

MAKING A DIFFERENCE



A guide to Key Stage 4

*Warning – contains valuable advice for both learners
and parents.....*

Link to the school calendar which is on the School website:

[Parent Calendar](#)

Many parents feel at a loss when their children enter their examination years, known in schools as Key Stage 4 (Years 10 and 11, but we give our learners in Y9 a chance to start sooner).

Many get confused by the complicated systems of choosing subjects and courses (GCSEs, vocational GCSEs, BTECs, - just some of the options available).

Many don't understand the terms controlled assessments, entry tiers, modular exams and practical assessments.

If you feel like this you are not alone!

The exam system has changed greatly over the past few years, and is continuing to change, and sometimes it feels as if it is best just to let the 'experts' at your child's school get on with it.

But your involvement during these crucial years can make an enormous difference - the difference between success and failure, between 'D/'E' passes and 'A's and 'B's.



Parental support is eight times more important in determining a child's academic success than social class, according to a new study. The Campaign for Learning found that parental involvement in a child's education can mean the difference between an A and an 'also-ran' at GCSE. (TES, 10 October 2003)*

And the good news is - you don't have to be an expert in any of the subjects your child chooses to make a real difference, and you don't have to become a 'super-parent' giving up your own life and responsibilities - you just need to know how best to spend the time you do have, at each stage of the process.

* The word parent is used throughout, but of course you don't have to be a parent to make the difference - carer, older brother, grandparent or neighbour - it won't make any difference to the effect you can have.

Isn't it the schools' job to get them through their exams?

Yes, of course the school has an important role to play and can provide the expertise and resources to help your child acquire the knowledge, skills and understanding they need to do their best in each subject.

There will be many new expectations of your child in Years 10 and 11 - expectations which for many children, even the very brightest, find hard to meet.

You don't need to know anything about maths, science or resistant materials to help them with these things - you've been doing it all their lives!

Demands on your child are likely to include:

- Being more self-motivated and taking more responsibility for their own learning - this can be a big change from earlier years.
- Asking when they do not understand, this requires self-confidence and some can be embarrassed to ask in front of their friends.
- Being able to overcome frustration, knowing how to persist when they are learning material that they find hard.
- Organising themselves, notes, handouts and information for different subjects, and different topics within these.
- Completing more work at home, on their own.
- Understanding the exam structure and the importance of each piece of work to their final *grade*.
- Preparing for controlled assessments.
- Planning and carrying out their revision.

Perhaps the hardest demand on learners is that of understanding the long-term importance of doing the best they can and learning to say 'no' to social activities at times in the interest of success (not easy even for adults).

Unfortunately, from the *teenage* perspective, interest and *effort* in education and the long-term benefits these can bring often come rather a long way down the priority list, after friendships, the 'right' clothes, social life, romantic concerns and hobbies.

In addition, children will *differ* in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation. And this is where you come in.

You are the expert on your own child and have always been his or her most important teacher. Your support, encouragement and *interest can make a spectacular difference to your child's* motivation and ability to cope with the academic and organisational demands of the exam years.

When you, your child and the school work in partnership, you can be sure that your child will achieve the best results possible.

So what is my role as a parent*?

Your role may include some or all of the following:

- Attendance officer - making sure your child goes to lessons and understands the importance of making the most of lesson-times.
- Partner with school and child - attending parents' evenings, asking questions and finding out how you can best help your child at home.
- Provider of the tools for homework and revision - a quiet space, a workbox of pens, paper and other necessities.
- Study buddy - showing an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.
- Keeping an eye on progress and celebrating achievements, and seeing a positive way forward when things go badly.
- Homework manager - *agreeing* the rules for homework or revision (they won't work if they're imposed), helping them to make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.
- *Go-between* - *for your* child and the school when necessary; making sure problems are nipped in the bud and asking the questions your child can't or won't.



Whatever your child's needs, your chief role will always be that of the person who cares most in the world, champion of their needs and admirer of every achievement.

The most important role you will play is that of person who will love them and be proud of them whatever happens.

GETTING OFF TO A GOOD START



What learners should already have done (but it's not too late to start now!!)

- Find out about the structure of each course - how is it assessed? When are the exams? What percentage of the final mark does each count for? Read the information the school provides
- Written all controlled assessments dates / deadlines and modular exams on a wall-planner or similar.
- Accepted invites to all the Google Classes for their subjects
- Created a work-area where they will be comfortable (and *where they will not be interrupted*).
- Agree regular 'check-ins' with parents to discuss how they are doing!
- *Agree* the 'rules for homework' with parents - it saves endless nagging and can always be renegotiated.

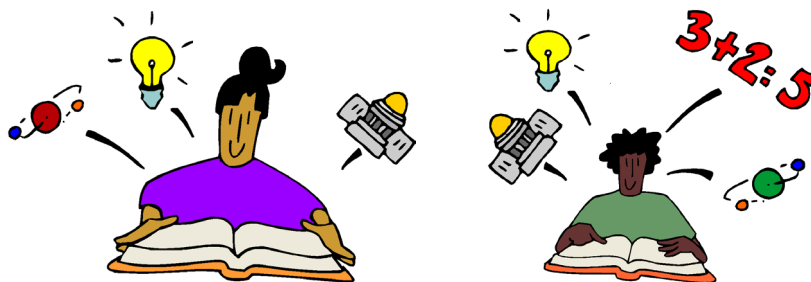
Tips for parents

- Work with your child to ensure that together you understand the course structure and requirements, such as timings of controlled assessments and exams.
- Make sure you have the name of the person responsible for your child in each of the subject areas, email addresses, and how and when they can be contacted.
- Help your child to organise a work-area, ensuring that they have all the materials and resources they need. Battles fought over missing pens or rulers are rarely worth the *effort* and are often just the distraction that a reluctant teenager is looking for!
- Talk about how much work they should be doing during the week and when the best time is to do it is.
- Talk about whether or not music/TV/phones will help or hinder them. One view is that music is usually OK, but that TV is too much of a distraction. However, as always with teenagers, be prepared to compromise – if they get the work done with the TV on, it is probably not an issue. If necessary, agree a trial period on their terms and review how they are getting on.
- *Agree* regular 'check-ins' where you are 'allowed' to discuss with your child where they are in relation to each subject's deadlines, areas they are enjoying, having difficulty with etc. Once a half-term is a good aim. Having a set time to discuss work beats 'nagging' which is often how teenagers perceive adult interest in their progress.

COPING WITH ASSESSMENTS (CATs or NEAs)

Key tasks for learners

- Go to all your lessons
- Listen extra-carefully to any information about assessments, write it down, and ask if you are not completely clear about what you need to do, and by when.
- Keep on top of your preparations for assessments - know what is due in when, and plan in time to do it - it usually takes longer than you think.
- Make sure you know exactly what is expected for each assessment and how marks are awarded.
- Don't leave your preparation until the last minute -having 6 weeks to prepare for a test may seem like forever, but it passes quickly. Make a plan of the work to be covered, dividing it into smaller sections.
- Use Google Classrooms regularly as this is where your teachers will post work AND where you can ask them for help.
- Keep a balance between social life, work commitments and studying - if you have done the studying you will feel much better when you go out - you CAN do both!
- Remember that controlled assessments COUNT towards your final grade. Work as hard for these as you would for an exam.
- There are many online GCSE sites which you can access to help you with your studies. They can be useful for ideas about structure and key points and help to motivate you but DON'T think you will get away with copying out chunks of someone else's text – this is called plagiarism - all exam boards and teachers are very good at spotting cheating - the consequences for you can be severe.





Tips for parents

- Your most important role, as always, is to encourage and praise your child. Show an interest by trying to talk to them about what they are learning in different subjects and in their homework.
- The most important thing is that your child attends lessons. Just missing one lesson means that they miss out on key information. Absence can result in a vicious circle of not understanding, falling further behind, disagreements with teachers, an increasing dislike of the subject and giving up.
- Put key dates and deadlines in your own diary so that you can support *before* the 'panic stage'.
- If you have agreed regular 'check-ins' take the opportunity to discuss how their preparation for any controlled assessment or coursework is going, and if there are any difficulties you can help with.
- The internet can be a good source of motivation and ideas for structure and key points, but warn your child about the dangers of copying out chunks of text - examiners have sophisticated methods of detecting cheating and it is usually punished by disqualification. Note that some sites are free, while others charge a fee. Finally, NEVER allow your child to use services which offer to write essays for them.
- Let the school know if your child is experiencing any difficulties in their home circumstances or personal lives where appropriate - most schools and examination boards can be flexible in special circumstances.



MAINTAINING MOTIVATION

Key tasks for learners

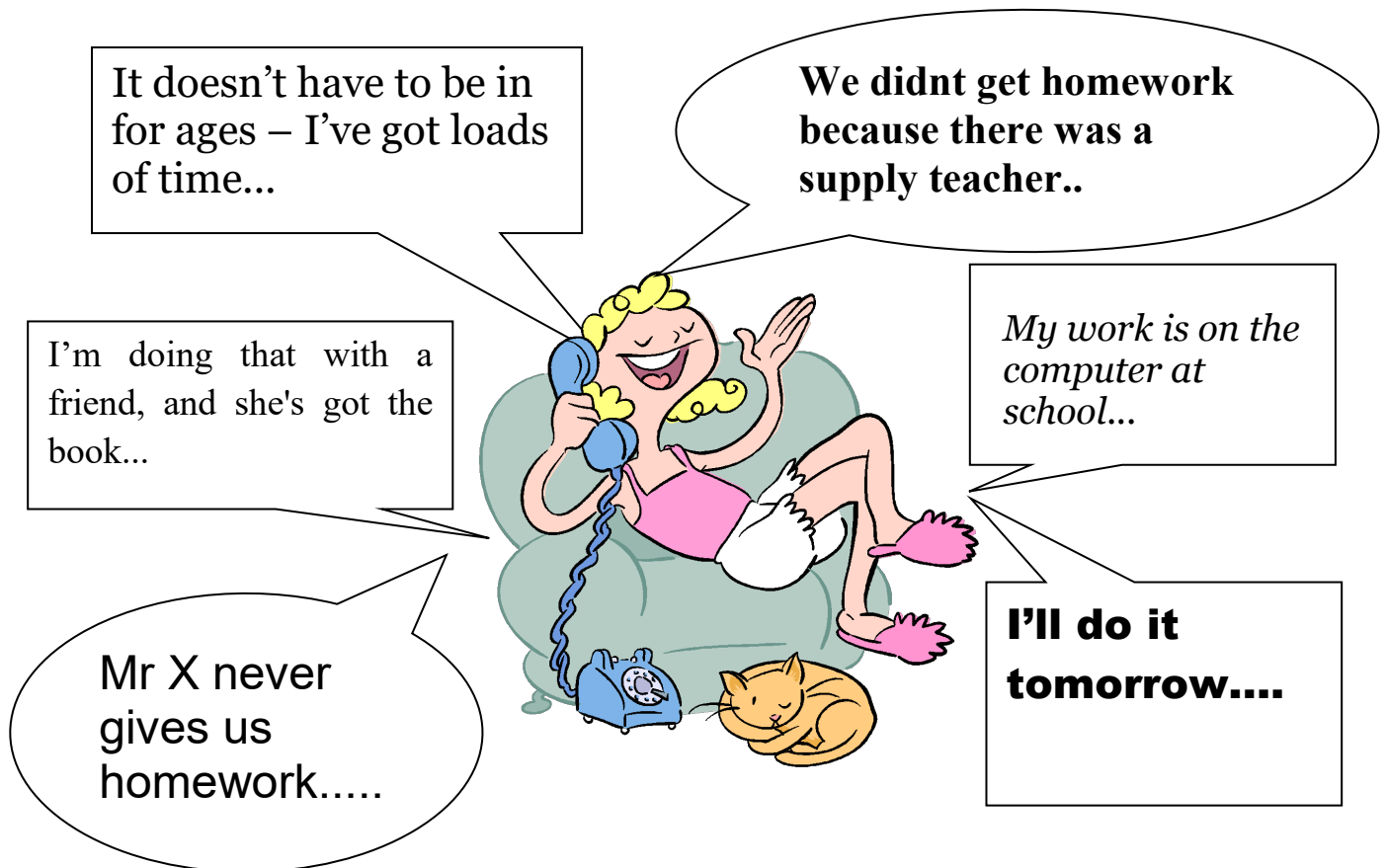
- Don't stop going to, or working in, lessons you find hard or dislike - talk to someone about any difficulties you are having - there is always a solution!
- Revise your homework plan if necessary and stick to it - even when you don't feel like it. Don't wait until you are in the mood - the further behind you get the less you will be in the mood. (Agree the plan with your parents for a hassle-free life.)
- Resist the temptation to bury your head in the sand if things are getting out of hand - talk to your parents/ mentor/ subject teacher.
- Ignore what friends and others are doing or saying -you are working for an easy life for YOU now and later.

Tips for parents

- Agree the balance between work and social life and stick to it. Again, flexibility is the key - if a special night comes up, *agree* that they can make up the work at another time.
- All learners will fall behind, feel overwhelmed, or struggle with the balance of social and school demands at times. When your child feels like this, arguing with them will not help. Talk to them about the issues, understand their feelings and help them to find a solution.
- Consider using a reward to motivate your child. This is NOT bribery. Rewards do not have to be financial or very big - talk to your child about what they would value - an extra night out, an extension to the time they can come in, a trip with friends, being let off household chores etc. Little and often (for small achievements) is more motivating than one big reward for good results in the future.
- Be flexible - use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing OK!
- If they say they've got no homework in Year 10/Y11, they are lying. This needs sensitive handling as teenagers tend to attack when backed into a corner. See next page 'A strategy for dealing with excuses' for some ideas if excuses become a way of life
- If your child is anxious or withdrawn, encourage them to talk to you or a trusted adult, and let them know you are there for them, and proud of them whatever.

A strategy for dealing with excuses....

- Keep track of the 'excuses' (they won't be able to!), writing them down with the date and subject.
- Agree or suggest a solution - e.g. that he or she brings the work home and shows you the next day.
- Follow up without fail.
- In the last resort, explain that you are concerned about the problem, for example that the school 'isn't giving you homework' and that you will need to contact them.
Remember the aim is to get the work done, not win the battle. Let your child save face, as long as they agree to do the work and stick to it



Setting yourself up for revision

- Keep all your exercise books and notes / handouts somewhere safe – an old shoe box comes in useful here!
- Start revision early. The sooner you start, the less you will have to do each day and the less stressed out you will be.
- The most important thing is to make a realistic revision timetable that you will stick to.
- Don't rush out to buy loads of revision guides -check with your subject teacher first, they will be able to provide you with what you need.

Doing the revision

- Go to all lessons to make the most of the teacher's knowledge about the subject, revision and exam techniques.
- You will find out about good and bad revision techniques as you progress through the year, try them out - find out what works for you. The key thing is to reduce your notes to a few A4 pages - look briefly at the notes you make a day later, a week later, and just before the exam. This WORKS!
- When you are given past papers, don't lose them.
- Have a clear goal for each revision task, for example - 'at the end of this hour, I will be able to label a diagram of the heart and answer a question on how the heart works'.
- Have a start and finish time and stick to them.
- Do a revision plan – even if you only work for fifteen minutes at least you will have done fifteen minutes.
- STOP and take a break if you are becoming frustrated, angry or overwhelmed. Don't waste time struggling - note down anything you are finding hard or don't understand when you are revising and take it into your next lesson.
- Don't be influenced by friends who talk about how little work they are doing and get your head down -your results don't matter to them, but they will be crucial for you. Tell yourself it's not for long and think of that long summer holiday!
- Last minute revision is worth it as long as it's not the only revision you do! By the day *before* the exam, your revision notes should be short enough to read through in one session. The final read-through will help key words and concepts to stick in your mind.

Tips for parents

Supporting your child in setting themselves up for revision

- Talk to your child about how you can support them and what they would find helpful.
- Encourage your child to empty their bag and save handouts and information from lessons at the end of each day. They won't seem important until they need them, at which point they are likely to be lost under a mountain of random papers.... And yes, you may need to help them do it!
- Help your child to plan their revision timetable

Supporting your child in doing the revision

- Support your child in sticking to their revision plan and keeping to the start and finishing times they have *agreed*. Praise them when they do it, and if necessary agree a reward structure.
- Don't make rewards dependent on certain results - it will only add to their feelings of disappointment if they don't do as well as expected.
- Provide favourite snacks and water for revision periods.
- Be flexible - if they want to go out to a party on a revision night, agree when they will make the time up.
- Be sensitive to the pressure your child is feeling - let them know that if they are really not up to it on odd days, it isn't the end of the world - let it go when it really matters to them, and remind them of all the good work they have done, and will continue to do. It's the big picture that will count in the end.
- Keep up with regular 'check-ins' (see 'Getting off to a good start') and don't nag in between times. Show an interest in how the revision is going, talk through any difficulties and be prepared to help them reschedule their planning as necessary.
- Keep things in perspective - your child may not be doing things the way you would do them, or as often as you would like but they are doing it the best they can in the way that works for them at the stage they are at.

TROUBLESHOOTING - What to do when it goes pear shaped!

Tips for parents

I hate this subject - I'm going to drop it.

- Children at exam age are often prone to 'all or nothing' thinking, leading them to exaggerate the importance of incidents and resort to extreme strategies such as 'giving it all up', running away or having an all-out argument in an effort to solve a problem. This is because their emotions are so strong at this age, and their strategies for dealing with them limited.
- Try to find out exactly what is causing the problem by encouraging your child to talk about what happens in the class, what is it about the subject that your child objects to. Don't minimise the feelings that your child is experiencing as this leads to the 'you just don't understand' response - accept that the feelings are real and that the problem to be sorted out is one of finding a less extreme strategy.
- For teenagers, problems often seem to have no solution ('I will never be able to understand this subject'), ('Everything about this subject is boring/difficult/stupid'). The trick is to talk to them using language that makes the problem more manageable, ('What is it that you find difficult/don't like about what the subject?') or ('How long have you been feeling like this about the subject?') or ('What would you like to happen? What would make it more bearable?')
- If, after discussion, the work really does seem to be beyond him or her, it is always a good idea to talk to the teacher concerned, where your child's worries can be explained in a calm environment. The teacher will be understanding and will appreciate helping to solve a problem together. If this doesn't work, it is worth following up the matter with the Pastoral Officer.

I've left it too late to revise

- The key point to *remember* is that it is never too late until you enter the exam room - with revision, a little knowledge is better than none, and could make the difference between a pass and a fail.
- Put in place a damage-limitation plan. Help your child to make use of the time they have got, however little, by helping them to prioritise and structure revision tasks into manageable chunks. Help them to identify a few key areas and encourage them to revise these as thoroughly as possible.
- Keep up motivation and self-esteem by reminding them of how they have coped with difficult situations in the past, that the exam period will soon be over and by talking about the strengths and qualities that they have which will contribute to the best outcome in the circumstances.

Dealing with stress

- A degree of stress is normal and actually necessary for successfully tackling exams. If you or your child feel that they are becoming too stressed you can encourage them to talk about the underlying issues.
- Some of the symptoms of stress are listed below. However, you know your child best so any marked changes in behaviour are worth checking out.
- Difficulty getting to sleep or waking up
- Tiredness
- Poor appetite
- Loss of interest in things they used to enjoy
- Headaches and other unexplained aches and pains
- Irritability and frequent angry episodes

If your child is stressed, try to encourage them to take time out away from work, doing something that they enjoy. Exercise promotes hormones that actively counter stress, so try to encourage this. Ensure your child eats well, and let them know that you are always there to listen. What stressed people most need is somebody to listen and empathise with the feelings they express.

- Remind them of when they have overcome difficulties in the past.
- Set them to focus on what they have achieved, despite this 'blip'.
- Point out that little is achieved without hard-work and mistakes being made - it's part of life and learning and adults frequently make mistakes too.

When GCSE progress is affected by adverse circumstances.

If your child misses an exam or doesn't do as well as he or she could have done because of illness, bereavement or other serious adverse circumstances, or if they are unable to prepare for or sit controlled assessments or to complete coursework for similar reasons, the most important thing to do is to let the school know immediately. Examination boards may give special consideration in these circumstances, and the school will be able to let you know the procedures to follow.

What do I need to know? Tips on working in partnership with the school

Sometimes it seems easier not to get involved when you are not sure who to call, when or why. These tips offer some suggestions to help you through the maze.


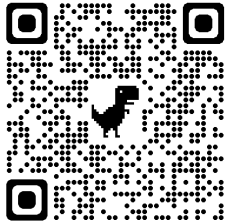

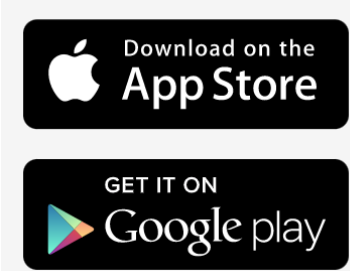



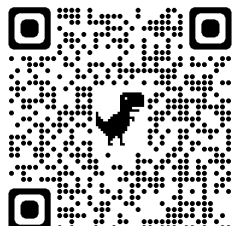
The school will use the website to publish important and useful information.

The school has a school app which you can download for free and it can send you notifications.

You child will be part of a Google Classroom year group where important Year group messages will be posted.

Your child will be in a Google Class for most subjects they study, ask them to show you this so you can see what work has been set for them.

Please ensure you have access to the Classcharts App to get daily updates on how your child is performing.

| | | |
|--|---|--|
| School Website  | www.ysgolharritudur.cymru |  |
| mySchoolApp  |  |   |
| Classcharts  | www.classcharts.com/parent/login Please contact us for your login code |  |

If you need to speak to a teacher, ring the school to find out when would be a good time - don't expect to speak to them straight away. Remember that most of the time they are in classrooms teaching. You can also email teachers directly.

When to contact the school

Contact the school:

- If your child consistently tells you they have no homework.
- If you are worried about your child's behaviour, for example if they often do not want to go to school, *become* withdrawn or aggressive.
- If your child is clearly worried about schoolwork.
- If a particular subject is causing your child particular difficulties over an *extended* period of time (half a term or more). This meeting should be with the subject teacher.
- If you do not *receive* any information from your child
- If there are any circumstances that might be affecting your child's schoolwork.
- If you need to take your child out of school for any reason. Remember that only the most serious situations should warrant time off, as every lesson is so crucial.

What a GCSE is worth.

GCSEs can be full qualifications (1 GCSE), double qualifications (equal to 2 GCSEs), *or* half GCSEs (usually called 'short courses' and equal to one half of a GCSE).

Compulsory subjects.

Some exam subjects must be taken - these are the compulsory subjects and include: English, Maths, Science, Welsh, Religious Studies and Welsh Baccalaureate. The Welsh Baccalaureate (WBacc) is a qualification which involves the teaching and development of essential skills for working life. The WBacc is an important qualification which does not involve exams, only work completed over the 2 years.

Options.

As well as the compulsory subjects, your child has had the choice of taking a number of other subjects which will lead to qualifications. These are often *referred* to as 'options'. Most of these will be worth one GCSE although some are equal to 2 GCSEs.

Grades and pass marks.

Grades awarded for GCSEs go from A* to G. This grade takes account of grades given for controlled assessments (coursework carried out under supervision within school), any coursework and examination marks.

GCSE grades D - G mean that the learner has passed their GCSEs at Level 1.

Grades C - A* represent passes at Level 2. (Level 3 is A-level standard).

If your child would like to go on to do A-levels, they will usually need 5 passes at Level 2.

Some subjects have more 'coursework' and less exams so are called vocational subjects. Grades for these are Distinction *, Distinction, Merit and Pass.

Tiers.

In some subjects all learners sit the same paper. Other subjects however, have different papers representing different levels of difficulty - usually higher and foundation. These are called 'tiers'. Within each tier learners can only get a certain range of grades. Schools will decide which tier your child is most likely to do well in.

Controlled assessments / Non examined assessments.(CATs / NEAs)

Many subjects depend on both exam marks and marks for coursework which are called NEA (Non-examined assessments). Preparation for this can be usually done in lessons and as homework and can take many different forms - essays, art-work, scientific investigations, or practical tasks. NEAs then have to take place in school under supervision and often within a set period of time.

Study leave

In order to provide as much support as possible to students, we believe that sending them home on their own to study is not productive in most cases. Study leave in its traditional sense has somewhat disappeared.

Whenever possible, the school will suspend the normal timetable just prior to exams and arrange specialist subject revision sessions instead.

Subject revision sessions may be arranged during breaktimes and after school. It is important that you encourage your child to take advantage of these sessions, making sure they are in school revising as much as possible.

On the following pages you will find specific information on each subject.

AND FINALLY.....

GCSE examinations start in early May and run until the end of June.

Please do not plan any family holidays during these weeks.

If your child does not take the exam, there is no second chance or resit.

Year 9 Course Information 2022-2023

| | |
|---|---|
| Department | Art |
| Director of Faculty | Miss Hannah Lowe |
| Subject title | Art and Design |
| Examination board | WJEC |
| Qualification description/title | GCSE Art and Design |
| Internet link | WJEC Art and Design link |
| Summary of course | |
| <p>GCSE Course - Learners complete work over three years which is internally assessed and externally moderated. Assessment 1 – 60% candidate portfolio, encourages adventurous and open programmes of study that provoke personal exploration, experimentation and opportunities for productive personal expression. Assessment 2 – 40% the examination, is completed in Year 11. All units, in each year of study, develop the four assessment objectives.</p> <p>Year 9 focuses on the development of coursework Unit 1. It builds the skills base for Years 10 and 11 work and develops understanding of the four assessment objectives, which are evidenced throughout all projects. Current Year 9 theme is Natural Forms.</p> <p>All work produced this year is marked as part of final coursework submission.</p> | |
| Important dates | Events |
| June 2023 | “Mock” GCSE examination – outcome based on Natural Forms project. |
| Revision links | |
| WJEC website | |

Other useful information:

Learners are expected to continue with their projects with a minimum of two hours a week of home study. Learners are encouraged to attend extra art opportunities to extend their knowledge and understanding. This will enable them to further develop their skills and enhance their portfolio.

- Learners will have to purchase an A3 sketchbook at an approximate cost of £5.00 for their Year 9 coursework.
- Learners will be expected to have a memory stick, which they will use in Years 10 and 11.
- Learners will be expected to print off colour images of art work for their research into artists.
- Learners will be expected have basic art equipment to use at home, such as water colours, colour pencils, chalk pastels. A learner art pack can be purchased through school at an approximate cost of £23.00. This equipment will be needed for Years 10 and 11.

If any learner has difficulty with any of the above expectations, just let us know and we will support as best we can.

Year 9 Course Information 2022-2023

| | |
|----------------------------------|---|
| Department | ICT and Business |
| Director of Faculty | Mrs B Merritt |
| Subject title | Retail Business |
| Examination board | WJEC |
| Qualification description/ title | Level 1/2 Award Retail Business |
| Internet link | WJEC Retail Business course information |

Summary of course and assessment structure.

Content Covered:

In Year 9 learners will study Unit 1 – The Business of Retail

The retail industry offers a wide range of jobs seeking individuals with a range of skills and knowledge of how the whole retail industry works and is impacted by external factors. This unit explores the base knowledge of these issues and will allow learners seeking a career in retail to understand the demands and rewards of working in such a dynamic and competitive industry

This unit introduces learners to the competitive and dynamic nature of the retail industry. Learners will gain knowledge and understanding of the different types of retail organisations that compete for customers and how these businesses are managed in order to achieve their aims and provide a continuous supply of products.

Learners will also gain knowledge and understanding of the external environment in which retailers operate and the impact of external factors on their operations.

Learners will use this knowledge and understanding, in addition to retail business data, to identify the issues faced by retail organisations in a highly competitive market and to recommend solutions to business issues.

Assessment:

Topic tests will take place periodically throughout the year to monitor understanding and progress of learners.

Revision links

- Theory topic electronic workbooks available to learners via Google Classroom
- All learners have access to the Retail Business Resources folder on Google Drive which contains the following:
 - o past papers
 - o mark schemes

Other useful information:

The Business department runs a weekly catch-up/revision session for learners who need additional support or just want to do more themselves.

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | Design and Technology |
| Director of Faculty | Mr T Meiring |
| Subject title | Food and Nutrition |
| Examination board | WJEC |
| Qualification description/ title | Food and Nutrition |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <p>The course comprises of 3 parts: a written examination (worth 40%) of the qualification, a food science investigation (20%) and a practical investigation including practical work (40%).</p> <p>During year 9 learners will be improving their practical skills and knowledge to include a greater understanding of the functions and the nutritional elements of food. Learners will be encouraged to follow recipes and improve their independence.</p> <p>Learners will begin to study some of the areas of content which include: food commodities, principles of nutrition, diet and good health, the science of food, where food comes from and the cooking and preparation of food.</p> | |
| Important dates | Events |
| Ongoing | Regular classroom tests to check knowledge and understanding |
| Revision links | |
| GCSE Bitesize www.foodafactoflife.org.uk www.nutrition.org.uk | |

Other useful information:

Participation in practical sessions is essential to success, students will be issued with recipes well in advance to enable ingredients to be purchased / inform school.

School will provide resources for the food investigations.
After school sessions available.

Year 9 Course Information 2022–2023

| | |
|---------------------------------|--|
| Department | Design and Technology |
| Director of Faculty | Mr T Meiring |
| Subject title | GCSE |
| Examination board | WJEC |
| Qualification description/title | Product Design |
| Internet link | www.wjec.co.uk |

| |
|---|
| Summary of course |
| <p>The course comprises of 2 main areas, a written exam (50%) and the NEA and practical outcome (50%)</p> <p>During year 9 students will have the opportunity to focus on developing their practical skills and building their subject knowledge through a number of design and make projects. Students will build confidence in using workshop tools and machines along with building knowledge in the properties of different materials. Each project will have a focus on materials, graphical skills and the practical use of workshop tools, equipment and machines. There will also be a focus on the use of computer aided design (CAD) and manufacture (CAM).</p> |

| Important dates | Events |
|---|---------------------------------------|
| Summer term 2023 | “Mock” examination |
| Interim dates will be set throughout the year | Completion of focused practical tasks |

| |
|--|
| Revision links |
| <p>All students will need to join the associated GOOGLE Classroom, through which lesson notes, revision notes and all other guidance will be available.</p> <p>After school practical and revision sessions are available.</p> |

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | Design and Technology |
| Director of Faculty | Mr T Meiring |
| Subject title | GCSE |
| Examination board | WJEC |
| Qualification description/ title | Design and Technology: Fashion and Textiles |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <p>Year 9 provides an introduction to the GCSE course. Learners will have the opportunity complete focused practical tasks designed to build on basic practical skills. Projects could include decorative mobiles, quilted backpacks, fabric landscapes, children's toys and tool rolls. Learners will gain confidence in using a range of tools and equipment which will enable them to work more independently. These will be internally assessed to ensure good progress. They will have the opportunity to develop a range of decorative and construction processes. Related theory topics will be introduced throughout the year. Learners will be expected to complete some theory tasks as homework. There will be regular "mini mocks" to allow learners to develop good examination techniques.</p> | |
| Important dates | Events |
| Summer term 2023 | "Mock" examination |
| Interim dates will be set throughout the year. | Completion of focused practical tasks. |
| Revision links | |
| GCSE Bitesize Google classroom | |

Other useful information:

After school sessions available.

Learners will be expected to fully participate in practical sessions and may be asked to provide some appropriate materials.

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Drama |
| Director of Faculty | Miss H Lowe |
| Subject title | Drama |
| Examination board | WJEC |
| Qualification description/ title | GCSE |
| Internet link | WJEC Course Details |
| Summary of course | |
| Exam Syllabus | |
| <u>Unit 1 – Devising Theatre – Internally assessed, externally moderated. [40%]</u> | |
| Learners will be participating in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC | |
| Learners will be completing a written evaluation of the devised performance under exam conditions. | |
| <u>Unit 2 – Performing Theatre – Externally assessed by examiner. [20%]</u> | |
| In groups of between two or four learners will be participating in a performance based on two 10 minute extracts from a performance text of their own choice. | |
| <u>Unit 3 – Interpreting Theatre – Written Examination [40%]</u> | |
| Section A: Set Text | |
| A series of questions on Blue Remembered Hills by Dennis Potter, explored as an actor, designer and director. | |
| Section B: Live Theatre Review | |
| One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course. | |
| To prepare for these units, in year 9 learners will undertake the following tasks; | |
| <ul style="list-style-type: none"> • Research, create and present an interactive group presentation about a practitioner • Devise a piece of theatre based on a given stimulus • Evaluate their devised piece • Perform a short script in groups • Read, analyse and act out scenes from Blue Remembered Hills | |
| Important dates | Events |
| <ul style="list-style-type: none"> • Unit 1: Devising Theatre Exam & Coursework handed in – March 2023 • Unit 2: Scripted Performance – Jan – March 2024 • Unit 3: Written Exam – June 2024 Visits to theatres to watch live productions throughout the year. | Extra-Curricular events throughout the year Houseplays & School Musical Productions. TBC – will be notified by letter. |
| Revision links | Other Information |
| WJEC Assessment Material Examples GCSE Bitesize Drama Revision | <i>There will be extra rehearsals at lunchtimes, after school and at weekends in preparation for practical work.</i> <i>Theatre visits may have a cost implication.</i> |

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | English |
| Director of Faculty | Mr J Algieri |
| Subject title | English Literature English Language |
| Examination board | WJEC |
| Qualification description/ title | GCSE |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <p>Literature Drama text and novel study ('Blood Brothers' and 'Stone Cold') Unit 3 Non examination assessment <i>Romeo and Juliet</i></p> <p>Language Unit 2 writing - Narrative and descriptive writing Non-fiction reading and writing based on the story of Chris McCandless</p> | |
| Important dates | Events |
| June-July 2023 | Romeo and Juliet Controlled Assessment |
| Revision links | |
| google classroom Sparknotes YHT School student website BBC bitesize | |

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | Humanities |
| Director of Faculty | Mr A Lewis |
| Subject title | Geography |
| Examination board | WJEC |
| Qualification description/title | GCSE |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <ul style="list-style-type: none">• Geographical Skills – Maps, graphs and statistical methods• Tectonic Hazards – Tsunami's, Volcanoes and Earthquakes• Ecosystems – The Amazon | |
| Important dates | Events |
| n/a | n/a |
| Revision links | |
| www.bbc.co.uk/bitesize | |

Other useful information:

www.wjec.co.uk – examination board website. Useful information, eg examination timetables, History information for parents and students.

Year 9 Course Information 2022-2023

| | |
|---|---|
| Department | Health and Social Care and Childcare |
| Director of Faculty | Mr A Davies (Health and Well-Being) |
| Subject title | GCSE Single Health and Social Care and Childcare |
| Examination board | WJEC |
| Qualification description/title | GCSE Single Health and Social Care and Childcare |
| Internet link | https://www.wjec.co.uk/qualifications/gcse-health-and-social-care-and-childcare/#tab_overview |
| Summary of course | |
| 4 lessons per fortnight | |
| <u>2 Units</u> Unit 1 – Human growth, development and well-being Written examination: 1.5 hours 40% of qualification – Normally taken in year 10 exam season Unit 2 – Promoting and maintaining health and well-being NEA (Non-exam assessment: Approx. 25 hours 60% of qualification – normally undertaken in year 11 Year 9 will focus on 2 criteria's from Unit 1 while using knowledge gained to produce resources and complete projects based on information researched and sourced in groups. | |
| Important dates | Events |
| Mock exam in November 2023 | Internal |
| Mock exam in January 2024 | Internal |
| Unit 1 Exam – May 2024 | External |
| Revision links | |
| https://www.healthandcarelearning.wales/resources/?l=GCSE&se=Health%20and%20Social%20Care&su = | |

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | History |
| Director of Faculty | Mr A Lewis |
| Subject title | History |
| Examination board | WJEC |
| Qualification description/title | GCSE |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <ul style="list-style-type: none">The USA: A Nation of Contrasts, 1910-29 | |
| Important dates | Events |
| n/a | |
| Revision links | |
| www.bbc.co.uk/bitesize - The USA, a nation of contrasts. | |

Other useful information:

- Learners will have regular subject knowledge tests to assess their understanding of all historical detailed covered.
- Homework will be linked to WJEC examination questions.

Year 9 Course Information 2022-2023

| | |
|--|---|
| Department | ICT and Business |
| Director of Faculty | Mrs B Merritt |
| Subject title | ICT |
| Examination board | WJEC |
| Qualification description/title | Level 1/2 Vocational Award ICT |
| Internet link | WJEC Level 1/2 Vocational Award ICT course information |
| Summary of course and assessment structure. | |
| In Year 9 learners will learn a variety of digital skills to create a range of documents and digital products. These skills will prepare them for future NEA tasks whilst also learning some initial theory elements of the course in the following areas: | |
| Practical skills: <ul style="list-style-type: none">• Logo design and creation• Developing printed advertising (poster/tickets)• Developing Digital Marketing products (animations, videos)• Creating a basic spreadsheet• Creating a simple database | Theoretical skills: <ul style="list-style-type: none">• Functionality of different hardware devices• Functionality of different software• Services provided by IT• Why data must be fit for purpose• How input data is checked for errors• How data transfers over different types of network• Different types of connectivity |
| Important dates | Events |
| <ul style="list-style-type: none">• End of Yr9 mock exam June 2023• Digital Skills Portfolio submission April 2023 | |

| |
|--|
| Revision links |
| <ul style="list-style-type: none">• Theory topic electronic workbooks available to learners via Google Classroom |

Other useful information:

The department runs a weekly catch-up/revision session for learners who need additional support or just want to do more themselves.

Year 9 Course Information 2022-2023

| | |
|---------------------|---|
| Department | Mathematics |
| Director of Faculty | Mrs B Merritt |
| Subject title | GCSE Mathematics |
| Examination board | WJEC |
| Internet link | https://www.wjec.co.uk/media/u3rbzz1p/wjec-gcse-maths-spec-from-2015-r-e.pdf |

Summary of course

All students will sit two GCSEs in Mathematics and they are titled GCSE Mathematics and GCSE Mathematics–Numeracy. Both of these will build on and progress from the levels of mathematics and numeracy expected at the end of KS3. Whilst the GCSE in Mathematics–Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study. Both specifications will encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society.

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

Learners will be continually monitored throughout the course by means of end of topic tests, oral assessment, homework and examination.

There are three tiers of entry for GCSE Mathematics:

- Higher tier (grades A* - C)
- Intermediate tier (grades B - E)
- Foundation tier (grades D - G)

Learners entered for this qualification must sit both units at either foundation, intermediate or higher tier in the same examination series. All candidates are required to sit two written papers for GCSE Mathematics (Unit 1 non calculator, Unit 2 calculator allowed). These papers will usually be taken in the summer of Year 11.

Revision links

Corbett Maths, Jones the Sum, MathedUp, ExamSolutions, Maths DIY, MathsPad

Year 9 Course Information 2022-2023

| | |
|---------------------|---|
| Department | Mathematics |
| Director of Faculty | Mrs B Merritt |
| Subject title | GCSE Mathematics–Numeracy |
| Examination board | WJEC |
| Internet link | https://www.wjec.co.uk/media/4wjg3krk/wjec-gcse-maths-numeracy-spec-from-2015-r-e.pdf |

Summary of course

All students will sit two GCSEs in Mathematics and they are titled GCSE Mathematics and GCSE Mathematics–Numeracy. Both of these will build on and progress from the levels of mathematics and numeracy expected at the end of KS3. Whilst the GCSE in Mathematics–Numeracy will assess the maths that learners will need in their everyday lives, in the world of work and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study. Both specifications will encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society.

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

Learners will be continually monitored throughout the course by means of end of topic tests, oral assessment, homework and examination.

There are three tiers of entry for GCSE Mathematics–Numeracy:

- Higher tier (grades A* - C)
- Intermediate tier (grades B - E)
- Foundation tier (grades D - G)

Learners entered for this qualification must sit both units at either foundation, intermediate or higher tier in the same examination series. All candidates are required to sit two written papers for GCSE Mathematics–Numeracy (Unit 1 non calculator, Unit 2 calculator allowed). These papers will usually be taken in the summer of Year 11.

Revision links

Corbett Maths, Jones the Sum, MathedUp, ExamSolutions, Maths DIY, MathsPad

Year 9 Course Information 2022-2023

| | |
|---|---|
| Department | Media Studies |
| Director of Faculty | Miss H Lowe |
| Subject title | Media Studies |
| Examination board | WJEC |
| Qualification description/ title | GCSE Media Studies |
| Internet link | http://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gcse-2017/ |
| Summary of course | |
| <p>The Year 9 course is a generic introduction to the course and covers all key industries included in the exam specification. This introduction will include work on the following:</p> <ul style="list-style-type: none">• Films and the Cinema Industry• Television• Newspapers in both Print and On-line• Magazines• Advertising in Print and Audio-visual• The Pop Music Industry including Pop Music Videos and related Genre magazines• Radio <p>Work in Year 9 is largely PowerPoint or written template based in order to aid learners' factual recall. There will also be opportunities for extended written analysis of key texts during the year to aid learners in preparing for exam answers.</p> | |
| Important dates | Events |
| There are no formal assessment dates other than mock examination in Year 9. | A visit to a Media industry will hopefully be arranged during the year, Covid rules permitting |
| Revision links | |
| A course companion text book written by the Chief Examiner for the subject is available to all students. | |

Other useful information:

The subject includes a significant amount of extended written work, investigative projects and essays. Students need to maintain an interest in media texts beyond those covered within class as examiners reward adaptation of skills learnt to learners' own examples.

Students whose only interest in the media is their mobile phones should not apply!

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | Modern Foreign Languages |
| Director of Faculty | Mr J Algieri |
| Subject title | GCSE Spanish |
| Examination board | WJEC |
| Qualification description/ title | GCSE (full course) |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| The course is made up of 4 units, all of which are examined at the end of Year 11. Unit 1 – Speaking (25%) Unit 2 – Listening (25%) Unit 3 – Reading (25%) Unit 4 – Writing (25%) | |
| Important dates | Events |
| N/A | Vocabulary tests (weekly). |
| Revision links | |
| www.languagesonline.org www.bbc.co.uk/schools/gcsebitesize/spanish Duolingo Google Classroom | |

Year 9 Course Information 2022-2023

| | |
|----------------------------------|--|
| Department | Music |
| Director of Faculty | Miss H Lowe |
| Subject title | Music |
| Examination board | WJEC |
| Qualification description/ title | GCSE |
| Internet link | Sample assessment materials: http://www.wjec.co.uk/qualifications/music/r-music-gcse-from-2016/wjec-gcse-music-sams-from-2016-e.pdf?language_id=1 BBC Bitesize: http://www.bbc.co.uk/education/subjects/zpf3cdm |

Summary of course

Unit 1: Performing - 35% of qualification

Section A: Performing (30%)

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

Section B: Programme Note (5%)

Learners must prepare a written programme note for one of the pieces chosen for performance. These performances will be recorded and examined during Year 11, they will then be sent off to be moderated by the WJEC.

Unit 2: Composing - 35% of qualification

Section A: Composing (30%)

Learners will need to write two compositions using the computer program Sibelius. One of these compositions which must be in response to one of four briefs set by WJEC.

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

Section B: Evaluating (5%)

Learners must prepare an evaluation of the piece composed in response to a brief set by WJEC. Compositions will be marked and sent off in May of Year 11.

Unit 3: Appraising - Written examination - 30% of qualification

This unit is assessed via a listening examination in June of Year 11.

There are 8 questions in total, two on each of the four following 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.

To prepare for these Units, in year 9 learners will;

- Start the free composition for Unit 2 after learning different composition skills
- Be given one to one lessons on their chosen instrument/voice free of charge in school time
- Complete appraising work on all the areas of study

| Important dates | Events |
|--|---|
| <ul style="list-style-type: none"> • Recording performance to be sent off and Programme note handed in - February 2025 • Compositions and Evaluation handed in ready to be sent off - March 2025 • Listening Exam - June 2025 | Extra-curricular events throughout the year |

Year 9 Course Information 2022-2023

| | |
|----------------------------------|---|
| Department | Music |
| Director of Faculty | Miss H Lowe |
| Subject title | Music Technology |
| Examination board | RSL |
| Qualification description/ title | Level 2 Certificate for Music Practitioners |
| Internet link | Sample assessment materials: https://www.rslawards.com/vocational/music-practitioners/ |

Summary of course

The course is based around core and optional units, all focussed on recording and producing music. Some units centre around skill, technique and attention to detail. Other units ask our learners to be creative and to generate musical ideas and tastes. Playing a musical instrument is not essential but useful. A basic degree of fluency on the keyboard is needed to operate the synthesizers and midi controllers effectively.

Learners will demonstrate:

sound recording skills; mixing and mastering skills; sequencing and production skills; live sound skills; radio programming skills; video production skills; understanding of contextual issues relating to music technology

Units

Music Sequencing and production

Sound recording

Digital recording and production

Podcast production

Remixing and production

Creating music with mobile technology

Music video production

Using a digital audio workstation with a keyboard

In year 9 we will cover the breadth of the course in taster units, in order to introduce a range of skills needed in the studio. Learners will be set smaller-sized units aimed to get them thinking like a producer.

To prepare for these Units, in year 8 learners will;

- Have had experience in our school recording studio
- Use Logic Pro X software to generate music from loops.

| Important dates | Events |
|--|---|
| No course-based assessment in year 9, however deadlines will be set on a half-termly basis for each taster unit. | Extra-curricular events throughout the year |

Year 9 Course Information 2022-2023

| | |
|--|--|
| Department | Religious Studies |
| Director of Faculty | Mr A Lewis |
| Subject title | Religious Studies |
| Examination board | WJEC |
| Qualification description/title | GCSE |
| Internet link | www.wjec.co.uk |
| Summary of course – Short Course | |
| Unit 1 - Religion & philosophical issues | |
| ▪ Part B – The Philosophical Themes; Good and Evil | |
| Important dates | Events |
| n/a | n/a |
| Revision links | |
| www.bbc.co.uk/bitesize | |

Other useful information:

www.wjec.co.uk – examination board website. Useful information, eg examination timetables, information for parents and students.

Year 9 Course Information 2022-2023

| | |
|--|---|
| Department | Health & Wellbeing |
| Director of Faculty | Mr A Davies |
| Subject title | GCSE Sports Studies |
| Examination board | WJEC |
| Qualification description/title | GCSE Physical Education |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| 50% practical 50% theory Practical -3 sporting areas Learners will complete a PFP (personal fitness programme) which will link to one of their chosen sports. | |
| Important dates | Events |
| Throughout year February/March 2025 Easter 2024/2025 May 2025 | On-going half termly tests Moderation day "Mock " examinations External Exam |
| Revision links | |
| www.teachPE.com GCSE bitesize YHT website www.Brianmac.co.uk www.PE4u.co.uk www.PSshare.co.uk | |

Year 9 Course Information 2022-2023

| | |
|---|---|
| Department | Science |
| KS4 Science leader | Mr G Williams |
| Subject title | GCSE Double Applied Science |
| Examination board | WJEC |
| Qualification description/ title | GCSE Applied Science (Double Award) |
| Internet link | https://www.wjec.co.uk/qualifications/applied-science-gcse-double-award/#tab_keydocuments |
| Summary of course | |
| <p>Nine lessons per fortnight</p> <p>5 units consisting of mixed biology, chemistry and physics topics and 2 practical/task based assessments. Each unit is examined at either foundation or higher tier. External exams take place in June 2023 and June 2024. Unit 1 and 2 have a weighting of 22.5%, unit 3 25% unit 4 20% and unit 5 10%.</p> | |
| Important dates | Events |
| Unit 1 - Energy Resources and the Environment External Exam - Summer 2024 Unit 2 - Space, Health and Life External Exam - Summer 2024 Unit 3 - Food Materials and Processes External Exam - Summer 2025 Unit 4 - Task Based Assessment (November-December 202) Unit 5 - Practical Assessment (January - February 2025) | After school revision – Spring term 2024 |
| Revision links | |
| BBC Bitesize. https://www.bbc.co.uk/bitesize/subjects/zrkw2hv | |

Year 9 Course Information 2022-2023

| | |
|--|---|
| Department | Science |
| KS4 Science leader | Dr H Wise |
| Subject title | GCSE Triple Science |
| Examination board | WJEC |
| Qualification description/ title | GCSE Biology, GCSE Chemistry and GCSE Physics |
| Internet link | http://www.wjec.co.uk/qualifications/science/gcse/biology-gcse-2017/ http://www.wjec.co.uk/qualifications/science/gcse/chemistry-gcse-2017/ http://www.wjec.co.uk/qualifications/science/gcse/physics-gcse-2017/ |
| Summary of course | |
| <p>Fourteen lessons per fortnight</p> <p>Each separate GCSE Science consists of 3 units – 2 externally examined units and a practical assessment. The examined units each contribute 45% of the final grade, while the practical assessment contributes 10%. Each subject examined separately at either foundation or higher tier. External exams take place in June 2023 and June 2024.</p> | |
| Important dates | Events |
| Unit 1 Biology external Exam – TBC June 2023 Unit 1 Chemistry external Exam – TBC June 2023 Unit 1 Physics External Exam – TBC June 2023 Unit 2 Biology External Exam – TBC June 2024 Unit 2 Chemistry External Exam – TBC June 2024 Unit 2 Physics External Exam – TBC June 2024 | Practical assessments – Spring term 2024 After school revision – Spring term 2023 |
| Revision links | |
| BBC Bitesize. https://www.bbc.co.uk/bitesize/subjects/zrkw2hv | |

Year 9 Course Information 2022-2023

| | |
|---|---|
| Department | Vocational |
| Lead Tutor | Emma Jones |
| Subject title | SWEET |
| Examination board | BTEC |
| Qualification description/title | BTEC in Personal growth and wellbeing Level 1 & 2 |
| Internet link | https://www.sweet.education/level-1-and-2-pgw |
| Summary of course | |
| <p>BTEC SWEET teaches valuable skills to help students lead happier, healthier and more successful lives.</p> <p>The qualification creates engaging conversations about life's big issues, helping learners to gain a better knowledge of themselves and the world around them.</p> <p>The course appeals to learners who find examinations challenging but also wish to gain the knowledge of life skills that will help them progress in their lives as young adults.</p> <p>In order to gain a Level 1/2 in the BTEC Sweet qualification, learners must complete 8 booklets which explore a range of different topics.</p> <ul style="list-style-type: none"> • Booklet 1 – Physical Health and wellbeing - Fitter, Healthier, Happier – helps learners to understand the benefits of leading a healthy lifestyle. • Booklet 2 – Emotional wellbeing - I've got a feeling – helps learners to develop a good understanding of the importance of sharing feelings and thoughts with others. • Booklet 3 – Social Health and wellbeing - Skills for social success – explores different relationships and the benefits of those to social health and wellbeing, understanding what makes a successful relationship and what personal skills will help to maintain them. • Booklet 4 – Sexual Health and wellbeing - Let's talk about... – this unit will help learners to understand how to develop and maintain safe and healthy intimate relationships in order to protect their own wellbeing, and that of others. • Booklet 5 – Personal Identity – This is me! – This booklet will explore a range of factors and life experiences that help to shape personal identity, helping learners to consider how to develop their own personal identity and contribute positively to social interactions. • Booklet 6 – Environmental Awareness – Our World, Our Future – This unit will help learners to understand some of the issues affecting the environment and why it is important that we try to protect it. • Booklet 7 – Financial Awareness – Making money work for me! – helping learners to discover how to make appropriate financial decisions, looking at the advantages and disadvantages of different financial products. Upon completion of this booklet, learners will be able to prioritise their financial needs based on their goals! • Booklet 8 – Personal Progress – Future Roles and Setting Goals – a unit where learners will be supported in identifying their abilities, skills, interests and attributes in order to allow them to make clear and informed choices about what they might like to do in the future. | |
| Important dates | Events |
| | |
| Revision links | |
| | |

Other useful information:

The SWEET qualification can be accessed in either digital or booklet format.

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Vocational |
| Lead Tutor | Mr Mark Mitchinson |
| Subject title | Motor Mechanics |
| Examination board | ABC |
| Qualification description/title | Level 1 Certificate in Motor Vehicle Studies |
| Internet link | |
| Summary of course | |
| <p>A chance to get hands on, practical experience in the area of motor mechanics. As part of the course, learners will be working on motor vehicles in our Motor Mechanic workshop, learning about tools, equipment, safety in the mechanic workshop environment, vehicle maintenance and how to diagnose faults and fix them.</p> <p>Under the guidance of a qualified Tutor, learners will also learn about the theory element of Motor Mechanics alongside practical workshop sessions in order to gain a qualification in Motor Vehicle Studies. Learners will complete a range of carefully selected units that focus on a variety of elements of vehicle maintenance.</p> <p>This high quality course offers learners with a keen interest in motor vehicles and mechanics opportunities to develop their knowledge further. This is the ideal option to provide learners with a stepping stone to pursue this vocational route as a career beyond school.</p> <p>Learners must wear appropriate PPE during practical sessions, including coveralls and steel toe capped shoes/boots.</p> | |
| Important dates | Events |
| | |
| Revision links | |

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Vocational |
| Lead Tutor | Mark Mitchinson |
| Subject title | Award in Engineering |
| Examination board | WJEC |
| Qualification description/title | WJEC Level 1 /2 Award in Engineering |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <p>This qualification provides a broad intro to the activities involved in engineering.</p> <p><u>Engineering Design</u> learn how to look at products to find out how it works and meets certain requirements. Learn how to take different ideas in order to produce a design specification for something new.</p> <p><u>Producing Engineering Products</u> learn about different types of engineering information and how to use it to plan the production of new equipment. Learn to work safely with various engineering processes, equipment and tools.</p> <p><u>Solving Engineering Problems</u> learn how to solve engineering problems by exploring solutions using new materials or processes. Learn to follow a process and develop technical drawing skills.</p> <p>Unit 1 Engineering Design Unit 2 Producing Engineering Products Unit 2 Solving Engineering Problems. External Exam</p> | |
| Important dates | Events |
| | |
| Revision links | |
| | |

Other useful information:

It is essential learners wear steel toe cap boots and overalls. It is a mandatory requirement they are worn at all times in the workshop. Ysgol Harri Tudur will have a supply of PPE that can be used by learners. Learners are welcome to provide their own PPE for vocational courses. Other P.P.E, such as gloves and glasses, will be provided when required.

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Vocational |
| Lead Tutor | Ashley McMurray |
| Subject title | Construction and the Built Environment |
| Examination board | WJEC |
| Qualification description/title | Level 1 / 2 Award (single) |
| Internet link | www.wjec.co.uk |
| Summary of course | |
| <p>This qualification provides a broad introduction to the different trades involved in construction. It provides an overview of technical construction roles such as bricklaying and carpentry, and also of professional construction roles such as site inspection and project management. Learners will be involved in a number of small scale construction projects, and will also learn how to create technical drawings and specifications. This course is an ideal foundation for young people interested in employment and/or further education in the construction industries.</p> <p>Unit 1 – Safety & Security in Construction (external assessment) Unit 2 – Practical Construction skills (internal assessment) Unit 3 – Planning Construction Projects (internal assessment)</p> <p>This course is structured in a ‘plan, do, review’ approach to learning, where learners are introduced to planning activities, carrying them out and reviewing the outcomes.</p> | |
| Important dates | Events |
| | |
| Revision links | |
| | |

Other useful information:

It is essential learners wear steel toe cap boots and overalls. It is a mandatory requirement they are worn at all times in the workshop. Ysgol Harri Tudur will have a supply of PPE that can be used by learners. Learners are welcome to provide their own PPE for vocational courses. Other P.P.E, such as gloves and glasses, will be provided when required.

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Vocational |
| Lead Tutor | Kath Archer/Sian O'Neill |
| Subject title | Creative Hair and Beauty Studies |
| Examination board | City & Guilds |
| Qualification description/title | Level 2 Certificate |
| Internet link | www.cityandguilds.com |
| Summary of course | |
| <p>This QCF Level 2 qualification is designed to provide specialist work-related skills for the Hair and Beauty industry. It gives learners the knowledge, understanding and skills that they need to prepare for employment.</p> <p>A minimum of 24 credits is required to achieve this qualification. A minimum of 180 guided learning hours are recommended. Credits will be gained from a selection of the following units:</p> <ul style="list-style-type: none">• Create and image based on a theme within the hair and beauty sector• Head massage• Shaping and colouring eyebrows• The Art of Dressing hair• The Art of colouring hair <p>This is an ideal opportunity for learners who prefer a more practical and vocational experience. There is lots of 'hands-on' activity. Practical work is assessed internally, as are the theory assignments. There are no minimum entry requirements.</p> <p><u>Employment opportunities:</u> Beauty Therapist, Hairdresser, Salon receptionist</p> | |
| Important dates | Events |
| | |
| Revision links | |
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Other useful information:

Learners must wear correct P.P.E. This is a Tunic which must be worn at all times in the salon and will be provided when required.

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Vocational |
| Lead Tutor | Mark Mitchinson |
| Subject title | Fabrication and Welding Practice |
| Examination board | ABC Awards |
| Qualification description/title | Level 1 certificate in Fabrication and Welding Practice. |
| Internet link | www.abcawards.co.uk |
| Summary of course | |
| <p>The ABC Level 1 Certificate in Fabrication and Welding Practice has been developed in conjunction with academia and industry experts, to provide an introduction to Fabrication and Welding. The overall aim is to provide both experience and knowledge on which to base a future career and associated course decisions, and to enhance employment prospects.</p> <p>On this course you will gain basic knowledge and skills in order to enable you to handle materials, tools and equipment both safely and competently and provide an introduction to the practical skills required in the fabrication and welding industry and provide a basic introduction to various aspects of fabrication and welding work as a foundation for progression to further education and training</p> <ol style="list-style-type: none">1. Health and Safety in an Industrial Environment2. Welding Processes (Manual Metal-Arc and Metal Active Gas)3. Fabrication Processes (Sheet Metal and Plate)4. Engineering Drawing <p>An online exam covering all 4 units.</p> | |
| Important dates | Events |
| | |
| Revision links | |
| | |

Other useful information:

It is essential learners wear steel toe cap boots and overalls. It is a mandatory requirement they are worn at all times in the workshop. Ysgol Harri Tudur will have a supply of PPE that can be used by learners. Learners are welcome to provide their own PPE for vocational courses. Other P.P.E, such as gloves and glasses, will be provided when required.

Year 9 Course Information 2022-2023

| | |
|--|---|
| Department | Vocational |
| Lead Tutor | Emma Jones |
| Subject title | Princes Trust |
| Examination board | The Prince's Trust became an awarding organisation in 2010 and is currently recognised by the relevant qualifications regulators in England, Wales, Northern Ireland and Scotland to design, deliver and award qualifications. |
| Qualification description/title | Personal Development and Employability Skills 2022 |
| Internet link | https://www.princes-trust.org.uk |
| Summary of course | |
| <p>The Princes Trust Achieve programme has been recognised by Ofsted as supporting students' emotional health and wellbeing. It is a flexible provision for 11-19 year olds that gives them the opportunity to develop the skills and confidence needed to succeed in education. From improving attainment, attendance, personal and social skills and engagement with education, Achieve helps young people to develop healthy habits and reach their potential, both in education and in their future employment.</p> <p>The new Achieve programme is designed to help young people who are struggling to develop important character skills through relevant, engaging and informal learning. It will connect young people with the world of work and equip them with the transferrable skills and knowledge they need to succeed, focusing particularly on literacy, language and numeracy (LLN) and science, technology, engineering and maths (STEM).</p> <p>The course is mostly learner led, giving them ownership of the topics they learn about through projects and activities, as well as compact work books to facilitate their understanding and help improve organisation skills.</p> | |
| Important dates | Events |
| | |
| Revision links | |

Year 9 Course Information 2022-2023

| | |
|---|--|
| Department | Vocational – Work Ready Employability Skills |
| Title | Military Preparation School (3 Year Programme) |
| Qualification description/ title | Year 9: Level 2 Employability Skills (0.25 GCSE) Year 10: Level 2 Work Skills (2 GCSE B Grades) Year 11: Level 2 Personal Growth and Wellbeing (2 GCSE B Grades) |
| Examination board | City & Guilds / BTEC |
| Summary of course | |
| <p>The Military Preparation School is a UK wide thriving and distinguished training provider that has education and learning as the principle foundation. We support learners, partner schools and local authorities across Wales in securing accredited vocational qualifications by using a soft military ethos as our engagement mechanism. The Military Preparation School main focus is on qualification attainment and developing the skill set required for positive progression to further education, apprenticeship and employment.</p> <p>MPS forms part of the Motivation Preparation College for Training (MPCT), which was formed in 1999 in Cardiff by our Chief Executive Officer, Mr Huw Lewis MBE. The vision, has remained constant, and that is to provide outstanding standards of learning in every region of the United Kingdom. In the past 7 years we have been awarded; Ofsted Outstanding in all areas, TES 'Training provider of the Year', Times Top 100, Investors In People Platinum and Defence Employer Recognition Scheme Gold.</p> <p>Qualifications</p> <p>The City & Guilds Employability Skills qualification has been designed to support learners develop and understand work-ready skills, employer expectations, the working environment and career readiness. The qualification has been designed in collaboration with a range of experts from various industry sectors, training providers and employment and recruitment professionals to ensure the content matches what is needed and valued by today's employment market. Key transferable skills such as independent research, group collaboration and leadership are all key components of this qualification.</p> <p>The BTEC Workskills qualification has been designed to offer learners a programme of study to improve their understanding and application of business and employability skills. The qualification has been developed to ensure that the knowledge, skills and understanding they provide are relevant, current, and valuable for learners and potential employers. Learners will develop a variety of transferable skills that will support and aid in academic and career progression. The programme allows learners to understand key aspects of preparation for the workplace along with practical application of experience and skill related scenarios.</p> <p>The BTEC Personal Growth and Wellbeing qualification has been designed to support learners' skill development in preparation for higher-level learning and career progression. The qualification is designed to progress the development of personal attributes, communication skills, self-management and development strategies to promote progression to further study and future employment. Developing resilient behaviour, appreciating emotional wellbeing and adopting personal progression plans are all key components of this qualification.</p> <p>Enrichment Activities:</p> <ul style="list-style-type: none"> Fundraising Activities, Volunteering Opportunities, Overnight Military Exercises, Supporting Local Communities, Award Recognition, Diverse Physical Training, Military Themed Activities, External Speakers, Training Based Competitions and sports competitions. | |

What is the programme outline?

50% is theory-based learning through active and diverse classroom activities. 50% of the course is physical/active, which supports practical evidence for the qualifications. Learners experience unique learning opportunities from: problem solving activities, leadership experiences, overnight expeditions, community work, award days, diverse outdoor education and military activities.

Do the qualifications have exams?

No, all qualifications are portfolio based, there are no exams.

Do I need to be fit to join the course?

No. Learners work at a level that is suitable to them. Fitness will improve naturally as they take part in exercise each week with learners understanding healthy behaviours and nutrition as the course progresses. All physical activity is differentiated, all we ask is that learners try!

Will the course help me choose a career?

Yes, learners will receive individual careers advice whilst on the course to help with vocational, academic and employability choices.

Do I have to join the military if I attend the Military Preparation School?

No, learners will be supported in whatever career path they choose to follow. Although the course is based on military values and low-level contextualised military engagement activities, the course allows learners the opportunity to develop confidence and employability skills. The majority of MPS learners progress to A Levels, apprenticeships or employment. The majority of our learners have no desire or interest in pursuing a military career, but enjoy the unique learning experience and GCSE equivalent qualifications

How long is the programme?

Each programme follows the academic year as per the school term timetable; learners will transition up each year and complete higher programmes to attain as many qualifications as possible.

What qualifications do I get?

Learners are able to access both our City and Guilds and BTEC vocational qualifications. Learners amass credits throughout the year and achieve the highest attainment possible, up to Level 2 accreditation. Our qualifications are based on active learning, with the focus on developing employability skills, personal attributes and key academic skills.

- Year 9: Level 2 City & Guilds Award in Employability Skills (0.25 GCSE)
- Year 10: Level 2 BTEC Extended Certificate in Work Skills (2x B Grade GCSEs)
- Year 11: Level 2 BTEC Extended Certificate in Personal Growth and Wellbeing (2x B Grade GCSEs)

Find out more at www.mpsschool.co.uk

Year 9 Course Information 2022-2023

| | |
|---------------------------------|---|
| Department | Vocational |
| Title | Outdoor Education & Activities |
| Qualification description/title | Level 2 Teamwork and Personal Development (2 GCSE B Grades) |
| Examination board | BTEC |
| Summary of course | |

1. Who are the Military Preparation School (MPS)?

We are an education based training provider who actively supports and complements a school's curriculum offer, this allows learners to access a broad range of qualifications and learning opportunities. We support partner schools and local authorities in securing accredited vocational qualifications for learners across England and Wales. We use a soft military engagement ethos in which to promote personal development values and attributes, our delivery approach is based on 'active learning'. The majority of our learners have no desire or interest in pursuing a military career, however, utilise the unique learning opportunities and level 2 accredited qualifications to support their personal and academic development.

The Outdoor Education Course is a non-military themed programme.

MPS forms part of the Motivation Preparation College for Training (MPCT), which was formed in 1999 in Cardiff by our Chief Executive Officer, Mr Huw Lewis MBE. The vision, has remained constant, and that is to provide outstanding standards of learning in every region of the United Kingdom. In the past 6 years we have been awarded; Ofsted Outstanding in all areas, TES 'Training provider of the Year', Times Top 100, Investors In People Platinum and Defence Employer Recognition Scheme Gold.

2. What do we do?

For any learner on our programme we aim and focus on three main objectives:

- Qualification attainment – GCSE equivalent vocational qualifications Year 10/11, 4 GCSE, B Grades
- Develop and enhance unique learning skills to support in school academic progression
- Developing the skill set required for positive progression to further education, apprenticeship and employment

3. What is the Outdoor Education Course?

- Course Theme: Outdoor Education and Activities
- Course Qualification: Level 2 BTEC Teamwork and Personal Development
- Course Outcome: Extended Certificate – GCSE Equivalent of x2 B Grades
- Course Duration: 1 Year Course then opportunity to take another vocational qualification for Year 11 with MPS
- Course Outline: Practical activities mixed with theory based learning (all portfolio – no exam!)
- Uniform: School Uniform for classroom work / Practical activities we will supply course t-shirts and if conducting outdoor/expedition related activities specialised kit/equipment will be supplied

What is the course outline?

50% is theory-based learning through active and diverse classroom activities. 50% of the course is physical/active, which supports practical evidence for the qualifications. Learners experience unique learning opportunities from: outdoor activities, adventure training, overnight expeditions, community work, award days, diverse outdoor education experiences. The majority of lessons are conducted at Ysgol Harri Tudur and built into the learners' normal school timetable. Off site visits are frequent to support the outdoor nature of the course.

Will the course help me choose a career?

Yes, learners will receive individual careers advice whilst on the course to help with vocational, academic and employability choices. We support all learners in gaining a positive progression through a number of avenues: further education, apprenticeships, work-based training or employment. Working with learners and schools, we are able to provide guidance in education and career progression. All our curricula at Key Stage 4 support this vital process. We ensure every learner is given the opportunity to prepare for their progression through developing their skill set to supporting any aspect of the career process. We actively support the Welsh Government's new Curriculum for Wales, 'Curriculum for Life'. Our ethos and fundamental approach equips learners with the necessary skill set to achieve in modern Wales. The new Curriculum for Wales aligns itself with our pedagogy by placing high emphasis on preparing young people for life.

How will parents be kept up to date of learner progress?

Each week our Instructors provide feedback on learner progress to the school and highlight any praise and concern in which to support. We attend Parent Evenings in which to meet and involve parental engagement and also provide course reports so parents can be informed of qualification attainment and learner progress.

Year 9 Course Information 2022-2023

| | |
|---------------------------------|---|
| Department | Cymraeg/Welsh |
| Director of Faculty | Mr J Algieri |
| Subject title | Welsh (Second Language) |
| Examination board | WJEC |
| Qualification description/title | GCSE Welsh Second Language (Full Course) |
| Internet link | http://www.wjec.co.uk/qualifications/welsh-second-language/r-welsh-second-language-gcse-2017/ |

Summary of course

All learners in Year 9 follow the new Welsh Second Language course which is a Full GCSE-

Learners study Welsh Second Language course for five lessons per fortnight and can gain grades A*-G. The course is split into four parts;

This qualification has two external assessment units which are weighted equally and two internal assessment units. The two external assessment tests reading and writing skills while the two internal assessment unit tests oral and listening skills.

The context for learning the language is organised under **three broad themes:**

□ **EMPLOYMENT** □ **WALES AND THE WORLD** □ **YOUTH**

Unit 1 Oracy response to visual material:

Oracy exam (25%) - (10%) Speaking (15%) Listening

This unit requires candidates to listen to stimuli and respond verbally by interacting with a partner or in a group of 3.

Unit 2 Communicate with others:

Oracy exam (25%) - (20%) Speaking (5%) Listening

This unit requires candidates to respond orally and listen to peers by interacting with a partner or in a group of 3. Candidates are expected to express and support opinions.

Unit 3 Report, specific and instructional:

Written Examination (25%) - (15%) Reading (10%) Writing

This unit requires candidates to respond to a range of questions. The reading will be assessed through a range of structured questions and the writing for different purposes including writing report, specific and instructional.

Unit 4 Descriptive, creative and imaginative:

Written Examination (25%) - (10%) Reading (15%) Writing

This unit requires candidates to respond to a range of reading and writing questions. The reading will be assessed through a range of structured questions and the writing for different purposes including descriptive, creative and imaginative writing.

Important dates

Events

Year 10 Spring/Summer Term

Unit 1 Oracy response to visual material:

Oracy exam (25%)

Year 11 Spring/Summer Term

Unit 2 Communicate with others:

Oracy exam (25%)

Year 11 Summer Term

Unit 3 Report, specific and instructional:

Written Examination (25%)

Year 11 Summer Term

Unit 4 Descriptive, creative and imaginative:

Written Examination (25%)

Revision links

Revision and catch up sessions- ask your teacher.

Revision Books: WJEC GCSE Welsh Second Language All-in-One Revision and Practice By Collins GCSE

WJEC GCSE Cymraeg Ail Iaith/Welsh Second Language: Revision Guide, Language Skills and Practice by Illuminate Publishing

Websites: <https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2364>

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2365>

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2379>

<https://www.duolingo.com/course/cy/en/Learn-Welsh-Online>

<https://www.bbc.co.uk/bitesize/subjects/z8qmhyc>

Year 9 Course Information 2022-2023

| | |
|---------------------------------|------------------------------|
| Department | Welsh Baccalaureate |
| Director of Welsh Baccalaureate | Mr D McLoughlin |
| Qualification description/title | Skills Challenge Certificate |
| Examination board | WJEC |

Summary of course

The course covers the 'Skills Challenge Certificate', which represents a full GCSE qualification. The Skills Challenge Certificate normally comprises of four challenges, three of which are completed as controlled assessments:

1. Global Citizenship Challenge
2. Community Challenge (not to be submitted; please see below)
3. Employability and Enterprise Challenge
4. Individual Project

However, due to the exceptional circumstances surrounding Coronavirus, centres have been allowed to enter either the Global Citizenship Challenge OR the Community Challenge and as such the latter will not be submitted this academic year. All of the marks awarded in each of the challenges (at Distinction, Merit, Pass, or Pass L1) are added up and a final grade (A* to p1) is awarded for the Skills Challenge Certificate. During the challenges, the students will develop and be assessed on the following skills and aptitudes:

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

Global Citizenship Challenge – worth 25% of the total qualification

It allows learners to build their knowledge and understanding of global issues from a range of themes, including: Cultural Diversity, Fair Trade, Future Energy, Inequality, Living Sustainably, Natural and Human Disasters, Nutrition and Poverty. The final assessment task is for students to create a raising awareness pack for a chosen global issue, in an innovative and creative way. The Global Citizenship Challenge was completed in Year 10.

Employability and Enterprise Challenge – worth 25% of the total qualification

The purpose of this challenge is to develop students' enterprising skills and enhance their opportunities for employment. Students will have the opportunity to focus on the preparation for their future career aspirations, as well participate in an enterprise activity. This challenge also provides students with opportunities to develop important team working skills and understand the importance of positive working relationships. The final assessment for this challenge is for students to create a business idea and proposal. The Enterprise and Employability Challenge was completed in Year 9.

Individual Project – worth 50% of the total qualification

The Individual Project is designed to develop students' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. It must be between 1000 and 2000 words. This challenge which is completed last in Year 11 carries the most weighting, therefore has the biggest influence on the overall Skills Challenge Certificate grade.

The completion of the Skills Challenge Certificate is compulsory unless a learner joins the school late from a Non-Welsh educational institution. Students in Ysgol Harri Tudur/Henry Tudor School have achieved very highly in this subject in previous years. It is crucial that students attend regularly to complete challenges, try their best, use their skills effectively and stay organised if they are to pass this qualification to the best of their ability.