

***Blaengwawr Comprehensive School***



***Ysgol Gyfun Blaengwawr***

***YEAR 10  
OPTION BOOKLET  
2011 – 2013***

## Message from the Headmaster

There are several key times in the educational life of pupils when important decisions have to be made, they include transition from primary to secondary school and entry into the Sixth Form. One of the most important decisions is made in year 9 and involves the choices that your son or daughter will make as to what subjects to pursue at key stage 4 (years 10 and 11).

Until now all pupils have been taking the full range of National Curriculum subjects; it is now time for pupils to choose those subjects in which they wish to specialise. This will mean a greater number of lessons in these subjects over the next two years.

There are certain subjects that remain compulsory in the National Curriculum. This is the core; every pupil has to study English, mathematics, science, religious education, Welsh, physical education and personal and social education. In addition to this we are now adding ICT as we feel it is so important to their future (so important that it is compulsory in England).

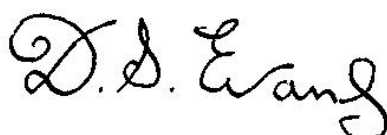
In addition, there are four option columns that enable specialisation. In order for pupils to make informed choices, this booklet is provided to describe the courses on offer. Pupils have already been given details of these courses as part of our year programme. They also have access to the Careers Wales website where you are able to access Blaengwawr's subject choices and careers guidance. There is a Parents' Evening that has been arranged for **3:30 p.m. on Wednesday 30 March 2011**. This will be an opportunity to find out about any new courses that are available. Consequently, as this is such an important evening, we strongly advise that **every parent and pupil attends**.

Parents should consider a number of factors in helping their son and daughter to choose. Firstly, the suitability of the course – particularly regarding any future careers. Secondly, how much interest they have in the subject – the greater the enthusiasm the better. Thirdly, look back at past Progress Reports; the attainment grade in each subject is important – but the effort grade is vital.

There are some common mistakes made in choosing options. Do **not** make choices on the basis of the current teacher - there may well be a different teacher in key stage 4. Also do **not** make choices on the basis of what your son or daughter's friends are studying – what might be perfectly suitable for them might be wrong for your child.

Parents often ask why children have to make their choices with almost half the year remaining? The answer is that we have to plan now for the next academic year. In particular we have to ensure that we have the correct staffing levels. It must also be pointed out that we cannot guarantee that a course will run. If insufficient numbers opt for a particular subject it may be withdrawn. Similarly a course might be oversubscribed, in which case account is taken of the **effort** made in that subject to date. Hopefully, our planning is correct and all pupils will be accommodated in their first choice subjects. It is also important to point out that once option choices have been made it does not mean that pupils can 'drop' or put in less effort in the subjects they have chosen **not** to pursue at key stage 4.

Finally, I conclude with the message that Blaengwawr has a reputation as a caring school with a family atmosphere. If you require any further advice or assistance please do not hesitate to contact the school. If you wish to speak with me personally I will be more than happy to do so.



**D S Evans**  
**Headmaster**

The school prepares and enters pupils for three examination courses, which are organised by the Welsh Joint Education Committee, and other examination boards.

### **1. General Certificate of Secondary Education (GCSE)**

The examination results are graded A\*, A, B, C, D, E, F, G, and unclassified (u). The GCSE sets out to measure what a pupil knows or can do and not what he/she does not know. There is less emphasis on memorisation of facts and more emphasis on application of techniques and knowledge. Most GCSE courses used to contain an element known as 'coursework'. This has now been replaced by the 'controlled assessment' which is work that has to be completed in lesson time under examination conditions.

In many subjects, a pupil is offered a choice of examination papers, which differ in difficulty, for example

Choice 1 might lead to a result in the range A\* – E.

Choice 2 might lead to a result in the range C – G.

GCSE grades D-G are classed as Level 1 qualifications and grades A\*-C are classed as Level 2 qualifications.

Decisions concerning which examinations are to be sat are taken in the months preceding the final examination and will be made in full consultation with the pupil concerned.

### **2. BTEC**

In Blaengwawr over recent years, too many pupils have not completed courses, or not done justice to themselves in final examinations. As a result we have introduced the BTEC qualifications which are not assessed by examination. They are designed to motivate pupils in vocational areas. They are *not*, however, an easy option. In order to succeed pupils have to remain motivated throughout the two years, and complete assignments on a regular basis. This is only achieved by hard work and regular attendance. Those who enjoy hands-on, practical work with plenty of real-life situations tend to find stimulation and success through BTEC qualifications.

The BTEC (Business and Technician Education Council) offer Level 1 and 2 qualifications, equivalent to GCSE grades at A\*-G. The BTEC Level 1 qualification is equivalent to GCSE grades D-G and the BTEC Level 2 First is equivalent to GCSE grades A\*-C. Also more able pupils can complete more units and gain the equivalent of two, or even four GCSEs.

Once a pupil has completed all units a final grade of Pass, Merit or Distinction is awarded.

BTECs are being offered in Art and Design, Applied Science, Business, Children's Care, Engineering, Horticulture, Mathematics, Performing Arts, Skills for Working and Sports Studies.

For further information on BTECs, please go to [www.btec.co.uk](http://www.btec.co.uk).

### **3. Certificate in Digital Applications (CiDA)**

This course in information and communication technology is done entirely on the computer. Pupils completing Unit 1 can gain the Award in Digital Applications (AiDA), equivalent to one GCSE grade A\*-G. They can then proceed to complete a further unit, equivalent to two GCSE grades A\*-G known as the Certificate in Digital Applications (CiDA). There is also the possibility, in exceptional cases, of completing the Diploma in Digital Applications (DiDA) equivalent to four GCSE grades A\*-G.

#### 4. City & Guilds

City & Guilds qualifications are not new – in fact they have been around for over a hundred years! They specialise in qualifications that are work-related. Assessment is about proving that you understand something by being observed doing it – the focus is on building up practical skills – and building up confidence at the same time.

There is no GCSE equivalence for City & Guilds, but employers respect the name, as they know that it stands for high-quality training. Lots of people have said that their City & Guilds qualification was the reason why they were offered the job.

Blaengwawr is offering a City & Guilds qualification in Computer Aided Design.

For further information on City & Guilds, please go to [www.cityandguilds.com](http://www.cityandguilds.com) .

#### **HOW MANY SUBJECTS WILL PUPILS BE STUDYING?**

Some subjects are *compulsory*:

*All* pupils will study the following:

English  
Mathematics  
Science  
Personal and Social Education  
Cymraeg (Welsh)  
Religious Education  
Information and Communications Technology (ICT)  
Physical Education

Other subjects are to be chosen from four option groups:

Options A, B, C and D

**ONE** subject should be chosen from each option group.

An example of an Options Form is included at the back of this booklet.

## **COMPULSORY SUBJECTS**

### **ENGLISH/ENGLISH LITERATURE - GCSE**

All pupils will follow the WJEC syllabus for both courses. This allows maximum integration of English and literature for pupils and is, therefore, beneficial to pupils in their application of the spoken and written word across the whole curriculum.

The assessment structures for these courses are as follows:

#### **English Language**

Two written examinations 40%  
Written controlled assessments 40%  
Speaking and Listening 20%

#### **English Literature**

Two written examinations 75%  
Written controlled assessment 25%

#### **Speaking and Listening**

Pupils will be assessed throughout the course in a variety of formal and informal contexts.

#### **Written Controlled Assessment**

Narrative Writing, Descriptive Writing, Studying Spoken Language and Studying Written Language.

#### **Examinations**

Two tiers of papers are offered at GCSE. The Foundation Tier allows pupils to gain G to C grades while the Higher Tier allows pupils to gain D to A\* grades. In order for pupils to be entered for the Higher Tier, the WJEC requires them to have produced Controlled Assessments at grade C or above.

#### **English Language**

The written examinations (2x1 hour) consist of:

Unit 1 – studying written language  
Unit 2 – using written language

#### **English Literature**

The written examinations (2x2 hours) consist of:

Unit 1 – ‘Different Cultures’ prose and a contemporary unseen poetry comparison  
Unit 2 – ‘Literary Heritage’ drama and contemporary prose

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## **MATHEMATICS – GCSE**

Pupils will follow the Edexcel GCSE modular syllabus in mathematics. This qualification offers a flexible, modular route to GCSE Mathematics. It is intended to motivate pupils by giving both formative and diagnostic feedback from the modular tests throughout the course, enabling teachers and pupils to identify any areas for improvement.

Pupils have a new and exciting opportunity to study mathematics in manageable modular blocks. This qualification, which will have been started in year 9, will give pupils the chance to obtain a GCSE by the end of year 10 and the opportunity to study a further (one year) GCSE Statistics qualification in year 11.

### Assessment

There is no coursework in this specification. External assessment comprises tests for Unit 1 (Handling Data) and Unit 2 (Number and Algebra/Shape, Space and Measure 1), plus a terminal examination (Number and Algebra/Shape, Space and Measure 2). The units comprising the assessment and weighting as a percentage of the final qualification are summarised in the table below.

Unit 1 (30%)	Unit 2 (30%)	Unit 3 (40%)
Calculator	Non-Calculator	Calculator
<b>Examination Length</b>		
Foundation: 1 hour 15 minutes	1 hour 15 minutes	1 hour 30 minutes
Higher: 1 hour 15 minutes	1 hour 15 minutes	1 hour 45 minutes

### **BTEC LEVEL 2 – MATHEMATICAL APPLICATIONS**

The BTEC Level 2 Mathematical Applications course relates mathematics to real-life situations and closely follows the GCSE Mathematics course. This is a 100 per cent coursework-based qualification and the content of the course is studied over two years. It is split into two units:

- Applications of number, statistics and probability in vocational roles
- Applications of geometry, number and algebra in vocational roles

In year 10 pupils will complete the first unit by submitting three assignments. In year 11 the second unit will be completed, also through the submission of a further three assignments. All assignments will be assessed internally by the subject teacher. The BTEC Level 2 qualification is equivalent to an A\*-C grade at GCSE.

### **SCIENCE – GCSE**

Science, and its wide applications, forms an essential part of the world in which we live. It has, therefore, become an increasingly important qualification in today's workplace.

All pupils will study a balanced science course, either GCSE Core and Additional Science or, if extra science is chosen in Option D, GCSE 'Triple Science'.

Pupils who are studying GCSE Core and Additional Science study GCSE Science in year 10, leading to a single GCSE award, and GCSE Additional Science in year 11, resulting in a second award. The two grades will not necessarily be identical. The course contains the GCSE's 'core' requirements, which are designed to make the subject more relevant and engaging. The knowledge and understanding aspects of this course are summarised as:

- Organisms and health
- Chemical and material behaviour
- Energy, electricity and radiations
- Environment, Earth and the universe

GCSE Additional Science builds on the GCSE Core Science, looking at extra topics in

biology, chemistry and physics, such as:

- Organisms and energy
- Chemical bonding, reactions and quantitative chemistry
- Forces and momentum
- Nuclear power

Pupils who opt for Triple Science will study all of the above, plus extra biology, chemistry and physics topics. This will give them separate GCSE grades for biology, chemistry and physics. This gives them a thorough understanding of science and is the foundation for AS and A2 syllabuses in any, or all, of the three separate sciences. It will be an important qualification for pupils who wish to pursue a career in science, engineering, technology, medicine and many other careers that require a science subject at GCSE.

- Control systems and behaviour
- Qualitative and quantitative analysis
- Physics in medicine

### **Assessment**

GCSE Science involves three units, externally assessed (60 minutes for both Foundation and Higher Tier for each of the three units), plus an internally assessed, untiered assessment covering biology, chemistry and physics.

The internal assessment for GCSE Science, GCSE Additional Science and GCSE 'Triple Science' consists of practical work, for completion wholly during class time.

GCSE Additional Science involves another three units, externally assessed, plus internal assessment, as above.

GCSE 'Triple Science' consists of another three externally assessed units, plus an internal assessment, as above.

The units comprising the assessment are summarised in the table below, plus their weighting (in brackets) as a percentage of each qualification.

Qualification	External Units (Percentage Weighting)			Internal
	Biology	Chemistry	Physics	
<b>Science</b>	Biology 1 (25%)	Chemistry 1 (25%)	Physics 1 (25%)	Internal 1 (Biology+Chemistry+Physics) (25%)
<b>Additional Science</b>	Biology 2 (25%)	Chemistry 2 (25%)	Physics 2 (25%)	Internal 2 (Biology+Chemistry+Physics) (25%)
<b>Triple Science</b>	Biology 3 (25%)	Chemistry 3 (25%)	Physics 3 (25%)	Internal 3 (Biology+Chemistry+Physics) (25%)

### **BTEC LEVEL 2 APPLIED SCIENCE**

The BTEC Applied Science Extended Certificate is split into 6 units:

- Chemistry and Our Earth
- Energy and Our Universe

- Biology and Our Environment
- Applications of Chemical Substances
- Applications of Physical Science
- Health Applications of Life Science
- The Living Body
- Investigating a Crime Scene
- Chemical Analysis and Detection

These units follow closely to the work that is covered in the GCSE Core Science in year 10 and year 11. The course is 100 per cent coursework based, with a number of assignments being completed and assessed by teachers for each unit. The BTEC Level 2 Diploma is a qualification which can extend a pupil's programme of study and provide a vocational emphasis. The course is equivalent to 4 GCSEs grades A\*-C if passed.

### **BTEC LEVEL 1 SCIENCE**

This modular course is designed for lower attaining pupils, and is consistent with the statutory orders of the National Curriculum, and is 100 per cent coursework based.

The course has been designed to motivate pupils and give them opportunities to show what they know, understand and can do. A large practical bias to this course allows pupils to learn through experimental discovery and appropriate investigative skills. Achievable goals and tasks appropriate to the pupils' level of ability are set at regular stages throughout the course in the form of oral, practical and end-of-module tests. The realisation of these goals enhances the pupils' status and self-esteem, encouraging them to maximise their potential.

### **RELIGIOUS EDUCATION**

All pupils who do not opt to study religious studies at GCSE level will follow a compulsory half GCSE course.

The course is designed to be personally challenging. As pupils explore the relevance of religion to peoples' lives, they are being prepared for life in the multi-cultural, multi-faith society in which we live. The content of the course is similar to the full GCSE course.

### **CYMRAEG (WELSH)**

Cymraeg is compulsory for all pupils. The language has become an increasingly marketable subject and has been in even greater demand with the arrival of the National Assembly in Cardiff and all the employment opportunities presented.

Therefore, pupils who do not choose to study the full GCSE course as one of their four option choices will be following one of two possible courses;

#### **GCSE Short course**

Pupils who show the necessary ability at key stage 3 will follow the GCSE short course. This includes modules one and two of the full course specification as detailed on pages 13 and 14.

They will complete the controlled assessment element (Unit 2) in year 10, while the examination paper (Unit 1) will be undertaken at the end of year eleven.

## **NVQ Level 1: Reading**

This qualification focuses on Welsh in the workplace. It will equip pupils with the necessary skills to use their language in the world of work; and will focus on practical skills such as e-mailing, handling money and filling in forms.

The course requires pupils to complete six controlled assessment tasks over the two year period. Should this be completed successfully, pupils will be issued with a certificate in a widely recognised qualification. *The school anticipates all pupils in the year group getting a recognised qualification in Cymraeg by the end of year 11.*

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## **INFORMATION and COMMUNICATION TECHNOLOGY**

### **Using ICT**

This is a unit of Award in Digital Applications and provides pupils with the knowledge and skills they need to design and produce publications for print and screen that are fit for audience and purpose. Pupils will discover how to:

- establish the 'who, why, where and what' requirements for publications
- produce an up-front plan to help them manage a project and use it to track, monitor and communicate progress
- select and capture information from various sources and use spreadsheet and database tools to collate and analyse data
- build an e-portfolio that presents their achievements, giving 'pride of place' to project outcomes
- evaluate the effectiveness of publications they produce and assess the contribution of underpinning processes, such as planning and testing, to their success.

This will be offered as a Level 1 and Level 2 course which means that pupils will gain an equivalent of an A\* to G GCSE grade when completed.

If a pupil chooses DiDA in the options it will mean that they will then be able to add extra units to their core. This would mean additional GCSE equivalent grades (up to 3 extra in that option).

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## **PERSONAL and SOCIAL EDUCATION**

'Personal and social education (PSE) attempts to enable pupils to understand the complex society in which they live. It seeks to give them the skills, attitudes and understanding they need to achieve greater maturity and to become responsible citizens'.

It is concerned with fundamental educational aims, to which every aspect of school life makes a contribution. Everything that takes place in a school has the potential for influencing personal and social development in either a positive or negative way.

### **Aims**

- to provide the knowledge, understanding and skills to make informed choices;
- to enable pupils to make sense of their personal and social experience
- to help pupils prepare for adult life in a changing society;
- to help pupils develop positive attitudes to their own and other's development
- to understand and develop relationships;
- to promote positive attitudes to gender equality and cultural diversity

Personal and social education is the planned learning that a school provides in order to support and encourage the personal and social development of pupils.

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### **PHYSICAL EDUCATION**

Physical education is a core subject in the National Curriculum at key stage 4 (years 10 and 11) and as such is compulsory for *all* pupils.

At key stage 4 pupils will study two activities selected from the following 'Areas of Activity': games, gymnastics, athletics, swimming and outdoor adventurous activities. At least one of the activities will involve a competitive game.

The two activities will involve an in-depth study requiring the pupils to demonstrate advanced levels of skills.

During the programmes of study pupils will need to recognise and undertake different roles such as performer, coach, or official. They will need to evaluate accurately and make judgements using relevant technical terms. Pupils must show an understanding of the principles used to prepare and monitor a personal programme for a healthy lifestyle.

Pupils with a good attendance and participation level will be able to use the local Michael Sobell Sports' Centre for their lessons. Activities such as badminton, basketball, squash, weight training, kick-boxing and aerobics are on offer at the Centre.

At school a more traditional curriculum will be offered: hockey, netball, tennis and athletics for the girls; rugby, football, cricket and athletics for the boys. They will also have the opportunity to use the school's new Astroturf pitch.

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#### **NOTE:**

If a pupil chooses a full GCSE course in religious studies or Welsh in an option column, they will not be allowed to follow the half unit course. Another course will be provided.

## SUMMARY OF YEAR 10 OPTIONS

<u>Option A</u>	<u>Level</u>	<u>Course</u>	<u>Staff Contact</u>
• Computer Aided Design	1 and 2	City & Guilds	Mr D Williams
• French	1 and 2	GCSE	Mrs D A Hope
• Geography	1 and 2	GCSE	Mr S C Alexander
• Skills for Working	1	BTEC	Mr M Gale
• Music	1 and 2	GCSE	Mr S E Edwards
• Technology: Graphics	1 and 2	GCSE	Miss L S Webb
 <b><u>Option B</u></b>			
• Cymraeg	1 and 2	GCSE	Mrs J Morgan
• Engineering	2	BTEC	Mr D Williams
• Horticulture	1	BTEC	Mr P J Figgins
• Information and Communication Technology	1 and 2	CiDA	Miss N R Gatiss
• Religious Studies	1 and 2	GCSE	Mr M Roberts
• Technology: Food	1 and 2	GCSE	Mrs N B Powell
• Technology: Resistant Materials	1 and 2	GCSE	Dr M G Thomas
 <b><u>Option C</u></b>			
• Art and Design	2	BTEC	Mr A R Francis
• Geography	1 and 2	GCSE	Mr S C Alexander
• History	1 and 2	GCSE	Miss S J Horler
• Information and Communication Technology	1 and 2	CiDA	Miss N R Gatiss
• Performing Arts	2	BTEC	Mrs H Amos
• Sports Studies	1	BTEC	Mrs T M Morgan
 <b><u>Option D</u></b>			
• Business	2	BTEC	Miss N R Gatiss
• Children's Care, Learning and Development	2	BTEC	Mrs N B Powell
• Religious Studies	1 and 2	GCSE	Mr M Roberts
• Science (Triple)	2	GCSE	Mrs A S Potts
• Sports Studies	2	BTEC	Mrs T M Morgan
• Religious Studies	1 and 2	GCSE	Mr M Roberts
• Technology: Resistant Materials	1 and 2	GCSE	Dr M G Thomas

**N.B.** the staff contact is the head of department/teacher-in-charge. It does not imply that this person will, necessarily, teach the course.

## **OPTION CHOICES**

### **ART & DESIGN – BTEC (OPTION C)**

#### **Why choose to study Art & Design?**

Pupils choosing to study this subject in year 10 will be committing themselves to a two year course that is designed to provide a specialist work-related qualification. The BTEC First qualifications in art and design aim to provide education and training in the art and design sector mainly for those, who are seeking progression either into employment or onto further study. The qualifications aim to provide a broad-based approach to the art and design sector with compulsory and optional units.

The BTEC Firsts have been developed in the art and design sector to:

- Give pupils the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- Give opportunities for those who are intending to work in the art and design sector to achieve a nationally recognised Level 2 qualification
- Give learners the opportunity to enter employment or progress to a higher level
- Provide education and training for those who are intending to work in the art and design industries.

#### **What does the course consist of?**

##### **BTEC Level 2 Certificate**

The BTEC Level 2 Certificate in Art & Design is a 15-credit qualification that consists of one mandatory unit plus optional units to provide for a combined total of 15 credits.

The mandatory unit is Contextual References in Art & Design and optional units are 2D Visual Communication and 3D Visual Communication.

##### **BTEC Level 2 Extended Certificate**

The BTEC Level 2 Extended Certificate in Art & Design is a 30-credit qualification that consists of three mandatory units plus optional units to provide for a combined total of 30 credits.

The compulsory units are Contextual References in Art and Design, 2D Visual Communication and 3D Visual Communication. Optional units include: Working with Digital Art and Design Briefs, Working with 3D Design Briefs, Working with Graphic Design Briefs, Using Ideas to Explore, Develop and Produce Art and Design and Working in the Art and Design Industry.

Successful pupils will achieve either a BTEC Level 2 Certificate which is equivalent to a GCSE grade at A\* - C or a BTEC Level 2 Extended Certificate which is equivalent to two GCSEs at A\* - C.

#### **What use will a qualification in art and design be?**

For those who wish to take up a career in art and design, the opportunities in this field of work are wider and more varied now than they have ever been. Pupils may wish to pursue the subject at a higher level through a BTEC Level 2 Diploma, or AS and A level and then onto foundation course and degree course.

Some of the careers in art and design include: television and film, magazine design, illustration, fashion design, textile design, graphic design, advertising, animation, web design, interior design, printing, tattoo artists, ceramics, as well as teaching and lecturing. Other

professions, that would require a creative as well as a scientific ability, are engineering and architecture, where art is a recommended area of study.

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## **BUSINESS - BTEC (OPTION D)**

### **Why Study Business?**

The BTEC Firsts in Business have been designed to address the needs of Level 2 learners in key areas, including interpersonal skills and customer service. Pupils have the opportunity to develop skills to support them as they build relationships with a wide variety of customers internal and external to a range of business environments.

Specialist areas also include:

- Finance - both personal and business.
- Book keeping, which supports development of basic financial principles.
- Working in business, including team leading, business support and administration.
- Development of practical administration skills including office systems and equipment.
- Personal selling, which helps learners to understand the personal selling process aspects of business.

Business employers value employees who are able to communicate effectively both verbally and using electronic communication methods. The BTEC Firsts in Business provide opportunities for pupils to develop their communication skills as they progress through the course. This can be both through presentations and discussions in which they have the opportunity to express their opinions.

The BTEC Firsts in Business provide a route to employment into the many diverse areas of business.

These could include: roles in specialist areas such as marketing, finance, customer service or human resources in large organisations or a more general role in a small local business.

### **Assessment**

#### **BTEC Level 2 Certificate**

The Edexcel BTEC Level 2 Certificate in Business is a 15-credit qualification that consists of two compulsory units plus one optional unit that provide for a combined total of 15 credits.

#### **BTEC Level 2 Extended Certificate**

The Edexcel BTEC Level 2 Extended Certificate in Business is a 30-credit qualification that consists of two mandatory units plus 4 optional units that provide for a combined total of 30 credits.

#### **Compulsory Units**

- Business Purposes
- Business Organisations

#### **Optional Units (one or four of these is chosen)**

- Financial Forecasting for Business
- People in Organisations
- Using Office Equipment
- Providing Business Support
- Verbal and Non-verbal Communication in Business Contexts
- Business Communication Through Documentation

- Training and Employment in Business
- Personal Selling in Business
- The Marketing Plan
- Managing Personal Finances

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### **CHILDREN'S CARE, LEARNING AND DEVELOPMENT – BTEC (OPTION D)**

This is a Level 2 First Certificate and is a new course for 2011. It will give pupils a solid foundation both into child care, development and looking after children, which they can use in either their professional or personal lives. It is the equivalent of one GCSE at grades A\*-C.

The BTEC Level 2 First Certificate leads directly to the Level 3 course (which is available within the Cynon Valley 16+ Consortium), for those who wish to have a career in child care.

Pupils will undertake 3 compulsory units:

- 1. Understanding children's development.** Pupils will gain knowledge and understanding of a child's development from 0-3 years, 3-7 years, 7-12 years and 12-16 years. Pupils will find out how children develop in the 4 main areas of development – physical, intellectual, emotional and social.

*Pupils will undergo a 30 hour supervised work placement as part of this unit to study and record children's development in the work place.*

- 2. Keeping children safe.** In this unit pupils will understand how to provide and maintain a secure and safe environment for children, study child protection issues and know how to deal with accidents, illness and emergencies.

- 3. Communication with children and adults.** In this unit pupils will gain an understanding of the key features of interpersonal communication, and learn essential skills that can be put into practice when dealing with both adults and children.

*Students will also undergo another 30 hour placement as part of this unit.*

To gain the BTEC First Certificate for this course, pupils have to complete all three units with a pass, merit or distinction. This qualification is 100 per cent coursework.

#### **Why study Children's Care, Learning and Development?**

It is an ideal course for pupils who wish to understand children and families and wish to seek a fulfilling career in the helping professions, including working with young children in nurseries, child care centres and education. They may work with children as teaching assistants or in hospitals. Such occupations may be full-time or part-time. The course is also ideal preparation for further study in health and social care. And, of course, as most pupils will go on to become parents themselves, it is an ideal preparation for parenthood.

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### **CYMRAEG (WELSH) – GCSE (OPTION B)**

This course is intended for pupils whose first language is not Welsh, and who have obtained their knowledge of Welsh mainly at school.

#### **Aims of the course**

- (a) To ensure that pupils are aware of the extensive use made of the language in Wales today.

- (b) To equip pupils with a sound knowledge of Welsh in order to enhance employment opportunities in all fields throughout the country.
- (c) To give them first-hand experience of the language in various situations that they will meet, including the workplace.

### **Assessment**

#### **Written Paper 1: 1 hour (25 per cent) Higher and Foundation Tier**

4 questions – 2 writing (10 per cent) and 2 reading (15 per cent)

#### **Written Paper 2: 1 hour (25 per cent) Higher and Foundation Tier**

4 questions – 2 writing (15 per cent) and 2 reading (10 per cent)

#### **Controlled Assessment (25 per cent) (Untiered)**

Speaking 20 per cent

Task 1 – Individual presentation (10 per cent)

Task 2 – Situation Conversation (10 per cent) – Pair/group work

Writing – (5 per cent) - Writing work based on the situation conversation

#### **Oral Examination: 10 minutes (25 per cent) Higher and Foundation Tier**

Speaking 20 per cent - Pair/ group oral examination

Reading 5 per cent - Discussion of reading materials as stimulus for oral examination

### **Differentiation**

GCSE grades A\* - G will be awarded, with candidates being entered for **Foundation** or **Higher Tier**.

**Foundation Tier** will assess grades C – G.

**Higher Tier** will assess grades A\* – D.

## **FRENCH – GCSE (OPTION A)**

Although we like to think of English as the international language, we need to think carefully before we decide that it is the only language we need to know. Consider the following points:

1. European citizens have the right to live and work in any other country in the European Union. Full advantage could be taken of this opportunity with the ability to speak another language.
2. Many courses in further and higher education now have a European element to them. They include mechanical engineering and a modern foreign language, biochemistry and a modern foreign language, business and a modern foreign language, even mathematics and a modern foreign language ... and there are many more. A foreign language, to at least GCSE level, is needed for these courses.
3. Businesses in this country need people who can communicate in other languages at all levels. A study undertaken by the Department of Trade and Industry revealed that *'lack of a foreign language had been a barrier to trade'*. This means that firms are losing valuable business because they do not speak other languages.
4. The majority of young people in other European countries continue their study of a foreign language until they are eighteen years old. In some countries two foreign languages are compulsory. Is this perhaps why, according to the Association of Language Learners *'... the British are losing jobs to foreigners because of their poor language skills'*?

5. Familiarity with one foreign language, and the skills mastered in learning it, are of great benefit when it comes to acquiring another foreign language. Who knows what languages will be needed in the future?

### **What will pupils learn?**

Pupils will learn how to understand much of the language written and spoken in France and other French-speaking countries, and express themselves in speech and writing on a range of topics, giving opinions and seeking information, explaining and describing.

Some of these topics (such as school, free time and holidays) will already be familiar to pupils. These are studied in greater depth, together with new topics such as the environment, working life and the culture of other countries.

The course is centred around the series of Fusée coursebooks which pupils have already been using, and will include the use of videos, computers and the opportunity to participate in the educational visit to France.

### **What about the examination?**

The four communication skills – writing, speaking, listening and reading are assessed individually. There are differentiated papers for listening and reading, and these papers represent 40 per cent of the total mark. In speaking, pupils are required to perform two tasks, which are marked by the teacher. These are worth 30 per cent. In writing, pupils produce two pieces of work in the classroom and these are sent away to be marked externally. Again, the two pieces of work are worth 30 per cent.

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## **GEOGRAPHY – GCSE (OPTION A and C)**

GCSE Geography is a fantastic opportunity to gain a deeper understanding of the world around us. Building on a strong basis from Key Stage 3, pupils are given the opportunity to study nine dynamic units over two years. Pupils are encouraged to identify the causes, impacts and responses to a wide range of current geographical issues and processes. Topics of study include tectonic hazards (volcanoes and earthquakes), rivers and flooding, global warming, population change, development, coastlines, ecosystems and tourism. There is a strong emphasis on the development of geographical skills including investigation, problem solving and decision making. This will involve mapping, research skills and use of ICT to present work. A field trip is a compulsory part of the course. All pupils are encouraged to look towards the future and suggest solutions that will help to meet the many challenges our planet faces in the 21<sup>st</sup> Century.

### **GCSE Course**

Candidates will be required to take two papers:

Paper 1 (40%)

Paper 2 (35%)

Pupils will also undertake two Controlled Assessments (25%).

Each paper has 2 tiers - Higher (A\*-D) and Foundation (C-G).

### **GCSE Syllabus**

The syllabus consists of two sections as follows:

#### **Unit 1 – The Core (40 per cent)**

This section contains six compulsory topics:

##### **A – The Physical World**

1. Water

- 2. Climate Change
  - 3. Living in an Active Zone
- B – A Global World
- 4. Changing Populations
  - 5. Globalisation
  - 6. Development

### **Unit 2 – Options (35 per cent)**

Three options have to be chosen; in Blaengwawr we choose two physical and one human.

#### A – Physical Options

- 7. Our Changing Coastline
- 8. Living Things

#### B – Human Option

- 9. Tourism

### **Controlled Assessment (25 per cent)**

There are two components to this section:

- 1. A fieldwork enquiry (10 per cent)
- 2. A problem-solving/decision making research exercise (15 per cent)

## **HISTORY – GCSE (OPTION C)**

### **The Course – Route A**

The course consists of four modules of work. Each module will last approximately one term.

Unit 1	<b>A Study in Depth</b>	Germany in transition, 1929-1947
Unit 2	<b>A Further Study in Depth</b>	The USA: a nation of contrasts, 1910-1929
Unit 3	<b>An Outline Study</b>	The development of the USA, 1929-2000
Unit 4	<b>Controlled Assessment</b>	An investigation into an issue of historical debate or controversy based on local / Welsh / English history

### **Scheme of Assessment**

The course is assessed through three one-hour examinations for Units 1-3 and an internal assessment for Unit 4. Unit 3 will be examined in 2012.

(a)	<b>A Study in Depth</b>	1 hour examination (25 per cent)
(b)	<b>A Further Study in Depth</b>	1 hour examination (25 per cent)
(c)	<b>An Outline Study</b>	1 hour examination (25 per cent)
(d)	<b>A Controlled Assessment</b>	Undertaken in class (25 per cent)

### **Will it be any use to me when I'm older?**

Besides being interesting, history is very useful. Employers who see that you have a GCSE qualification in history know certain things about you. They know that you have taken on certain skills, which while learnt through history, can be applied to all sorts of other situations.

Employers now want people who are independent thinkers; open minded; disciplined; good at problem solving.

There is a wide range of jobs and careers to which history can make a contribution. Some careers demand history as a necessary qualification, for example, archaeology, archivist, lawyer and town planner. Other careers actively seek history as a desirable qualification, such as law, civil service, nursing, local government, journalist, librarian, police, teaching, courier and diplomatic service.

## **HORTICULTURE – BTEC (OPTION B)**

This course will be suitable for pupils who have an interest in gardening and working outdoors. Pupils will develop a range of skills including teamwork, following instructions and how to work safely. They will develop knowledge of how to grow flowers and vegetables from seed and how to look after a garden.

### **Course content**

There are no examinations in this course. Pupils will complete assignments based on their work for the following units:

- Planting flower bulbs in a bed;
- Ground preparation;
- Soil tests;
- Growing plants from seed;
- Preparing and planting a container for display.

Pupils that complete this course will gain a qualification that is equivalent to a GCSE grade D-G.

### **Progression**

Pupils who successfully complete this course can go on to study a Level 2 BTEC in Horticulture in the Sixth Form. This course will be equivalent to two or four A\*-C GCSE grades, depending on whether pupils choose the one year or two year course.

This qualification will also help pupils that would like to work as a florist, in a garden centre, landscape gardening, groundwork or simply those who would like to keep a good garden or allotment.

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## **INFORMATION and COMMUNICATION TECHNOLOGY: CERTIFICATE / DIPLOMA IN DIGITAL APPLICATIONS (OPTIONS B and C)**

### **Why Study ICT?**

How do you find out about the future? You might think that it is all down to fate and that you cannot change what is going to happen to you but you would be wrong! The choices we make in school and at work have a great influence on what happens to us.

One thing is certain - there will be far more information technology around in the twenty-first century and the successful people will be those who understand it and know how to use it. Do you plan to be one of them?

The spread of information technology has a far-reaching impact on all aspects of industry, commerce, business, recreation, government, education and social services.

It is initially important, therefore, that today's workforce and those who will be embarking on their careers in the future should have an understanding of information technology and how it can most advantageously be applied. ICT is a **compulsory** subject up to Year 11 in all English schools. Pupils will also gain a **Level 2 Key Skills** qualification if they gain an A\*-C grade in GCSE Information Technology, *that's 2 qualifications in one!!!!* Key Skills qualifications will give points to university entrants.

## **DIPLOMA in DIGITAL APPLICATIONS Double Award**

This new course is designed to create confident users of digital applications. It is done completely on computer and the students are expected to create an E-portfolio (website), which will be sent to the examiners for grading.

There are 4 awards available:

The Award in Digital Applications (AiDA) is given on completion of Unit 1: Using ICT. This award has already been started in Year 9 and some pupils hope to gain this by the end of this year's study, giving them a qualification equivalent to 1 GCSE

The Certificate in Digital Applications (CiDA) is made up of Unit 1 and Unit 2: Multimedia. Pupils can select to do Level 2 which will enable them to gain the equivalent to 2 GCSEs

The Certificate in Digital Applications + (CiDA+) is made up of Unit 1, Unit 2 and Unit 3 Graphics. Pupils can select to do Level 2 which will enable them to gain the equivalent to 3 GCSEs

The Diploma in Digital Applications (DiDA) consists of 4 units. Units 1, 2, 3 and 4: ICT in Enterprise. This will allow the pupils to gain up to 4 GCSEs.

This course is not for the faint-hearted! Dedication and initiative will be required if the pupils are to achieve the DiDA, whatever level they choose to do.

Both courses will allow pupils to gain skills, which will be useful in all subjects, and in a range of future careers, from shop assistants to computer programmers!

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## **MUSIC – GCSE (OPTION A)**

Music at GCSE level builds on the skills developed in years 7-9 covering **three** main areas:

- Listening
- Performing
- Composing

Currently we follow the AQA music syllabus, which emphasises the development of performing skills to enable pupils to participate in the widest range of musical activities in the school and local community. It is also able to stimulate an appreciation, understanding and enjoyment of music through an active involvement in the three musical activities.

The GCSE examination will consist of **four** elements:

1. Controlled Assessment 1 – Composing Skills

Pupils complete a composition, in any style, using the music ICT 'Sibelius' software. Pupils will not be expected to play or sing their work, but will organise a recording and complete a detailed write-up of their work, which is then sent to the examiner. The use of synthesisers, sequencers and computers in music is explained and encouraged. This is worth 20 per cent of the total marks.

2. Performing Coursework

Each candidate will perform on any instrument or sing:

- A solo performance;
- An ensemble performance (that is, with at least one other pupil and/or teacher).

These need not be in public, but a pupil's best effort will be recorded and sent off for

assessment by an examiner. This is worth 40 per cent of the total marks. Pupils will be encouraged to attend extra-curricular activities throughout the duration of the course.

3. Controlled Assessment 2 – Composing Skills and Written Analysis

One final composition, which is completed in the Spring Term of year 11, is based on a brief given by the examination board. Candidates will compose suitable music, help make a recording and write an evaluation of their work under examination conditions. This is worth 20 per cent of the total marks.

4. Listening and Appraising Test

This involves listening to a wide variety of music from modern 'pop' composers to music from other cultures. In particular we will be studying 'rock and pop music', 'world music' and orchestral music. This listening test forms the final examination and is taken at the same time as the other written papers in the Summer Term of year 11. This is worth 20 per cent of the total marks.

**Why GCSE Music?**

Music can give you the chance to continue to expand and improve skills you already have. It gives you the opportunity to gain a qualification for an enjoyable activity, which could lead to AS and A2 level music, or be an end in itself.

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**PERFORMING ARTS - BTEC INTRODUCTORY CERTIFICATE (OPTION C)**

At the end of the two year course the BTEC Level 2 Extended Certificate in performing arts, pupils will have achieved the equivalent of two GCSEs at A\* to C. The grades awarded are Pass, Merit or Distinction.

During this vocational course pupils will study and explore three key areas:

**Acting:**

- Use of vocal skills.
- Use of movement skills.
- Interpreting and developing characters.
- Performing in a role.

Pupils will demonstrate acting skills in two performances to an audience.

**Performing Scripted Plays:**

- Understand how to interpret a role taken from a play.
- Develop a role for performance through rehearsal.
- Take part in the performance of a play.
- Understand how effective your interpretation of the character is.

Pupils will perform in two contrasting plays.

**Devising Plays:**

- Exploring and developing material for a devised play.
- Understanding a range of drama forms and techniques.
- Communicating ideas, issues and/or feelings through the presentation of devised work.
- Understanding how effective devised work for a performance can be.

Pupils will create two pieces of devised drama to perform to an audience.

**Examination**

There is no final examination for this course, with all work being continuously marked and assessed during each module. Practical work is accompanied with a written diary, video diary or recorded discussion.

## How can Performing Arts help with future careers?

*Not every pupil who takes performing arts wants to be an actor.*

Performing arts has cross curricular links with many subjects and can help with the following jobs:

Salesperson  
Media and journalism  
Teaching  
Police force  
Army  
Childcare

The list is endless. Feeling confident, assertive and enjoying working with others are important skills for everyday living. The confidence you develop in performing arts may just help secure the college/job interview in future years!

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## SPORT – BTEC (OPTIONS C and D)

### Why study Sport?

The Sport course will appeal to pupils if they:

- have a keen interest in sport and recreation and always look forward to physical education lessons;
- take part in sport outside of class time;
- want to know more about the benefits of sport and exercise;
- want to improve their own performance in a range of sports roles;
- want to study a course that is active and that they will enjoy
- are considering a sports-related career or a BTEC higher education course

BTEC Level 1 and 2 Certificate in Sport (equivalent to one GCSE)

Areas of study:           Fitness testing and Training  
                                  The Body in Action  
                                  Practical Sport

The course offers a specialist qualification for those interested in working in the sports industry or for those who enjoy practical sport and exploring the fitness requirements for successful sports performance.

BTEC Sport involves practical work as well as classroom based teaching and research.

There are no examinations but pupils complete a number of assignments that are assessed and go towards the final grading (pass, merit or distinction). The Level 1 award is equivalent to GCSE grades D-G, and the Level 2 award is equivalent to GCSE grades A\*-C.

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## RELIGIOUS STUDIES – GCSE (OPTIONS B and D)

In many areas of work, employers look for someone with an **enquiring mind**, understanding and appreciation of other people's point of view and an ability to reach a clear, informed decision: these are all skills which are developed in religious studies. Studying religion helps people to see the world from **many different viewpoints**.

Religious studies is a way of broadening pupils understanding of the world and people. It is the ideal subject for pupils who are interested in **people** and the way they live.

### **Do pupils have to be 'religious' to take an examination course in religious studies?**

The simple answer is 'no'. All courses are open to pupils of any, or no, religious persuasion.

### **What can religious studies offer?**

- (a) A recognised and **valuable qualification**, especially useful for working with people, for instance, nursing, police, teaching, banking, armed forces.
- (b) A **range of skills** with a wide variety of applications. Pupils will develop research skills, interpret information, organise and present work appropriately, analyse issues, form and develop arguments, reach conclusions with relevant evidence. Most importantly, pupils will need to **discuss and debate important issues**.
- (c) A course that is personally challenging because it raises fundamental questions about human existence. **Religion is about people** - their behaviour, beliefs, hopes and fears.
- (d) A course that gives pupils a much **broader outlook** on life.

### **The Course**

Pupils will study **moral and religious issues** that are relevant to modern life. They will also examine **Christian and Muslim teachings** about these issues.

Topics covered include sex, marriage, racism, sexism, God, life after death, violence, war, abortion, capital punishment, animal rights.

The course is divided into two sections:

- A. Religion and Life Issues
- B. Religion and Human Experience

### **Assessment**

There are two examinations - one for each section of the course.

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## **SCIENCE (TRIPLE) – GCSE (OPTION D)**

Pupils who opt for Triple Science will study all of the content from GCSE Core Science and GCSE Additional Science, plus extra biology, chemistry and physics topics. This will give them separate GCSE grades for biology, chemistry and physics. This course gives pupils a thorough understanding of science and is the foundation for AS and A2 syllabuses in any, or all, of the three separate sciences. It will be an important qualification for pupils who wish to pursue a career in science, engineering, technology, medicine and many other careers that require a science subject at GCSE. Topics covered include:

- Organisms and health
- Chemical and material behaviour
- Energy, electricity and radiations
- Environment, Earth and the universe
- Organisms and energy
- Chemical bonding, reactions and quantitative chemistry
- Forces and momentum
- Nuclear power

- Control systems and behaviour
- Qualitative and quantitative analysis
- Physics in medicine

### **Assessment**

GCSE Triple Science involves nine units which are externally assessed (60 minutes for both Foundation and Higher Tier), plus three internally assessed, untiered assessments covering biology, chemistry and physics.

Qualification	External Units (Percentage Weighting)			Internal
	Biology	Chemistry	Physics	
<b>Science</b>	Biology 1 (25%)	Chemistry 1 (25%)	Physics 1 (25%)	Internal 1 (Biology+Chemistry+ Physics) (25%)
<b>Additional Science</b>	Biology 2 (25%)	Chemistry 2 (25%)	Physics 2 (25%)	Internal 2 (Biology+Chemistry+ Physics) (25%)
<b>Triple Science</b>	Biology 3 (25%)	Chemistry 3 (25%)	Physics 3 (25%)	Internal 3 (Biology+Chemistry+ Physics) (25%)

## **TECHNOLOGY COURSES**

Most pupils at Blaengwawr take at least one design and technology subject to study in years 10 and 11. A design and technology based subject can be studied at GCSE or BTEC level. The subject covers the entire ability range and caters for a wide range of interests.

The Design and Technology Department has very good facilities, which range from traditional machinery and tools to the very latest in computerised design and manufacturing equipment, CAD/CAM. To allow maximum access to these facilities all subjects operate after school clubs throughout the year.

At GCSE level the following options are available: design and technology – food, design and technology – graphic products and design and technology – resistant materials.

### **DESIGN AND TECHNOLOGY – GCSE ASSESSMENT**

All the GCSE courses in design and technology follow an identical system of assessment:

Practical Work                      This develops practical skills and subject specific knowledge throughout the course

Controlled Assessment              Worth 60% of the marks, based on one major project

Theory examination                  Worth 40% of the marks

All the following subjects can be studied at Higher (A\* to D) or Foundation Level (C to G)

## **DESIGN & TECHNOLOGY: GRAPHIC PRODUCTS – GCSE (OPTION A)**

The course reflects the growing emphasis on graphic and technical illustration in the real world.

The syllabus covers a broad area of the curriculum, which develops skills as diverse as graphic illustration, engineering drawing; sketching, computer-aided design (CAD), and computer aided manufacture (CAM).

Pupils, as part of their GCSE examination, must produce a project, which is worth 60 per cent of the final part and may rely on computer aided design (CAD); the department is blessed with a professional range of computers and computer software to help the pupils in this area.

### **Career opportunities**

Design and technology is a university-recognised subject as well as for the more traditional career route through craft apprenticeships. It is also a useful subject for computing and new technology based activities as it provokes a problem solving approach. This course will provide students who have a more creative, rather than technological bias, with an opportunity to pursue careers in design areas such as furniture, graphics and advertising as well as college of art and university courses.

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## **DESIGN AND TECHNOLOGY: FOOD – GCSE (OPTION B)**

This is a practical subject, the course being based on the production of marketable food products.

Pupils will develop and use food preparation to design and make products to suit a wide variety of needs.

Pupils will also be expected to use the skills of analysis, investigation and evaluation, which will often involve independent work and research outside school hours. The course also develops ICT skills through use of computers in the research, design and development of food products.

Included in the syllabus are nutrition and menu planning, food presentation, sensory analysis of food, packaging design and market research, as well as basic practical food skills.

### **Career opportunities**

This design and technology subject has an obvious link to a career in the ever expanding food and catering industries. It provides ample practical experience whilst giving pupils a technological and problem solving capability.

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## **DESIGN AND TECHNOLOGY: RESISTANT MATERIALS – GCSE (OPTION B & D)**

This is a practical subject. It is concerned with designing and making through the development of skills in a range of materials, which will include, wood, metal, and plastic. Pupils will become confident in the use of tools, machines and information and communication technology. All pupils will gain experience of computer-aided designing (CAD) and computer aided manufacturing (CAM) during the course.

The subject is broad and balanced and can utilise the interests of candidates to form the basis of project work. As well as designing and making skills, skills of analysis, investigation

and evaluation are also developed. These skills are key areas of learning in many other GCSE subjects. There is also opportunity to assess the ever-increasing role of design and technology in today's society.

### **Career Opportunities**

Career opportunities in design and technology are ever increasing. The course is preparation for the engineering/modern apprentice route or through AS and A2 level design and technology to higher education and degree courses in a variety of different subjects from architecture to aeronautical engineering, interior design to surveying, advertising to theatre design and, of course, a teaching qualification.

## **ENGINEERING – BTEC (OPTION B)**

The BTEC Level 2 Extended Certificate offers an engaging programme for those who wish to enter an engineering-based employment.

The BTEC level 2 Engineering course is aimed to give pupils the opportunity to:

- enter employment in the engineering sector or to progress to higher vocational qualifications such as the Edexcel Level 3 BTEC Nationals in Manufacturing Engineering or Mechanical Engineering;
- develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

This 30 credit course consists of compulsory units worth a total of 10 credits and a choice of optional units to a total of 20 credits. 16 credits are required as a minimum pass.

The units offered at Blaengwawr are:

### **Compulsory Units**

- |  |           |
|--|-----------|
| • Working Safely and Effectively in Engineering  | 5 Credits |
| • Interpreting and Using Engineering Information | 5 Credits |

### **Optional Units**

- |  |            |
|--|------------|
| • Using Computer Aided Drawing Techniques in Engineering | 10 Credits |
| • Fabrication Techniques and Sheet Metal Work            | 10 Credits |
| • Electronic Circuit Construction                        | 10 Credits |
| • Engineering Marking Out                                | 5 Credits  |
| • Production Planning for Engineering                    | 5 Credits  |

This course is suitable for pupils achieving a minimum of Level 5 in design technology at the end of key stage 3.

The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through optional units. It is equivalent to two GCSEs.

## **CERTIFICATE IN COMPUTER AIDED DESIGN (CAD) PARAMETRIC MODELLING – CITY & GUILDS (OPTION A)**

### **Course description:**

This is a new course ideal for pupils wishing to gain a qualification in Computer Aided Design. The course will provide a broad level of understanding required to appreciate the essential concepts and principles of using AutoDesk Inventor to produce complex 3D models and assemblies.

**Course assessment method:**

- Two practical assignments
- One on-line test of multiple choice questions

Pupils will be taught in a pleasant, well-equipped environment using new AutoCad/AutoDesk Inventor software.

Pupils will study the Level 1 course during the first year with Level 2 studied during the second year of the course. There is also the possibility of Level 3 being offered to the more able pupils.

**Related careers**

- Draughtsperson
- Engineering craft/CNC machinist
- Engineering operative
- Useful qualification for any product design based employment

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**WORK SKILLS – BTEC AWARD, CERTIFICATE and DIPLOMA (OPTION A)**

BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study.

The Edexcel Level 1 BTEC Award, Certificate and Diploma in Work Skills have been designed to provide:

- the knowledge, understanding and skills pupils need to enter employment;
  - opportunities for pupils to gain a nationally recognised qualification relating to work skills;
  - opportunities for pupils to focus on the development of functional skills in English, mathematics and ICT;
  - opportunities for pupils to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.
-

## **WHAT NEXT?**

### **Before making their final choice of subjects pupils are advised to:**

1. Read this booklet with your parents.
2. Visit the website 'careerswales.com'. You have already used this site and have a login and password. We have uploaded all our subject choices and information onto this site.
3. Talk to your subject teachers about your abilities and prospects.
4. Discuss the choice with your parents, using this booklet and the 'parents section' on the careerwales.com site.
5. Consult the school's careers staff for advice.
6. Discuss your possible choice with your form tutor and Head of Learning.

Once you have chosen the subjects you would like to study, you should see the contact teacher for each subject and obtain his/her signature in the appropriate box on the Options Form included with this booklet. ***This must be done at the Options Evening on Wednesday 30 March 2011.*** Once you have the four signatures, take it to the senior teacher who is responsible for your tutor group. They will then advise you and your parents/carers of the suitability and balance of your choices. They will then sign the Options Form and retain it.

## NOTES



**BLAENGWAWR COMPREHENSIVE SCHOOL - YEAR 10 OPTION CHOICES 2011/2013**

**NAME:** \_\_\_\_\_ **FORM:** \_\_\_\_\_ **SMT:** \_\_\_\_\_

**Choose ONE subject in each of the Option Columns. Indicate your subject choice by marking an 'X' in the appropriate box.**

OPTION A			
Subject	Level	'X'	Signature
Computer Aided Design	City & Guilds	1/2	
French	GCSE	1/2	
Geography	GCSE	1/2	
Music	GCSE	1/2	
Technology: Graphics	GCSE	1/2	
Work Skills	BTEC	1	

OPTION B			
Subject	Level	'X'	Signature
Cymraeg	GCSE	1/2	
Engineering	BTEC	2	
Horticulture	BTEC	1	
Information Technology	CiDA	1/2	
Religious Studies	GCSE	1/2	
Technology: Food	GCSE	1/2	
Technology: Resistant Materials	GCSE	1/2	

OPTION C			
Subject	Level	'X'	Signature
Art & Design	BTEC	2	
Geography	GCSE	1/2	
History	GCSE	1/2	
Information Technology	CiDA	1/2	
Performing Arts	BTEC	2	
Sport	BTEC	1	

OPTION D			
Subject	Level	'X'	Signature
Business	BTEC	2	
Children's Care	BTEC	2	
Science (Triple)	GCSE	2	
Sport	BTEC	1/2	
Religious Studies	GCSE	1/2	
Technology: Resistant Materials	GCSE	1/2	

**NB. Those committed to achieving the full DiDA in Information Technology must take the subject in both columns in which it appears. Religious Studies, Geography, Physical Education and Resistant Materials can only be chosen in one option column.**

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***Headmaster/Prifathro: D S Evans MA***