

Sports Administration

Physiotherapy

Sports Injury

Leisure Industry

Armed Forces

Sports Management

Sports Coach / Consultant

It is important that pupils selecting GCSE P.E. have actively taken part in regular extra-curricular sport throughout Key Stage 3.

Further information is available from Miss S Morris, Head of PE, or Mrs C Gilpin, Curriculum Leader, Creative and Performing Arts Faculty

Product Design

DESCRIPTION

WJEC Product Design prepares students to participate in tomorrow's rapidly changing technologies. The subject calls for students to become creative problem solvers. Product Design offers you a unique opportunity to identify and solve real problems through designing, engineering, electronics and manufacturing prototypes and models of real life products that could be put into production. Students will develop skills by designing, modelling and making imaginative, innovative, creative well made products made from a range of different materials. Students must also take into account issues such as sustainability, impact on society and the environment. The final outcome that students will produce can consist of a high quality and well-engineered and finished prototype or a final solution.

ASSESSMENT INFORMATION

50% Written Paper: A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of one area selected from: engineering design and product design

50% Coursework: Students will undertake a single design and make activity which is selected from a range of examination board set board-set tasks. Students will be expected to submit a 3-dimensional practical outcome and a concise design folder. This should take approximately 35 hours. Students have access to specialised and unique online resources from our very own faculty websites; www.theDTresource.co.uk & www.designoutthebox.com. The sites are an exceptional resource that allows students to work independently through their coursework in school and at home. The product can if students wish include electronics and the designing of circuit boards and engineering projects.

Careers: Students in the past have used this course to move onto Engineering, Product Design, Graphic Design, Architecture, Civil and Structural Engineering, Manufacturing, CAD design and many more...

REASONS

Product Design is at the forefront of independent learning and technological advancement. It is intended to be of interest to a wide range of students who are interested in designing, drawing, engineering, electronics and manufacturing using up to date Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) prototypes, it aims to build upon the knowledge, understanding and skills already developed throughout KS3. Students combine creative and scientific principles to create a marketable and innovative product. The subject is closely related to industrial and commercial standards providing transferable skills for the future; ICT, organisational, analytical and evaluative.

*Further information is available from Mr M Kenny, Curriculum Leader,
Technical and Vocational Faculty*

Product Design

REASONS (continued)

The course includes the study of contemporary design issues, the life cycle of a product, engineering methods and resistant materials. Students combine designing with practical engineering skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. Students use a range of skills, tools and mediums such as 3D CAD modelling to present their ideas, and manufacture models and prototypes using up to date manufacturing technology such as 3D printers, laser cutters and CNC equipment.

Communication:

Students will develop their skills in communicating ideas through the use of various sketching techniques, 3D and 2D Computer Aided Design and modeling/prototyping using 3D printers, laser cutters and CNC routers.

ICT:

Students will develop an in depth knowledge of multi-media presentations from word processing to video and animation. CAD is a necessary skill to process in many if not all design industries. Students will develop skills in using SketchUp and Creo to develop ideas in a virtual 3D environment. They will develop advanced skills to allow them to model ideas in 3D and link their CAD work with Computer Aided Manufacture (CAM). Students will have access to many other different CAD packages including Photoshop.

***Further information is available from Mr M Kenny, Curriculum Leader,
Technical and Vocational Faculty***

Public Services

DESCRIPTION

The BTEC First Award in Public Services provides the knowledge, skills and understanding needed when considering a career in public services such as the police, prison service or emergency service.

The course comprises of four units, which provide a total of 120 guided learning hours. The structure of the course allows students to develop their interests and gain a broad foundation. The course introduces students to new areas such as citizenship, the individual and society, uniformed public service fitness and cultural awareness.

Specifically students will:

- explore the public services and their work
- understand how public services are delivered.
- explore working skills used in the public service sector
- demonstrate working skills used in the public service sector
- understand employment roles and conditions of service in the public services
- explore the health and fitness requirements of different public services

The achievement of the Level 1 or Level 2 National Award has the equivalent of one GCSE grade A* - G.

ASSESSMENT INFORMATION

BTEC Public Services includes one externally assessed unit which is a 1 hour examination. This will assist learners as they progress either into higher levels of vocational learning or to related academic qualifications by providing underpinning knowledge of the structure, statutory responsibilities, funding, and legislation surrounding the public services alongside the portfolio-based assessment. It will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts. One unit of work is marked externally, and remaining two units are internally assessed. Learners develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

REASONS

This course will give you valuable skills for any job but especially those in the public services such as Police Officer, the Armed Forces, Teaching, the NHS and jobs in Local and Central Government and Law.

***Further information is available from Mr D Karisa, Vocational Coordinator,
or from Mrs H Ellis, Curriculum Leader, Community and Services to People Faculty***

Philosophy and Ethics (Religious Studies) Course

DESCRIPTION

Anyone who has questions to ask and opinions to give will enjoy Religious Studies.

Religious Studies is a rigorous and diverse topic that engenders critical thinking in the search for truths in uncertain fields. The full course in Religious Studies gives students the opportunity to develop their knowledge and skills further. A central part of the course involves the study of key philosophical and ethical themes, which all link to relevant and current affairs. The course will help to develop within students an interest in human beliefs and behaviours.

The course comprises of two different units:

Unit 1: Religion and Philosophical Themes	Unit 2: Religion and Ethical Themes
<p>Part A: Key beliefs, teachings and practices of Christianity, Islam and non-religious groups e.g. humanism.</p> <p>Part B: Two philosophical themes: Life and Death: students will study topics such as creation theories, environmental issues, medical ethics (abortion, euthanasia) and life after death. Good and Evil: students will study topics such as peace and conflict, crime and punishment and the problem of evil and suffering.</p>	<p>Part A: Key beliefs, teachings and practices of Christianity, Islam and non-religious groups e.g. humanism.</p> <p>Part B: Two ethical themes: Relationships: students will study topics such as roles within families, marriage, divorce, nature and purpose of sex, roles of men and women, attitudes towards same sex relationships. Human Rights: students will study topics such as equality, laws of countries, prejudice and discrimination, the use of wealth and causes and effects of poverty.</p>

ASSESSMENT INFORMATION

Full Course Religious Studies includes two 2 hour examinations, which are taken at the end of both Year 10 and Year 11.

REASONS

Religious Studies is important because it equips students with cultural, moral, and spiritual knowledge that aids in mental and physical development within society. The lessons learned in Religious Studies prepare students for responsibilities, experiences and opportunities later in life.

Religious Studies is a highly regarded course due to the skills it enhances. It helps to develop imagination, investigative, analytical and evaluation skills. It promotes a deep understanding and appreciation of different cultures and beliefs and this is imperative for any future career.

*Further information is available from Mrs D McDonald, Head of RVE and REACH,
or from Mr G Evans, Curriculum Leader, Cymru, Ewrop a'r Byd Faculty*

Salon Services / Hair and Beauty

DESCRIPTION

This course will be delivered at Coleg Cambria one afternoon per week.

During the course students will cover the following topics:

- Customer service in the salon
- Basic salon reception duties
- Personal presentation in the salon
- Introduction to hairdressing services
- Introduction to basic perming and colouring
- Applying basic makeup
- Provide basic manicure
- Hair & Beauty occupational awareness

ASSESSMENT INFORMATION

For the assignment work, students will be assessed on their performance in tasks. The assessment system looks for creative ability, and this should include research, imaginative approach, using a variety of media and resources and development of their own ideas. Students are expected to be organised in their approach to the work, showing a good understanding of equipment, products and materials, application and attitude to tasks.

REASONS

Completion of this Level 1/2 qualification will enable students to progress on to NVQ Level 2 or gain employment in salons, health suites, cruise liners hotels or self employment. This qualification is highly practical and builds on the skills and knowledge required in this field.

Further information is available from Mr D Karisa, Vocational Coordinator

Spanish

DESCRIPTION

The WJEC GCSE in Spanish will develop the learner's desire and ability to communicate with and understand speakers of Spanish in a variety of contexts and for a variety of purposes. The course will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. The course will also provide learners with a solid foundation on which to prepare them for future language study, employment and travel.

The course will enable learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

Students will cover a variety of topics including:

Youth Culture	Lifestyle	Customs and Traditions
Jobs and Future Plans	Home and Locality	Current Study
Global Sustainability	World of Work	Spain and Spanish-speaking countries

ASSESSMENT INFORMATION

At the end of the two years students will be entered for four examination papers. Each paper is worth 25% of the qualification.

Unit 1 Speaking Unit 2 Listening Unit 3 Reading Unit 4 Writing

The range of grades at foundation tier is C-G and at higher tier A*- D. Candidates will be assessed regularly throughout the course so that a decision can be made about which tier of papers they will sit.

This course is suitable for students who are learning Spanish in Year 9.

***Further information is available from Mr G Evans, Curriculum Leader,
Cymru, Ewrop a'r Byd Faculty***

Option Choice Columns 2023-2025

Option 1	Option 2	Option 3
Business	Art and Design: Art, Craft and Design Fashion and Textile Design	Digital Technology
Digital Technology	Photography	Engineering
Drama	Computer Science	Health and Social Care and Childcare
Geography	Engineering	History
German	Food and Nutrition	Music
French	Geography	PE
History	Media Studies	Product Design
Public Services	PE	Public Services
Hair & Beauty*	Philosophy and Ethics	Spanish
Motor Vehicle Maintenance*	Product Design	
Insert your 1st choice below	Insert your 1st choice below	Insert your 1st choice below
⇅	⇅	⇅
Insert your 2nd choice below	Insert your 2nd choice below	Insert your 2nd choice below
⇅	⇅	⇅

*Courses denoted in green are Level 1/2 courses offered in conjunction with Coleg Cambria. Places are extremely limited and not guaranteed

Questions

Please note down any questions that you may have that have not been answered in this booklet.

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