

MAKING A DIFFERENCE



A guide to Year 10

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

Many parents feel at a loss when their children enter their examination years, known in schools as Key Stage 4 (Years 9, 10 and 11).

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 9 and 10 - 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.

Perhaps the hardest demand on pupils 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 - going to 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 pupils 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 at the end of this booklet.
- 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.

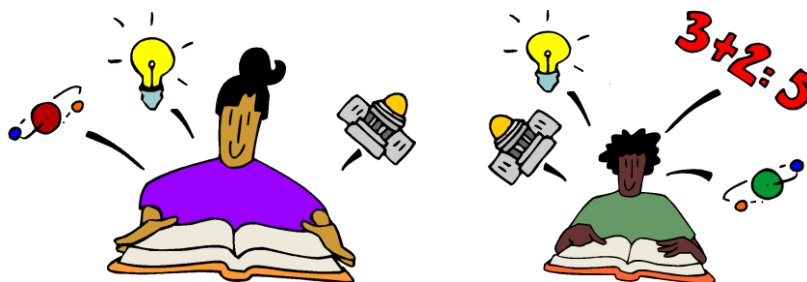
Tips for parents

- Work with your child to ensure that together you understand the course structure and requirements, such as timings of controlled assessments and exams.
- 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 or TV 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 CONTROLLED ASSESSMENTS (CATs or NEAs)

Key tasks for pupils

- Go to all your lessons
- Listen extra-carefully to any information about controlled 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 controlled 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 controlled assessment may seem like forever, but it passes quickly. Make a plan of the work to be covered, dividing it into smaller sections.
- Use the time available for discussing your preparation and research with your teacher before the assessment - it really does make a difference.
- 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.
- Encourage your child to use the internet sensibly to search for relevant materials and information. If you do not have internet access at home, they can use school computers during breaks and after school. Your child's teachers will be offering guidance in this.
- 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 pupils

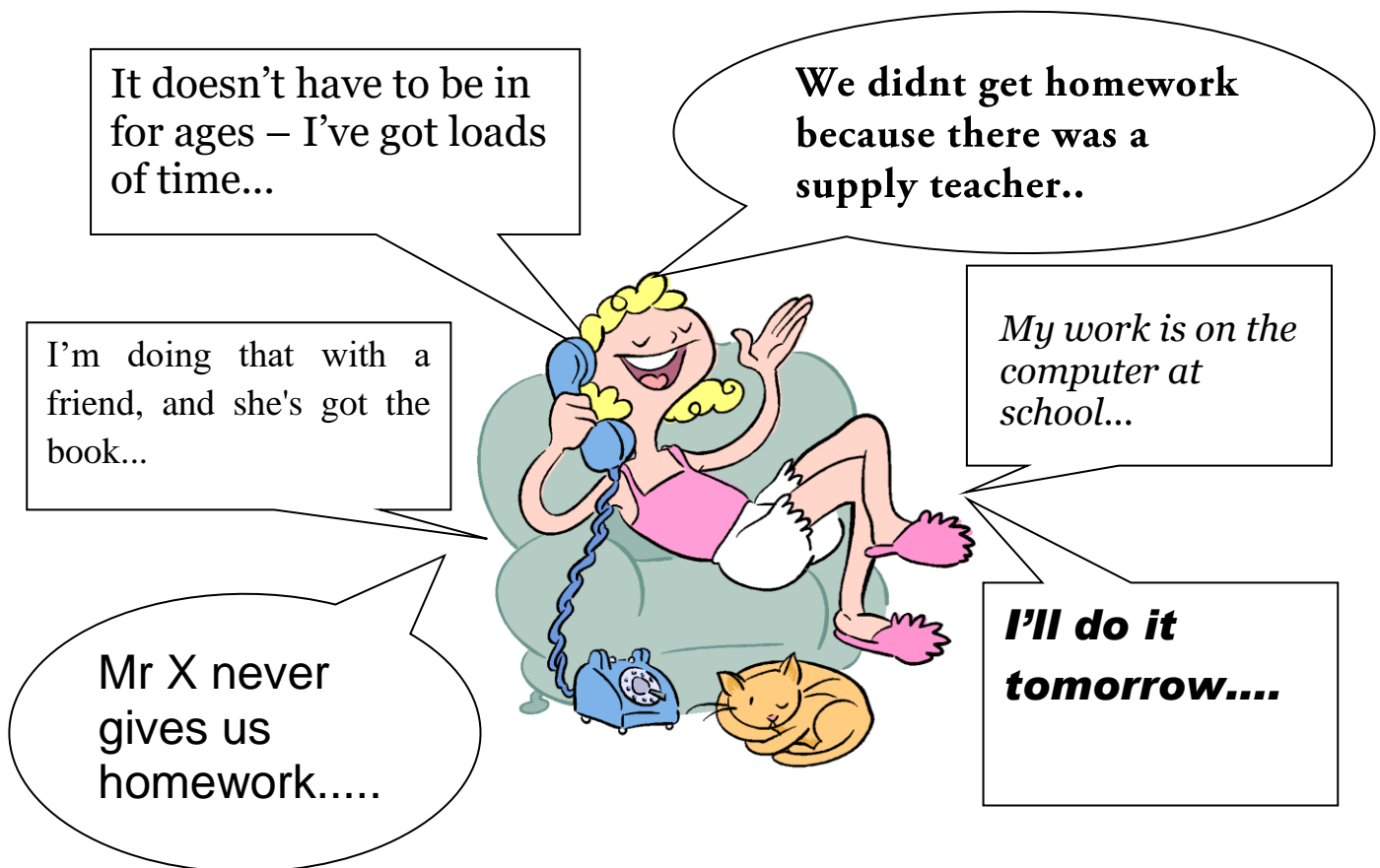
- Don't stop going to, or working in, lessons you find hard or dislike - talk to someone about any difficulties you are having - there is always a solution!
- Revise your homework plan if necessary and stick to it - even when you don't feel like it. Don't wait until you are in the mood - the further 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 pupils 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.
- 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'. 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



REVISION

Key tasks for pupils

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
- 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!
- 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'.
- 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.
- 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.

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.

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.

General tips

Know when Parents Evening is.

The school will use the website to publish important and useful information. Please check it regularly.

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.

Continually ask your child if they have letters and communications to bring home, check their bags if necessary.

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 the 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 school work.
- 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.

Compulsory subjects.

Some exam subjects must be taken - these are the compulsory subjects and include: English, Maths, Science, Welsh and Welsh Baccalaureate. Some subjects must be taken but do not necessarily lead to an exam.

The Welsh Baccalaureate (WBacc) is a new 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.

GCSE grades D - G mean that the pupil 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.

Tiers.

In some subjects all pupils 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 pupils can only get a certain range of grades. Schools will decide which tier your child is most likely to do well in.

Modular exams.

Instead of having one or two exams at the end of the two years in which pupils have to remember everything they have learnt, some subjects offer exams that test different parts of the course as they are learnt. These are called modular exams, and count towards the final mark.

Pupils will sit some exams at the end of year 10 which count towards their final GCSE grade.

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

Most subjects depend on both exam marks and marks for controlled 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. Controlled assessments then have to take place in school under supervision and often within a set period of time.

**On the following pages you will find specific information on each subject.
and pupils are to be encouraged to use them as a vital source of course
information.**

Year 10 Course Information 2019 - 2020

Department	Art
Director of Faculty	Mr J Jones
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>Pupils complete work over two years which is internally assessed and externally moderated.</p> <p>Assessment 1 – 60%, candidate portfolio, encourages adventurous and open programmes of study that provoke personal exploration, experimentation and opportunities for productive personal expression.</p> <p>Assessment 2 – 40%, the examination, is completed in Year 11.</p>	
Important dates	Events
December 2019	“Mock” GCSE examination – outcome based on Steampunk project.
Revision links	
WJEC website	

Other useful information:

A minimum of four hours a week of homework and pupils must attend Art Club Tuesday after school sessions if required to catch up. A Photography Club is also available Wednesday after school for one hour.

- Pupils will have to purchase x2 A3 sketchbook at an approximate cost of £9.80 (over the two years).
- Pupils will be expected to have a memory stick.
- Pupils will be expected to print off colour images of art work for their research into artists.
- Pupils will be expected have basic art equipment to use at home, such as water colours, colour pencils, chalk pastels. A pupil art pack can be purchased through school at an approximate cost of £15.99.

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

Year 10 Course Information 2019-2020

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	
<u>Content Covered:</u> Principles of customer service, situations when customers interact, different retail channels, customer needs, how customer expectations are met, research tools, forms of retail, forms of ownership, the UK business environment, retail function areas, employee rights, employee responsibilities, legislation, new technology, seasonal effects on retail.	
<u>Assessment:</u> In Year 10 pupils will complete a controlled assessment task "Unit 1 – Customer Experience". They will also study "Unit 2 – Retail Business", a theory section of work, and sit an examination in June.	
Important dates	Events
<ul style="list-style-type: none">December 2019 to February 2020June 9th 2020 (1hr 15mins)	<ul style="list-style-type: none">Completing controlled assessment tasks for Unit 1 – Customer Experience.Unit 2 – Retail Business examination
Revision links	
<ul style="list-style-type: none">Theory topic electronic workbooks available to pupils via Google ClassroomAll pupils have access to the Retail Business Resources folder on Google Drive which contains the following:<ul style="list-style-type: none">o past paperso mark schemes	

Other useful information:

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

Year 10 Course Information 2019-2020

Department	Design and Technology
Director of Faculty	Mr J Bodinger
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>Year 10 will involve building on skills and knowledge to enable pupils to complete the examinations in Year 11. This will include a mock NEA 2 (Non examination assessment) where pupils will need to prepare, cook and serve two dishes based on a set task. There will also be an opportunity to complete a science investigation which will provide experience to complete the NEA 1 task in Year 11.</p> <p>Pupils will be studying numerous areas of content including, health and safety in the kitchen, nutrition, diet and good health, food commodities, the science of food and where food comes from.. There will be regular classroom tests to check their understanding.</p> <p>Pupils will also be taking part in practical lessons to improve their practical skills to enable them to prepare, cook and present dishes to a high standard.</p>	
Important dates	Events
December 2019 June / July 2020 Interim dates will be set throughout the year.	"Mock" examination Completion of focused practical tasks.
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 10 Course Information 2019-2020

Department	Design and Technology
Director of Faculty	Mr J Bodinger
Subject title	GCSE
Examination board	WJEC
Qualification description/title	Product Design
Internet link	www.wjec.co.uk
Summary of course	
Further development and refinement of designing and making skills through more detailed projects that combine various materials into more complex outcomes. Written assignments will cover some areas of Product Design theory.	
Important dates	Events
September 2019	Issue of the design brief – commence ‘NEA’ Working on NEA throughout the term including practical and written tasks.
December 2019	Practical work under examination conditions Deadline for practical work “Mock” written examination
On-going	Working through the design process completing the controlled assessment task. Interim deadlines will be issued by individual focus teachers. NEA deadline
May 2020	External written examination
Revision links	
All students will be given the opportunity to join the associated GOOGLE Classroom, through which, lesson notes, revision notes and all other guidance will be available. After school practical and revision sessions are available.	

Year 10 Course Information 2019-2020

Department	Design and Technology
Director of Faculty	Mr J Bodinger
Subject title	GCSE
Examination board	WJEC
Qualification description/title	Design Technology Fashion and Textiles
Internet link	www.wjec.co.uk
Summary of course	
<p>The course comprises of an NEA (worth 50%) and a written examination (50%)</p> <p>Pupils will complete a selection of focused practical tasks including hats/garments/soft toys using a variety of fabrics and other materials.</p> <p>These projects will be internally assessed and will allow pupils to continue to develop a range of more challenging practical skills and techniques. Emphasis is placed on developing independent working in preparation for the demands of the NEA in year 11.</p> <p>Related theory will be covered throughout the year and will be tested using “mini mocks”. Pupils will be expected to complete some theory tasks for homework.</p>	
Important dates	Events
February 2020	“Mock” examination
Interim dates will be set throughout the year.	Completion of focused practical tasks.
Revision links	
GCSE Bitesize Pgfl/ngfl	

Other useful information:

Taking part in practical activities is vital for success.

Pupils may be asked to provide some materials.

After school sessions available.

Year 10 Course Information 2019-2020

Department	Drama
Director of Faculty	Mr J Jones
Subject title	Drama
Examination board	WJEC
Qualification description/title	GCSE
Internet link	WJEC Course Details
Summary of course	
<p><u>Unit 1 – Devising Theatre – Non exam assessment – Internally assessed, externally moderated. [40%]</u></p> <p>Pupils 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.</p> <p>Pupils will be completing a written evaluation of the devised performance under exam conditions.</p> <p><u>Unit 2 – Performing Theatre – Non exam assessment – Externally assessed by examiner. [20%]</u></p> <p>In groups of between two or four pupils will be participating in a performance based on two 10 minute extracts from a performance text of their own choice.</p> <p><u>Unit 3 – Interpreting Theatre – Written Examination [40%]</u></p> <p>Section A: Set Text</p> <p>A series of questions on Two Faces by Manon Steffan Ros, explored as an actor, designer and director.</p> <p>Section B: Live Theatre Review</p> <p>One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.</p>	
Important dates	Events
<p>Unit 1: Devising Theatre Exam & Coursework handed in – March 2020</p> <p>Unit 2: Scripted Performance – Jan – March 2021</p> <p>Unit 3: Written Exam – June 2021</p> <p>Visits to theatres to watch live productions throughout the year.</p>	<p>Extra-Curricular events throughout the year.</p> <p>Houseplays & School Musical Productions.</p> <p>TBC – will be notified by letter.</p>
Revision links	Other Information
<p>WJEC Assessment Material Examples</p> <p>GCSE Bitesize Drama Revision</p>	<p><i>There will be extra rehearsals at lunchtimes, after school and at weekends in preparation for practical work.</i></p> <p><i>Theatre visits may have a cost implication.</i></p>

Year 10 Course Information 2019-2020

Department	ALN
Assistant Headteacher	Mrs A Andrews
Subject title	SWEET
Examination board	BTEC
Qualification description/title	BTEC Personal Social Development
Internet link	https://www.portaltraining.co.uk/sweet
Summary of course	
<p>BTEC SWEET is a qualification course designed to develop a learner's personal and social skills. The booklets cover understanding personal identity, managing relationships, healthy living, moving forward, money matters, global citizenship, community, and enterprise and employability. To achieve the full qualification, eight units (listed below) must be completed successfully by the end of the course in Year 11.</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> <ul style="list-style-type: none"> • Booklet 1 – Understanding Personal Identity – helps pupils to get to know themselves better and develop self-esteem and confidence. • Booklet 2 – Managing Relationships – looks at different types of relationships and the importance of developing social skills. • Booklet 3 – Healthy Living – helps contribute to a healthy lifestyle and explores the impact that choices and behaviours can have on yourself and others. • Booklet 4 – Moving forward – this booklet is about helping you identify what is important to you and what you need to achieve your goals. • Booklet 5 – Money Matters – this booklet helps you to be responsible with your money, save and spend wisely and practice keeping a personal budget. • Booklet 6 – Global Citizenship – looks at the individual's rights and responsibilities. • Booklet 7 – Community – exploring the impact of diversity in our communities and community action. • Booklet 8 – Enterprise and Employability – planning an enterprise activity and preparation for work. 	
Important dates	Events
Revision links	

Other useful information:

ALN option only –two year course

Year 10 Course Information 2019-2020

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	
Controlled assessments: <ul style="list-style-type: none">▪ Lit: Shakespeare CA (completed in Year 9)▪ Lit: The novel/poetry comparison (examined May 2020)▪ Lang: Individual Presentations▪ Lit: Poetry CA▪ Lang: Reading Unit	
Important dates	Events
May 2020	Examination – ‘Of Mice and Men’ and unseen poetry Recorded Individual Presentations Recorded Group Discussions
Revision links	
google classroom Sparknotes YHT School student website BBC bitesize	

Year 10 Course Information 2019-2020

Department	Geography
Director of Faculty	Mr A Lewis
Subject title	GCSE Geography
Examination board	WJEC
Qualification description/ title	GCSE Geography
Internet link	http://www.wjec.co.uk/qualifications/geography/r-geography-gcse-from-2016/index.html
Summary of course	
Year 10 study Changing Physical and Human Landscapes: 1. Landscapes and Physical processes 2. Rural-urban Links 3. Tectonic Landscapes and Hazards They are examined at the end of Year 11. In June they will undertake their first piece of fieldwork – a study which will be used in their portfolio for the Non-Examined Assessment (NEA) in Year 11. The second piece of fieldwork will be conducted in the second part of the Summer Term, this will also be used in their NEA portfolio. The NEA is worth 20% of the GCSE and is conducted in November & December 2020.	
Important dates	Events
June 2020	Fieldwork and portfolio development
Revision links	
Revision / Catch-up club runs on a Thursday after Christmas in GB05	

Year 10 Course Information 2019-2020

Department	Health and Social Care
Director of Faculty	Mr J Bodinger
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.healthandcarelearning.wales/
Summary of course	
5 lessons a Fortnight	
4 Lessons a Fortnight	
2 Units	
Unit 1 - Human growth , development and well- being	
Written examination 1 hour and 30 minutes	
(40%) / 80 marks	
Unit 2 - Promoting and maintaining health and well- being	
Non- examination assessment (25 hours)	
(60%)/120 marks	
Important dates	Events
Unit 1 Human growth and development May 2021	External Exam
Revision links	
https://www.healthandcarelearning.wales/resources/	

Year 10 Course Information 2019-2020

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• Controlled Assessment – 2 pieces	
Important dates	Events
June 2020	WJEC examination – USA (one hour and fifteen minutes)
Revision links	
www.bbc.co.uk/bitesize - The USA, a nation of contrasts.	

Other useful information:

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

Year 10 Course Information 2019-2020

Department	ICT and Business
Director of Faculty	Mrs B Merritt
Subject title	GCSE ICT
Examination board	WJEC
Qualification description/title	GCSE ICT
Internet link	WJEC GCSE ICT course information
Summary of course	
In Year 10 pupils will complete a controlled assessment task "Unit 2 – Presenting Information". They will also study "Unit 1 – Understanding ICT", a theory section of work, and sit an examination in June.	
Important dates	Events
<ul style="list-style-type: none">September 2019 to December 20193rd June 2020 (am)	<ul style="list-style-type: none">Completing controlled assessment tasks for Unit 2 Presenting Information.Unit 1 Understanding ICT examination (90 minutes)
Revision links	
<ul style="list-style-type: none">Theory topic electronic workbooks available to pupils via Google ClassroomAll pupils have access to the GCSE ICT Resources folder on Google Drive which contains the following<ul style="list-style-type: none">past papersmark schemeswww.teach-ict.com web site (great resources and tutorials)	

Other useful information:

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

Year 10 Course Information 2019-2020

Department	Mathematics
Director of Faculty	Mrs B Merritt
Subject title	GCSE Mathematics
Examination board	WJEC
Internet link	http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-spec-from-2015-r-e.pdf?language_id=1
Summary of course	
<p>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 Maths 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.</p> <p>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.</p> <p>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.</p> <p>Pupils will be continually monitored throughout the course by means of end of topic tests, oral assessment, homework and examination.</p> <p>There are three tiers of entry for GCSE Mathematics:</p> <ul style="list-style-type: none">• Higher tier (grades A* - C)• Intermediate tier (grades B - E)• Foundation tier (grades D - G) <p>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.</p>	
Revision links	
Corbett Maths, Jones the Sum, MathedUp, ExamSolutions	

Year 10 Course Information 2019-2020

Department	Mathematics
Director of Faculty	Mrs B Merritt
Subject title	GCSE Mathematics - Numeracy
Examination board	WJEC
Internet link	http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-numeracy-spec-from-2015-r-e.pdf?language_id=1
Summary of course	
<p>All students will sit two GCSEs in Maths and they are titled GCSE Mathematics and GCSE Mathematics – Numeracy. Both of these will build on and progress from the levels of Maths 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.</p> <p>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.</p> <p>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.</p> <p>Pupils will be continually monitored throughout the course by means of end of topic tests, oral assessment, homework and examination.</p> <p>There are three tiers of entry for GCSE Mathematics – Numeracy:</p> <ul style="list-style-type: none">• Higher tier (grades A* - C)• Intermediate tier (grades B - E)• Foundation tier (grades D - G) <p>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.</p>	
Revision links	
Corbett Maths, Jones the Sum, MathedUp, ExamSolutions	

Year 10 Course Information 2019-2020

Department	Media Studies
Director of Faculty	Mr J Jones
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>Introduction to British Media industries with case studies in Print and A/V Advertising, Magazines, Newspapers, Gaming and the Music Industry.</p> <p>The work will cover all areas of these media industries and how they relate to target audiences and consumers. Skills learnt will include research, analysis, discussion and debate, presentations, information technology and extended writing.</p> <p>Year 10 emphasis: genre expectations, representations and stereotyping and target audience and the 'selling' of media texts.</p> <p>In the Summer Term of Year 10, pupils will begin the study of their set texts in Film & TV:</p> <ul style="list-style-type: none">• Wonder Woman: Warner Bros, Director – Patty Jenkins (2017)• Gavin & Stacey: BBC1, Episode <i>From Billericay to Barry</i> (2009)	
Important dates	Events
No formal assessment in Year 10	Assessments are carried out half termly on key tasks from a course specific text book.
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 pupils' own examples.

Year 10 Course Information 2019-2020

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 (search for Spanish on the left hand side)
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
	Vocabulary tests (weekly).
Revision links	
www.languagesonline.org.uk www.bbc.co.uk/schools/gcsebitesize/spanish Google Classroom	

Year 10 Course Information 2019-2020

Department	Music
Director of Faculty	Mr J Jones
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%)

Pupils 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%)

Pupils 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%)

Pupils 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%)

Pupils 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.

Important dates	Events
Recording performance to be sent off and Programme note handed in – February 2021	Extra-curricular events throughout the year
Composition Tutorials – February Half Term (2021)	
Compositions and Evaluation handed in ready to be sent off - March 2021	
Listening Exam – June 2021	

Other useful information:

Students taking GCSE Music will be given weekly peripatetic instrumental/ vocal lessons. They will be expected to attend all lessons, as well as attending at least one extra-curricular activity a week.

Year 10 Course Information 2019-2020

Department	PE
Director of Faculty	Mr A Davies
Subject title	BTEC Sport
Examination board	Edexcel
Qualification description/title	Pearson BTEC Level 1/Level 2 First Award in Sport
Internet link	WWW.PEARSON.COM
Summary of course - Examples of units	
Four units to be completed over two years. Two compulsory units in Year 10, two optional units in Year 11. Unit 1 is assessed via an online exam that is externally marked. (Year 10) Unit 1 - Fitness for sport and exercise (Year 10) Unit 2 - Practical sports performance (Year 10) Unit 5 - Training for Personal Fitness (Year 11) Unit 4 - The sports performer in action (Year 11)	
Important dates	Events
Deadlines for assignments are given constantly throughout the year. January 2020 - online test	On-going coursework, online assessment in January 2020
Revision links	
www.teachPE.com GCSE bitesize YHT website www.Brianmac.co.uk www.PE4u.co.uk www.PSshare.co.uk	

Year 10 Course Information 2019-2020

Department	PE
Director of Faculty	Mr A Davies
Subject title	GCSE Sports Studies
Examination board	WJEC
Qualification description/title	GCSE Sports Studies
Internet link	www.wjec.co.uk
Summary of course	
50% practical 50% theory Practical -3 sporting areas Pupils will complete a PFP (personal fitness programme) which will link to one of their chosen sports.	
Important dates	Events
Throughout year February / March 2020 Easter 2020	On-going half termly tests Moderation day "Mock " examinations
Revision links	
www.teachPE.com GCSE bitesize YHT website www.Brianmac.co.uk www.PE4u.co.uk www.PSshare.co.uk	

Year 10 Course Information 2019-2020

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 – Full Course	
Unit 1 - Religion & philosophical issues <ul style="list-style-type: none">▪ Part A – The Core Beliefs, Teachings and Practices of Christianity and Islam▪ Part B – The Philosophical Themes; Life and Death & Good and Evil	
Important dates	Events
June 2020	WJEC examination on the above units.
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 10 Course Information 2019-2020

Department	Science
Director of Faculty	Mr J Bodinger
Subject title	GCSE Double Science
Examination board	WJEC
Qualification description/title	GCSE Science (Double award)
Internet link	http://www.wjec.co.uk/qualifications/science/gcse/science-double-gcse-2017/
Summary of course	
Nine lessons per fortnight 7 modules consisting of 2 biology units, 2 chemistry units and 2 physics units and a practical assessment unit. Each subject examined separately at either foundation or higher tier. External exams take place in June 2020 and June 2021. Each unit carries a weighting of 15%, with the final 10% based on an external practical assessment in 2020-2021.	
Important dates	Events
Biology – 1st June 2020 Chemistry – 10th June 2020 Physics – 12th June 2020	Science unit 1 external exam – Biology Science unit 2 external exam – Chemistry Science unit 3 external exam – Physics
Revision links	
BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zrkw2hv	

Year 10 Course information 2019-2020

Department	Science
Director of Faculty	Mr J Bodinger
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	
Fourteen lessons per fortnight	
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 2020 and June 2021.	
Important dates	Events
Biology – 1st June 2019	External exam – Biology unit 1
Chemistry – 10th June 2019	External exam – Chemistry unit 1
Physics – 12th June 2019	External exam – Physics unit 1
Revision links	
BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zrkw2hv	

Year 10 Course Information 2019-2020

Department	Vocational
Head of Department	Mr J White- Green Links
Subject title	Award in Engineering
Examination board	WJEC
Qualification description/ title	WJEC Level ½ Award in Engineering
Internet link	WJEC
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 that pupils provide their own protective equipment (overalls, steel capped footwear etc.) in the interest of Health and Safety.

Year 10 Course Information 2019-2020

Department	Vocational
Head of Department	Mr A Cumine - Green Links
Subject title	Agriculture
Examination board	Edexcel
Qualification description/ title	BTEC Level 2 Extended Certificate
Internet link	edexcel.co.uk
Summary of course	
<p>The BTEC Level 2 Extended Certificate in Agriculture provides education and training for young people interested in employment and/or further education in environmental and land-based industries. Making extensive use of the land and resources at Glan-y-Mor Farm, it gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. Whilst looking at practical skills, legislation and codes of practice the work is divided into four areas. Animal care based around the sheep care unit Estate Maintenance where you work on paths, fencing, hedges, woodland and habitats. Workshop where you will learn health and safety, machinery maintenance and basic welding skills. Finally tractor driving and operations in the last year.</p> <ul style="list-style-type: none">• Unit 8 - Participate in Estate Maintenance• Unit 12 - Introduction to Land-based Workshop Practice• Unit 13 - Tractor Driving• Unit 16 - Introduction to Sheep Husbandry	
Important dates	
Events	
Revision links	

Other useful information:

It is essential that pupils provide their own protective equipment (overalls, steel capped footwear etc.) in the interest of Health and Safety.

Year 10 Course Information 2019-2020

Department	Vocational
Head of Department	Mr A Cumine – Green Links
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. This is an ideal opportunity for pupils who prefer a more practical and vocational experience.</p>	
Important dates	Events
Revision links	

Other useful information:

It is essential that pupils provide their own protective equipment (overalls, steel capped footwear etc.) in the interest of Health and Safety.

Year 10 Course Information 2019-2020

Department	Vocational
Head of Department	Sian O'niell – Green Links
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 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• Apply skin tanning techniques• Shaping and colouring eyebrows• The Art of Dressing hair <p>This is an ideal opportunity for pupils 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	

Other useful information:

Pupils will be provided with a professional salon tunic.

Year 10 Course Information 2019-2020

Department	Vocational
Head of Department	Mr A Cumine – Green Links
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 that pupils provide their own protective equipment (overalls, steel capped footwear etc.) in the interest of Health and Safety.

Year 10 Course Information 2019 - 2020

Department	Vocational
Title	Mr D Shooter - Military Preparation School
Qualification description/ title	Level 2 Extended Certificate in Employability Skills
Examination board	City & Guilds
Summary of course	
<p>The Military Preparation School focuses on two main objectives: qualification attainment and developing the skill set required for positive progression to further education, apprenticeship and employment. The MPS provision provides a curriculum for life through preparation for lifelong learning.</p> <p>The extensive enrichment programme built into the curriculum allows learners to develop a holistic approach to learning and personal development. High emphasis is placed on numeracy and literacy development. We are focused on level 2 accredited qualifications and equipping learners with the foundations to achieve and thrive in a changing world.</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	

Year 10 Course Information 2019-2020

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	
<p>All students in Year 10 follow the new Welsh Second Language course which is a Full GCSE– pupils study Welsh Second Language course for four lessons per fortnight and can gain grades A*-G. The course is split into four parts;</p> <p>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.</p> <p>The context for learning the language is organised under three broad themes:</p> <ul style="list-style-type: none"> □ EMPLOYMENT □ WALES AND THE WORLD □ YOUTH <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
Important dates	Events
April 21 st /22 nd /23 rd 2020	Unit 1 Oracy response to visual material: Oracy exam (25%)
March/ April 2021	Unit 2 Communicate with others: Oracy exam (25%)
Summer 2021	Unit 3 Report, specific and instructional: Written Examination (25%) Unit 4 Descriptive, creative and imaginative: Written Examination (25%)
Revision links	
<p>Revision and catch up sessions held every week- ask your teacher.</p> <p><u>Revision Books</u> 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</p>	

Year 10 Course Information 2019-2020

Department	Welsh Baccalaureate
Director of Welsh Baccalaureate	Mr D McLoughlin
Subject title	Skills Challenge Certificate
Examination board	WJEC

Summary of course

This academic year sees the delivery of the Welsh Baccalaureate qualification called the 'Skills Challenge Certificate'. The Skills Challenge Certificate comprises of four challenges completed as controlled assessments:

1. Global Citizenship Challenge
2. Community Challenge
3. Employability and Enterprise Challenge
4. Personal Project

All of the marks awarded in each of the challenges are added up and a final grade (A* to C) 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

Community Challenge - worth 15% of the total qualification:

The Community Challenge will be assessed throughout Year 11 and requires students to plan and complete 10 hours of planned community service. Students must keep records and evidence of their service. Community service can be taken from three broad areas: social/welfare, neighbourhood enhancement or coaching. The final assessment is for students to complete a personal digital record of their community experience. The final assessment is for students to complete a personal digital record of their community experience.

Global Citizenship Challenge - worth 15% of the total qualification:

The Global Citizenship Challenge is assessed in Year 10. 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 one of the global issues, in an innovative and creative way.

Employability and Enterprise Challenge - worth 20% of the total qualification:

The Enterprise and Employability Challenge is assessed in Year 10. 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.

Personal Project - worth 50% of the total qualification:

The Personal 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 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. 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 and use their skills effectively, if they are to pass this qualification.

