

Ysgol Uwchradd
Llanishen
High School



To be an outstanding school, developing outstanding individuals



Learning Pathways Booklet

Learning Pathways Evening

22nd January 2024



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Introduction

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation.” John F Kennedy

A Curriculum which is right for you!

Preparing for Year 9

You have come to a very important point in your school career!

Up until now you have studied a wide range of subjects but the time spent on each has been limited. From now on, you will be preparing for external examinations and to allow you to achieve the necessary standard, you will have to spend more time on each subject. Consequently, you will be taking fewer courses.

You will continue to study a broad based programme in accordance with the requirements of the National Curriculum but you will now have a measure of choice. This is explained fully in this booklet. Making choices is part of a wider process in preparing to leave school and taking up further training or employment.

You must remember that you will ultimately be judged, not only on your academic achievements but also on your punctuality, your regularity of attendance, your appearance and attitude and your contribution to the life of the school and community.

Society is rightly becoming increasingly selective in its choice of candidates for higher and further education and for worthwhile employment. It is therefore important that you maintain excellent standards in everything you do in school. It is up to **you** to ensure that, when **you** leave school, **your** record is a good one.

THIS HANDBOOK IS ESSENTIAL READING. YOU CANNOT AFFORD TO NEGLECT IT FOR THE SAKE OF THE MOST IMPORTANT PERSON IN THE WORLD – YOURSELF!

The aim of this booklet is to provide relevant information about the subject choices available to Year 8 pupils.

The Welsh National Curriculum requirements, combined with the way we structure the timetable means that all pupils will take a range of subjects, so ensuring a broad-balanced curriculum. When making your subject choices it is important to ensure that any choices made will not preclude options in terms of later decisions



related to Careers and Educational Opportunities. With this in mind it is vital that your son/daughter has time to think through and discuss the implications of their choices.

Parents need to be actively involved during this process to ensure that appropriate choices are made. It is important that all pupils are matched to the examination courses that meet their individual needs. **Education is constantly changing and as a result there is a need to continually update the curriculum.**

CAN I WITHDRAW FROM ANY COURSE?

If you find that in September one of your choices is not suitable then we will look to place you in an alternative course from that option block. Not all courses will have availability so any move would require approval from the Head of Subject and also room within the class. If there are difficulties after the end of September 2023, you should talk to your Head of Year.

WHAT KIND OF CAREERS ADVICE WILL I RECEIVE?

During Years 9, 10 and 11 you will have assemblies on Careers and Work Related Experiences, (CWRE) where a variety of careers information and visits from local and national employers will be provided. Llanishen High School has a dedicated Careers Wales Advisor who is available to give advice and will also visit form groups to relay information. You can contact via reception, your Year Team Leader or by visiting the Careers Office, situated on the first floor of the science block.

This booklet is designed to help you understand the options process and to make the best decision for your G.C.S.E. options starting next year. This booklet outlines the choices you need to make and guides you in choosing the right pathway and core curriculum offer for you. It provides details of the subjects available to you and gives ideas as to when and where you can find out more about your choices.



Mrs S Parry, Headteacher



Timeframe



Year 8 GCSE Options Timeline

Careers Wales assembly – how careers advisers can help with the process/introduction to the website.	December 2023
Subject assemblies – to introduce new subjects and pass on relevant information.	December 2023 & January 2024
Year 8 reports distributed to parents.	15 th December 2023
Options assembly – Options process explained to students.	January 2024
Student/parent pack uploaded to school website – letter, booklet, timeline and link to LHS YouTube channel.	January 2024
Option booklet distributed to all students.	January 2024
8 into 9 Options evening. Year 8 Parents evening.	22 nd January 2024 30 th January 2024
Students make option choices using Microsoft Forms.	22 nd January to 28 th January 2024
Form tutors to input option choices and discuss with students.	29 th January to 2 nd February 2024
Option blocks put together – first draft.	5 th February 2024
FINAL communications with parents. ALL changes made in this window.	5 th February to 9 th February 2024
Option blocks built.	9 th February 2024

Before making any choices you must give consideration to the next few pages in this booklet. This will help you make the right choices for you. You must discuss your choices and any questions you have with your parents, your subject teachers, your form tutor, Mr Owen, Mrs Beck or Miss R Evans.

Forbidden combinations:

- GCSE PE & BTEC Sport
- Barbering & Hair and Beauty
- Music Practice and Music GCSE



How to make your choice of options?

Read the Booklet

- Consider the options on offer.
- Think about your strengths and how the subjects on offer will match these.

Discuss your ideas with parents and staff

- Ask as many questions as you can in your meetings with your form tutor and subject staff.
- Be prepared to change your mind based on the advice of parents and staff.

Fill in the options form online

- Make sure you list your choices in order of preference.
- Make sure you and your parents complete the options form by **28th January 2024**

Options process

- The school will consider your preferences and will confirm these with you.
- Your choices will be circulated to subject staff to confirm your choices are appropriate.



Some Questions Pupils Ask?

Why do I have to choose?

The GCSE and vocational courses in Key Stage 4 need to be studied in more detail than the course you are currently following and this takes more time. Therefore, you will need to study fewer subjects and spend more time on them.

Why do I have to choose from this set of subjects?

You need a broad and balanced education to prepare you for the full range of opportunities in education or work at 16+. In addition to this consideration, the National Curriculum sets down requirements for students to study at this stage in their school career.

Can I change my mind later?

The subjects you choose are for the next three years. We expect everyone to complete their courses once they have decided on them. This means fulfilling the requirements of the examination syllabus including completion of coursework and sitting the final examination. Therefore, it is very important that the right choice is made at the outset. As a result, we ask you to spend quite a long time considering your decisions. It is only in exceptional circumstances that students are permitted to change their courses once they have begun in September. Some subjects will be full and a change to one of these at a later date will be impossible. Please bear that in mind.

How should I choose?

To make a good decision you need to take into account:

- ✓ Your level of achievement in your current courses
- ✓ Your future potential in each subject
- ✓ Your interests
- ✓ Your future career plans
- ✓ The appropriateness of the Course

You must not consider:

- ✗ What your friends are doing
- ✗ Which teacher you like

Will I definitely have all the subjects I ask for?

The majority of students will be allocated the selection of courses they have chosen. However, each year minor changes in the Open Option do need to be made. This affects only a few students and we will do everything within our power to offer the first and second preferences you make in this option.

How many examination subjects can I take at the end of Year 11?

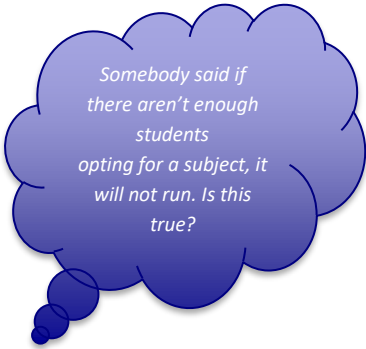
This will vary depending on which pathway you follow. Most students have an entitlement to nine GCSEs or equivalent accredited subjects but some of you will take more, for example Triple Scientists.

English counts as two subjects, one for Language and one for Literature. Science is a double or triple award (two or three GCSE's). Each of your options count as one subject. Everyone studies GCSE Mathematics and GCSE Numeracy, GCSE RE, GCSE and Welsh. If you add this up, most people take at least 8 subjects before they choose their options.





Yes. You will have to spend more on homework for each subject as the courses you are following involve more independent study. Regular work at school and home and good study habits will be essential to relieve the pressure and help you to achieve success.



Yes - obviously we cannot run a course for just a handful of students. This would cost too much and it would not be fair to the subjects that have class sizes approaching thirty. If an option closes due to insufficient numbers your second preference would be used.

So, in a nutshell.....!

Choosing your Subjects

Do choose...	Do not choose subjects because...
<p>Subjects that you enjoy!</p> <p>Subjects that you are good at.</p> <p>Subjects that you need for your preferred career.</p>	<p>It's what your best friend is doing!</p> <p>The subject is new!</p> <p>You like your current teacher for that subject!</p> <p>You do not like your current teacher for that subject!</p> <p>Only boys/girls do it.</p> <p>It's what your parents/guardians/other interested adults think you should do.</p>



Keeping your options open

Don't put all of your eggs in one basket! Make sure that you keep your future subject and career options open to you by considering subjects from 3 of the following areas:

Creative	Art, Drama, Music, Music Practice, PE, BTEC Sport, Photography, Media Studies, Hair and Beauty, Barbering, Dance
Humanities	Geography, History, Learning in the Outdoors
Language	French
Social Sciences	Business Studies, Digital Technology, GCSE Health and Social Care, Computer Science
Technology	GCSE Food and Nutrition, GCSE Product Design, GCSE Fashion & Textiles, L2 Engineering, L2 Construction.

What will make up your 50 hours?

The Learning Core (These courses are compulsory):

- GCSE English Language and English Literature
- GCSE Mathematics & Mathematics Numeracy
- Double/Triple Award GCSE Science
- Games
- Full course GCSE Religious Studies
- Full course Cymraeg

Options Subjects

- Up to 3 further subjects from the option subjects listed in this booklet.

Skills for Life

- GCSE subjects are not always the best learning pathway for everyone. Skills for Life offers a variety of subjects and accreditations all at level 1 and 2 (GCSE or equivalent). The range of qualifications can include finance, work skills, equality and diversity, Food and nutrition, Prince's Trust, work related and employability skills.

Background Information & Course Outlines

GCSE ASSESSMENT

EXAMINATION PAPERS & COURSEWORK

GCSE



The General Certificate of Secondary Education (GCSE) has led in all subjects to the design of new syllabuses and examinations intended for a wide range of ability, but they all come under the one heading - GCSE.

However, it is recognised that pupils will show greater ability in some subjects than in others. No two pupils are exactly the same. In every subject, there is a core of knowledge, skills and techniques, which has been determined by good practice and which fulfils certain standards (the GCSE Boards use the word 'criteria' instead of standards).

Final Grades for GCSE Subjects

The examination board sets the examination papers and marks them. Your marks in each subject, for the examination papers and the coursework, are added together by the board for your final grade in the A* to G range.

Grades A* to C are regarded as matriculation grades which give you access to further and higher education.

Grade U in GCSE means that the candidate's mark is unclassified - it does not merit a GCSE award.

Controlled Assessments and coursework in GCSE

Examinations have played an important part in your education and will continue to do so in Years 9, 10 and 11, by means of examination papers. However, your final subject grades will not depend on the examination papers alone. Controlled Assessments are an important part of assessment in some GCSE subjects. This means that items of work done in your courses during Years 9, 10 and 11 are taken into account when deciding your final grade.

The proportion of marks given for controlled assessments will vary from subject to subject, but it is important that you realise you will have to work consistently hard over the next three years if you hope to do well. Your controlled assessments will first be assessed by your teachers and then checked by examiners appointed by the Welsh Joint Education Committee (WJEC) or by any other board for which you are entered.

The School's Policy for GCSE Examination Entry

The number of external examinations and the papers you will be entered for will depend entirely on the progress you make. Usually decisions on these entries are delayed until Years 10 & 11, but the final decision on examination entries must be a matter for the school in the light of the ability and effort you have displayed and the progress you have made. It is absolutely vital that you understand right from the beginning of Year 9 that you will need to work conscientiously for the full three years in all subjects



A Guide to Compulsory

Subjects Studied

by Pupils in Key Stage 4

(Years 9, 10 & 11)

Individual Course Information

- English Language
- Welsh Language
- Mathematics
- Mathematics - Numeracy
- Science
- Physical Education
- Philosophy Religion and Ethics





Pupils will be familiar with some aspects of the GCSE English Language qualification as they have been studying elements of the course in Year 9. GCSE English Language will build on and progress from the levels of literacy expected at the end of Key Stage 3. The course offers pupils the opportunity to focus primarily on the functional aspects of language, with an integrated approach to oracy, reading and writing. This a linear qualification with un-tiered assessments.

Unit 1 – Non-examination assessment – Oracy – 20%

Task 1 (10%) – Individual Researched Presentation

(40 marks)

One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes.

Task 2 (10%) – Responding and Interacting

(40 marks)

One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.

For both tasks, half of the available credit will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.

Unit 2 - External assessment. Reading and Writing: Description, Narration and Exposition 40% (2 hours)

Section A (20%) – Reading

(40 marks)

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

This section will also include an editing task focusing on understanding short texts at word, sentence and text level (2.5% of qualification total).

Section B (20%) – Writing

(40 marks)

One writing task to be selected from a choice of two that could be either description, narration or exposition.

Unit 3 – External Assessment - Reading and Writing: Argumentation, Persuasion and Instructional* - 40%

(2 hours)

Section A (20%) – Reading

(40 marks)

Understanding of at least one argumentation, one persuasion and one instructional text including continuous and non-continuous texts, assessed through a range of structured questions.

*Instructional will be a required type of Reading but will not be required as a Writing task.

Section B (20%) – Writing

(40 marks)

One compulsory argumentation writing task and one compulsory persuasion writing task.

Half the marks for this section will be awarded for communication and organisation (meaning purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).





All pupils in Year 9 study for **two GCSE qualifications in mathematics**.

The **Mathematics – Numeracy GCSE** will build on and progress from the levels of numeracy expected at the end of year 8 and will assess the mathematics needed for the world of work, daily life and general study. There will be an emphasis on the application of the content to solving problems in context. **GCSE Mathematics** will build on and progress from the levels of mathematics expected at the end of year 8 and will assess the mathematics needed to progress to scientific, technical or further mathematical study. There will be some application of the content to solving problems in context but also procedural skills in situations that are context-free, will be assessed.

Both GCSEs will be available at 3 tiers

Higher Tier:	Grades A* – C
Intermediate Tier:	Grades B – E
Foundation Tier:	Grades D – G

Assessment for each GCSE qualification will be through examinations held at the end of year 11; pupils will sit **2 papers in each GCSE qualification (4 examinations in total)**. There will be no coursework or controlled assessment and no modular examinations.

A summary of the assessment is given below:

Paper 1: Non-calculator		Paper 2: Calculator-allowed	
Higher:	1 hour 45minutes (80 marks)	Higher:	1 hour 45minutes (80 marks)
Intermediate:	1 hour 45minutes (80 marks)	Intermediate:	1 hour 45minutes (80 marks)
Foundation:	1 hour 30minutes (65 marks)	Foundation:	1 hour 30minutes (65 marks)

The following table summarises the way in which the mathematical content will be divided across the two mathematics GCSEs.

GCSE	Mathematics – Numeracy	Mathematics	
Content	Number, Measure and Statistics plus some aspects of Algebra, Geometry and Probability.	All the content of GCSE Mathematics – Numeracy	Additional Algebra, Geometry and Probability

Learners entered for a qualification must sit both papers at either foundation, intermediate or higher tier. However, it is possible to sit the Mathematics – Numeracy papers at one tier and the Mathematics at a different tier.





Science – Double Award



Overview

GCSE Double Award Science encourages pupil's curiosity about Science in the world round them and provides them with a greater understanding of the effects of Science on society.

The three core Sciences of Biology, Chemistry and Physics are taught



Specification

GCSE

www.wjec.org.uk

Assessment

Science Double Award Modular

- **Unit 1**
Biology 1
- **Unit 2**
Chemistry 1
- **Unit 3**
Physics 1
- **Unit 4**
Biology 2
- **Unit 5**
Chemistry 2
- **Unit 6**
Physics 2
- **Unit 7**
Practical Assessment

6 x 1 hour & 15 minute externally assessed written examinations - 15% of qualification individually, 90% total.

A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.

Practical Assessment - 10%, externally assessed.

- Obtain results from a given experimental method. (60 minutes.)
- Analyse and evaluate the data obtained. (60 minutes.)

"Somewhere, something incredible is waiting to be known."

[Carl Sagan](#)
Astronomer

Progression and Career Opportunities

Double award Science offers pupils a broad course of study that adds to their knowledge and understanding of the living, material and physical worlds and prepares them for the A Level Sciences; Biology, Chemistry and Physics. Successful completion of the A Level sciences leads to a wide choice of courses at university and an amazing choice of career destinations. There are more than 900,000 workers in the UK Science Industry. Some of the areas of Science are; chemical, nuclear, oil and gas, petroleum and polymers, energy, healthcare, environment, engineering, mining and land surveying.

Degrees in Science can lead to jobs such as Clothing, Colour or Food Technologist, Clinical Research, Animal Technician, Meteorologist, Oceanographer, Pharmacologist, Toxicologist, Metallurgist, Forensics, Engineering, Naval Architect, Chiropractor, Geneticist, Optometrist, Dance Movement Psychotherapist, Radiographer and Marine Scientist to name a few.





Triple Science - Biology

Overview

Biology is the scientific study of life: as such it covers the investigation of living organisms and life processes from cells and individual organisms to populations and whole communities of animals and plants.

At GCSE Biology we will focus on three main areas:

- Developing knowledge and understanding of Biology
- Understanding how Biological knowledge impacts on society
- Developing skills and the ability to evaluate scientific information



Specification

GCSE

<http://www.wjec.co.uk/qualifications/biology/biology-gcse/>

Assessment

WJEC GCSE in Biology Modular

<p>Biology Unit 1</p> <ul style="list-style-type: none"> • Cells • Organ systems • Ecosystems <p>Biology Unit 2</p> <ul style="list-style-type: none"> • Variation, • Homeostasis • Micro-organisms <p>Biology Unit 3</p> <ul style="list-style-type: none"> • Biology Practical Assessment 	<p>2 x 1 hour 45 minutes examinations. Each examination consists of a mix of short answer, structured, extended writing and data response questions. Some of these questions will be set in a practical context.</p> <p>Each examination is worth 45% of the final grade.</p> <p>Practical Assessment Students will need to obtain results from a given experimental method and analyse and evaluate the data obtained.</p> <p>The practical assessment is worth 10% of the final grade.</p>
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'Biology is now bigger than ever, as measured by the size of budgets, by the size of the workforce, or by the output of major discoveries; and biology is likely to remain the biggest part of science through the twenty-first century'

Freeman Dyson

Progression and Career Opportunities

- GCSE Biology leads into AS/A2 Biology, which leads into Biology based courses at university.
- Potential careers related to Biology include Medicine, Veterinary Science, Physiotherapy, Genetic Engineering, Biotechnology, Pharmacy, Pharmacology and many, many more.....





Triple Science: Chemistry

Overview

Chemistry is the study of matter (or 'stuff') and the changes it can undergo. It is about understanding the basic properties of matter and learning how to predict and explain how they change when they react to form new substances.

The GCSE Chemistry course provides students with opportunities to carry out their own scientific investigations and to evaluate scientific information. Students also look at how scientific knowledge and expertise provides benefits for society, but can also pose moral and ethical problems. They also develop their skills in communication, mathematics and the use of technology in scientific contexts.



Assessment

WJEC GCSE Chemistry	
Unit 1 <ul style="list-style-type: none">Chemical substances, Reactions and Essential Resources.	2 x 1 hour 45 minutes externally assessed written examinations - 45% of qualification individually, 90% total. A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.
Unit 2 <ul style="list-style-type: none">Chemical bonding, Application of Chemical Reactions and Organic Chemistry.	
Unit 3 <ul style="list-style-type: none">Practical Assessment	
Practical Assessment - 10%, externally assessed. <ul style="list-style-type: none">Obtain results from a given experimental method. (60 minutes.)Analyse and evaluate the data obtained. (60 minutes.)	

Specification

GCSE

www.wjec.org.uk

'Every aspect of the world today – even politics and international relations – is affected by chemistry.'

**LINUS PAULING,
1901 TO 1994**

Progression and Career Opportunities

AS/A2 Chemistry, Physics and Biology in Llanishen High School.

What careers can chemistry lead to?

The study of Chemistry, Medicine, Biochemistry, Molecular Biology, Chemical Engineering, Forensic Science, Environmental Science, Analytical Science, etc. It also provides a satisfying course of study for those who do not wish to study the subject further.





Triple Science: Physics

Overview

Triple Science - Physics enables students to develop their appreciation of the knowledge and understanding of the world as established by the scientific community. The subject explores a wider range of scientific concepts and provides a more detailed knowledge and understanding, by helping students develop and improve skills in several key areas:

- Evaluating scientific information.
- Undertaking scientific measurements and investigations,
- Developing scientific language, mathematical and communication skills.



Specification

GCSE

www.wjec.co.uk

Assessment

WJEC Physics	
<p>Unit 1</p> <ul style="list-style-type: none"> • Electricity, Energy and Waves. <p>Unit 2</p> <ul style="list-style-type: none"> • Forces, Space and Radioactivity. <p>Unit 3</p> <ul style="list-style-type: none"> • Practical Assessment 	<p>2 x 1 hour, 45 minutes externally assessed written examinations - 45% of qualification individually, 90% total. A mix of short answer; structured; extended writing and data response questions, with some set in a practical context.</p> <p>Practical Assessment - 10%, externally assessed.</p> <ul style="list-style-type: none"> • Obtain results from a given experimental method. (60 minutes.) • Analyse and evaluate the data obtained. (60 minutes.)

“Space is big. You just won't believe how vastly, hugely, mind-bogglingly big it is.

I mean, you may think it's a long way down the road to the chemist, but that's just peanuts to space”

Progression and Career Opportunities

Triple Science - Physics leads into AS/A2 courses like Physics and Maths, and Science and Engineering courses at university. Science and Engineering graduates have diverse career opportunities and the subject has one of the highest rates of graduate employability. Studying Science will provide you with a wide variety of transferable particularly attractive to universities and employers alike.

Not all Science students end up working in laboratories! Potential careers related to Physics include all aspects of medicine, space exploration, particle behaviour, cartography (map maker), meteorology (weather forecaster), hydrology and flood management, environmental health, conservation, leisure and tourism, urban planning, aid worker, mining, navigation, surveying, transport services, data analysis, civil service, engineering and of course teaching!



Physical Education (Core PE) Subject Leader – Mr H Trelawny

Work within the Physical Education department is designed to support the general aims of the school.

The department has a number of aims:

- In Core PE we want pupils to learn and understand the value of physical activity and take this on into early adulthood.

Physical Education offers a comprehensive range of experiences to meet your needs. You are encouraged to participate, irrespective of your abilities, and develop positive attitudes towards active involvement as performers, observers and officials.

A variety of teaching styles will provide for a broad and balanced range of movement-related experiences through which you can develop an understanding of, and the skills necessary for, independent working and the ability to work effectively with others. The development of confidence, tolerance and the appreciation of your own and others' strengths and weaknesses are considered to be an important part of the learning process.

You will be made aware of leisure opportunities within the community and encouraged to develop those skills and attitudes leading to an active lifestyle.

The following activities are can be offered, either on site or at Llanishen Leisure Centre:

○ life-saving ○ jazz dance ○ squash ○ swimming

rugby ○ football ○ badminton ○ netball ○ hockey ○ cross-country

basketball ○ volleyball ○ cricket ○ tennis ○ baseball ○ athletics

Fitness improvement activities ○ weight training ○ outdoor/adventurous activities

In Physical Education your progress is assessed and is continually being upgraded and covers planning, performing and evaluating in all activities.



Philosophy, Religion & Ethics

Subject Leader – Miss A Parry

Everyone has beliefs. They may not be religious, but everyone has a belief about *how the world was created*, *what happens after this life* and *how we should act while we are on this earth*.



Philosophy, Religion and Ethics is a unique subject that holds importance in the modern world. Equipping students with both subject specific knowledge and skills, PRE allows students to look at the world in a different light and to take a more open-minded approach to issues that permeate the media, news and everyday life. In today's world, it is easy for us to interact with people all over the world. Understanding other beliefs and cultures is vital for modern life and social cohesion, especially with the multi-cultural nature of twenty-first century Britain.

Philosophy, Religion & Ethics (*WJEC Religious Studies*) is a compulsory subject at Key Stage Four and all pupils will be entered for the Full Course GCSE. This will include two exams:
Unit 1 in Year 10 and Unit 2 in Year 11. Both are weighted at 50% each.

The course is divided into two units, with each comprised of two themes. Pupils currently in Year 9 have started the first unit called *Religious and Philosophical Themes*, starting with 'Good and Evil' which deals with issues surrounding good, evil and suffering; crime and punishment and forgiveness. The following theme is called 'Life and Death', which looks at the world; the origin and value of human life and beliefs about death and the afterlife. Pupils will also study the core beliefs/teachings and practices within Christianity and Islam. Unit 2 is called *Religious and Ethical Themes* and is again comprised of two themes. The first theme is called 'Relationships', which looks at issues such as marriage, adultery, divorce, sexual relationships and issues of equality. The second theme is 'Human Rights', which looks at issues such as equality, social justice, prejudice, discrimination, and issues of wealth and poverty. Pupils will further study the core beliefs/teachings and practices within Christianity and Islam.

PRE will help develop your key skills in communication (both written and verbal), working with others and problem solving. It will also give you the knowledge to make informed decisions about moral problems and help you to confirm your own beliefs and explain them clearly to others. It is not about making you 'religious', it is about enabling you to think for yourself with regard to moral and religious issues.

A GCSE in Religious Studies is a steppingstone to a wide range of opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you progress to A Level if you wish where you will be able to explore philosophy and ethics further. You will also be prepared to work and deal with people of different cultures and beliefs which can be very useful for careers such as the police, public sector, law, medicine and any profession where you work with a range of cultures and communities.





The aim of the Welsh GCSE Course is to ensure that each pupil becomes aware of the use of Welsh in modern day Wales and help nurture a positive attitude towards the language and culture. Each pupil has opportunities to develop their language skills so that they can communicate and interact effectively and go on to become a skilled employee in the workplace where the ability to use Welsh has become increasingly sought after by employers. Over the three years, pupils will have the opportunity to develop listening, speaking, reading and writing skills in an integrated manner.

This qualification has two external assessment units, which test reading and writing skills while the two internal assessment units test oral and listening skills. Various types of questions and clear instructions aim to make this non-tiered assessment accessible to learners of all abilities. The context for learning the language is organised under three broad themes:

- Employment
- Wales and the world
- Youth

Unit 1 - Oracy response to visual material 25% (50 marks)

A pair/group task based on a visual stimuli provided by the WJEC to stimulate discussion.

Unit 2 25% (50 marks)

A task for a pair/group based on stimuli provided by the WJEC to stimulate discussion.

Unit 3 25% (100 marks) 1 ½ hours

Reading and writing tasks with non-verbal and written responses. These include one translation task from English to Welsh and a proof reading task.

Unit 4 25% (100 marks) Written examination 1 ½ hours

Reading and writing tasks with non-verbal and written responses.

There are opportunities for pupils to assist in lessons, help with the school Eisteddfod, visit the Urdd camp at Llangrannog and the Millennium Centre buildings in Cardiff Bay. There are also opportunities to visit the Senedd as well as Welsh dramas and musicals in other Welsh medium schools.

Where does this lead????

Our pupils are the future employees of businesses in Wales where bilingualism is encouraged. Therefore, it must follow that armed with a qualification in Welsh, their future job prospects can be enhanced. Welsh medium education, law, medicine, nursing, social work and the police are amongst many of the fields that are increasing their needs for Welsh speaking professionals. Pupils who successfully complete the GCSE course may wish to continue their studies at a higher level such as AS or A level. An A level in Welsh is a recognised language at A level and many past pupils have gained places in universities both inside and outside Wales.



**A Guide to Option
Subjects Studied
by Pupils in Key Stage 4
(Years 9, 10 & 11)**

Individual Course Information



Do you want to start your journey in the creative arts and creative industries? Do you want to work in film, TV and digital gaming? Would you like to be an illustrator or designer? Or perhaps you would like to work in education, museums or the media. Then GCSE Art or Photography could be for you!

The GCSE Art & Design course includes one coursework unit (the portfolio) which forms 60% of the final overall mark. The remaining 40% of the mark comes from the final examination, which is 10 hours long. The examination board is the WJEC. The coursework portfolio will involve investigational work, artist/designer research and a 'final' piece of artwork that all link to a personal theme. Coursework is normally completed in class and at home; and a student's success depends on their commitment as an *independent* learner. Students must be prepared to think creatively and try various different materials and techniques in their work. They must also be prepared to *write*, as there is a significant written element to the course.



Assessment objectives and criteria:

AO1 – Understanding/**Artist Research**

AO2 – Making/**Experimentation/Designs**

AO3 – Investigation/Observational drawing/**Primary-sourced** photography

AO4 – Personal Involvement/Final Piece/**Links** between AO1, 2 & 3

It is envisaged that pupils with a level 6+ will be suited to this GCSE course.

Study pathways:

AS/A2 Level Art & Design or BTEC (Level3) Art & Design

Foundation Diploma in Art & Design

BA (hons) Degree

Employment in:

Fine & Applied Arts, Textiles & Fashion Design, Printmaking and Digital Media, Advertising, Graphic Design, Interior Design, Architecture, Film & TV, Photography, Museum & Gallery Curation, Art Education, Film Special Effects and Theatrical Make-up, Theatre Design/Costume Design, Computer Game Design, Web Design, Illustration, Animation.....and many more

GCSE Art & Design (Photography)

This course adheres to the same structure and assessment objectives as the above course. However, it is focused on photographic techniques; though you *do* also need to show competency in drawing and other techniques.

It is envisaged that pupils with a level 6+ will be suited to this GCSE course.

Business

Subject Leader – Mr P Edwards



Ever wondered what it would be like to . . .

- *come up with an idea for a product?*
- *design it?*
- *arrange finance for it?*
- *produce it?*
- *sell it?*
- *and make money from it?*

Ever wondered what it would be like to be in business?

Do Business GCSE and you'll find out!

You'll not only see what makes the Steve Jobs and Richard Bransons of this world tick, but you'll find out how they make their business decisions and how these activities affect the community, the environment and you.

The course is taught in units, each lasting approximately a term.

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

You must be prepared to work hard on your own and in a group. The course is taught through the use of real life examples and various other activities. Assessment is by two exams at the end of Year 11, one accounting for 62.5% and the other 37.5% of your final mark.

If you would like to find out more visit Mr Edwards in room 54 or Miss Hornblow in room 52 at break time, lunch time or after school.



About Computer Science

The WJEC GCSE in Computer Science encourages learners to:

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



Unit 1: Understanding Computer Science
Written examination: 1 hour 45 minutes
50% of the qualification
100 marks

This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Unit 2: Computational Thinking and Programming
On-screen examination: 2 hours
30% of the qualification
60 marks

This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Unit 3: Software Development
Non-exam assessment: 20 hours
20% of qualification
80 marks

This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

What have these got in common?



They were created or owned by a Computer Scientist!

Mr M Beckett – Product Design, L2Engineering

Mr D Owens – L2 Construction, L2 Engineering, Product Design

Mr G Thomas – Product Design

Miss S Parsons - Subject Leader Textiles, GCSE Fashion & Textiles



The Product Design, Engineering and Construction sector offers huge potential for learners interested in the subject. The UK is currently regarded as a world leader in sectors including renewable energy, space, low carbon, aerospace, creative industries, utilities, automotive, agri-food and bioscience. Design Engineers are fundamentally problem solvers. Their work influences our daily lives from making a telephone call, riding a mountain bike, flying in a plane, walking across a bridge and even wearing perfume or aftershave. They solve scientific and practical problems which affect all aspects of our lives underpinning economic activity and quality of life.

The current choices within Technology are in the following focus areas.

GCSE Product Design

– *Links to Eco Design/Industrial Engineering/Product and Architectural Design*

GCSE Fashion & Textiles – *Links to Textiles Technology/Environmental and Global Responsibility/Fashion/Interior Design*

L1/2 Construction and Built Environment – *Links to Trade/Carpentry/Joinery/Building*

L1/2 Engineering – *Links to Health & Safety/General Engineering*

The courses are taught in the Design Technology Block.

Courses enable you to gain knowledge and understanding of the fundamentals of Designing and Technology.

Consider this; Everything we all use – Everything has been Designed and Manufactured by someone. Design & Technology is not a shrinking Employment area.

The GCSE courses will include Designing and Communication, Knowledge of Materials and Making, the Manufacturer and Consumer, Systems and Control, and Evaluation Techniques. All GCSE courses follow a Creative and Innovative Design and Make as the main aspect of the 50% coursework.

Technology in Wales - STEM - <http://www.stemcymru.org.uk/>

WJEC GCSE Product Design

This course is suitable for all creative pupils.

Year 10 - Making Skills, Problem Solving and Design Theory – Prep for Examination 50%.

Year 11- Coursework Folio and Make Project 50%.

– Product Design is an ideal broad base enabling a practical understanding of Maths and Physics – it also allows artistic and creative Pupils the opportunity to explore their flair and creativity in both 3D and 2D.



If you are a creative thinker this course will suit you.

Designers decide the way everyday items look and work. Examples include buildings and interiors, transportation, items for household use such as mobile phones and domestic appliances or smaller products – think about all the products we all use every day – someone designed all of these. In this course you will need to be able to use ideas, drawings, 3D models and computer-aided designs to produce real products. You will also be taught to plan a project through several stages thus gaining invaluable transferable skills such as problem solving, confidence building and time management.

UNIT 1: Written Paper 2 hours (50 %)

UNIT 2: Product Design and Making Controlled Assessment 30 hours (50%)



What can I do after I've completed the course?

Many of the students who enjoyed studying GCSE Product Design will go on to study A Level Product Design, Art, Mathematics, Physics and Electronics. You can also study any Design and Technology related post-16 course at College, University or Apprenticeship level.

What are the benefits of this qualification to students?

Possible Career Examples:

Architecture, Advertising, Designer, Engineering, Technologist, Multimedia, Lecturing, Structural Engineer, Automotive Design Industry, Sports Science Technology, Teaching, Apprenticeships, Research & Development, Assembly Lines, Problem Solving....

Design Technology –WJEC Fashion & Textiles GCSE

The Textiles and Clothing Industry is fast developing. Giving job opportunities such as Fashion Design, Interior Design, Costume design and Fashion buying to name just a few. This course involves all aspects of Fashion and Textile Technology and gives the pupils the opportunity to develop their creative and design skills whilst gaining as much practical experience on the subject as possible through the completion of practical briefs. The pupils will also investigate the development and use of new technology in the textile industry i.e. CAD (computer-aided



design) and CAM (computer-aided manufacture). The pupils will be able to use and explore computerised machines and the latest smart materials in their practical work.

This course is ideal for creative minds with a keen eye for fashion and design.

The textiles focus area will give the pupils a broad design and technology capability, by promoting design awareness and providing the opportunity to experiment with their own ideas.

Year 9 – A series of short design and make projects to encourage skill building, such as upcycling, smart materials and decorative techniques (tie dye, Applique etc).

Year 10 – Garment Making Skills, Problem Solving and Textiles Theory – Prep for Examination 50%.

Year 11- 50% Coursework 15 A3 Pages Design and Make Project.



Recent past pupils have gone onto careers in Fashion Design, costume Design, Interior Design and Teaching.





Level 1/2 Award in Construction and Built Environment (WJEC)



Vocational Course with an examination, but lots of coursework assessed activities both written and practical. Current units covered are below. Exact details of next year's new course are still being planned.
Performing Joinery Operations, Performing Carpentry Operations and Exploring Wall and Floor Tiling





L1/2 ENGINEERING

This course has an exam and is a challenging subject. All units must be passed to gain the award.

Who is the qualification for?

This qualification is a Technical Award equivalent in size to one GCSE. It is aimed towards pre-16 students who want to include a study of Engineering in their Key Stage 4 curriculum. It has been designed to give students the opportunity to gain a broad understanding and knowledge of the engineering sector and when taken as part of a balanced curriculum, there is a clear progression route to Level 3 academic or vocational qualifications or an apprenticeship for those who want to take study of this subject further.

What will the student study as part of this qualification?

This qualification consists of two core units and a choice of optional specialist units that underpin the knowledge and skills that are valued in the engineering sector. One core unit focuses on essential knowledge, and the other core unit focuses on applying essential vocational skills. There is also an examination which is currently taken using a computer rather than traditionally on paper.

Units allow students to explore the engineering sector more broadly:

Health and Safety in Engineering

Engineering Maintenance

Technical Drawing

Engineering Materials

Machining Techniques

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

The subject-specific knowledge and skills outlined above and developed in studying this qualification will aid progression to further study of Engineering and give some initial preparation for entering the workplace in due course. This qualification also provides further opportunity to enhance and reinforce transferable skills in English through extended writing and Mathematics with elements of GCSE Physics in naturally occurring, relevant, work-related contexts. Communication skills are developed through presentations and in discussions where students have the opportunity to express their opinions. Having a good grasp of Physics and Maths will help. Pupils should also have good hand-eye coordination – technical drawing and complex machining skills are an important part of the course.





The above comments were made by pupils currently studying GCSE Drama at Llanishen High School.

Drama candidates will enjoy the new performing arts facilities which include two drama studios, a dance studio and a new lighting and sound infrastructure.

So, what's drama all about?

Drama and Performing Arts has been an important part of school life for a very long time. The school production has always been of a very high standard and well received by the audience. It continues to play a significant role in the school community. This, however, is only part of the story with both Drama and Music achieving excellent pass rates at both GCSE and AS Level. Drama has always been a popular choice for a wide variety of pupils from the more creative to the academic. Pupils from the course have found careers in business, sales, law, medicine and, of course, in the media and performance.

Those who join the drama course find that the working atmosphere is far removed from that which they experienced in Key Stage 3. There is also a wonderful sense of community in the department. Whilst the course is an enjoyable and rewarding experience, drama students will develop numerous essential skills as well as drama specific skills. They will also look at recent history from the late 19th Century as well as elements of Psychology, Sociology and DT and other practical skills.

Pupils who have progressed to University, into business and a sales environment have all expressed the benefits that they gained from drama in being able to present seminars and to engage those that they work with. It is also important for pupils to have knowledge of the arts purely as a cultural part of their development. Britain continues to be a world leader in the arts including music, theatre, opera, ballet and television. For those not

entering the performance industry it is still important to have knowledge of the arts. For this reason, all of the leading private schools put great emphasis on the teaching of music and drama. **Come and be a part of the drama community!**



Course content

The course comprises of three units.

Unit 1 (40%) -Devising Theatre

Students will devise a practical performance based on a theme. This is performed in front of an audience and is internally assessed. In this unit, students have the opportunity to choose one of the following performance skills:

- Acting
- Lighting design
- Sound design
- Costume and makeup
- Set design

Students must also produce:

- A realisation of their piece of devised theatre
- A portfolio of supporting evidence
- An evaluation of the final performance or design



Unit 2 (20%) – Performing from a text

Students will two extracts from a published play. This is externally assessed. In this unit, students have the opportunity to choose one of the following performance skills:

- Acting
- Lighting design
- Sound design
- Costume and makeup
- Set design



Unit 3 (40%) – Interpreting Theatre

Written examination – 1 hour 30 mins

Students will sit a written exam, answering performance based questions.

Section A

Students will answer a series of questions based on a set text that is studied during lessons. They will discuss the play from the perspective of an actor, director or designer.

Section B

Students will answer one question, evaluating and analysing a live piece of theatre seen during the course.

Each November, students have the opportunity to attend a **two day** trip to **London**. The trip includes **two West End shows**, the **Harry Potter tour**, an **overnight stay** in a London hotel and a shopping opportunity in **Covent Garden**. The trip allows pupils to experience a variety of theatre genres, as well as a ‘behind the scenes’ look at film making, special effects and set design.





For the first time, we are able to offer GCSE Dance on the school timetable.

The course covers 3 aspects:

- Performance
- Choreography
- Dance Appreciation

Component 1: Performance and choreography

What's assessed

Performance

- Set phrases through a solo performance (approximately **one minute** in duration)
- Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

Choreography

- Solo or group choreography – a solo (**two** to **two and a half** minutes) or a group dance for two to five dancers (**three** to **three and a half** minutes)

How it's assessed

Internally marked and externally moderated

Performance

- 30% of GCSE
- 40 marks

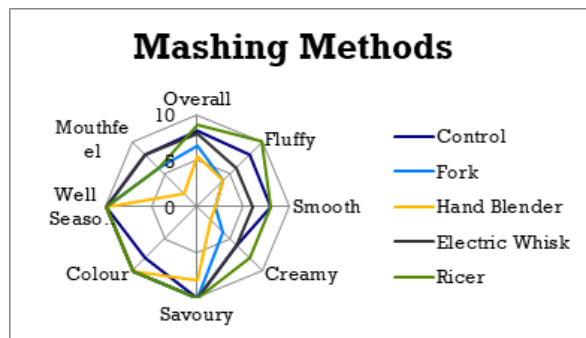
Choreography

- 30% of GCSE
- 40 marks

Total component 60%

Non-exam assessment (NEA) marked by the centre and moderated by AQA.

This course has been designed to give students an introduction to the food science and catering industries. It concentrates on the main areas of food production, service, health and hygiene legislation, technology and consumer affairs linked to the industry.



Assessment:

The examination will consist of:

Two assessed Practical Tasks (60%)

- 1st = 15 hours: The Food Investigation Assessment (20%)
In this task, you would experiment with ingredients to see how they behave in different cooking situations – in 2019, it was all about mashed potatoes!
- 2nd = 30 hours: The Food Preparation Assessment (40%)
In this task, you will be required to research, plan, cook and evaluate your choice of 3 dishes linked to a given task. In 2020, the task was linked to using grains and cereals.

A theory paper at the end of the course (40%)

There is a substantial amount of practical work involved in the course.

GCSE Food and Nutrition is a suitable course for pupils who are interested in any aspect of the Food industry and for any pupils who enjoy practical food work and wish to further develop their practical skills.

Successful completion of this qualification could support entry to qualifications such as Level 3 Food Science and Nutrition that develop advanced practical skills.

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

Subject Leader – Mrs J Anthony-Pettit

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? If so, it's time to – find out more about this exciting qualification today!

This qualification is made up of 2 units and is the equivalent to 1 GCSE.



Unit 1: The Hospitality and Catering Industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 2: Hospitality and Catering in Action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

HOW WILL I BE ASSESSED?

You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

There is a substantial amount of practical work involved in the course.

CAREERS WITH HOSPITALITY AND CATERING?

The hospitality industry offers a wide range of exciting opportunities which includes:

- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist
- Sous chef



Why should I study Geography?

"Geography is a subject which holds the key to our future."

Studying geography helps you to understand the world you live and encourages you to develop into a responsible global citizen. As a geographer, you will appreciate the differences and similarities between different people, places, cultures and environments. This will give you an understanding of how you can contribute to a sustainable future for everybody. Geography also presents the opportunity to get out of the classroom and go on fieldtrips in the local area and further afield during the 3 year course.



What will I study in Geography?

WJEC Geography develops an enquiry approach to the study of geographical information, issues and concepts. It is based on the principal that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry processes. The course should enable learners to develop the ability to “think like a geographer” by giving them opportunities to; think creatively, scientifically and

independently.

Unit 1 – Changing Physical and Human Landscapes

- Theme 1 - Landscapes, rivers and coasts
- Theme 2 - Rural and urban links, population changes and global cities
- Theme 3 - Tectonic processes and landforms, Vulnerability and hazard reduction

Unit 2 – Environmental and Development Issues

- Theme 5 - Climate, weather and ecosystems
- Theme 6 - Development, Inequality and resource management
- Theme 8 - Environmental challenges

	LHS GCSE Geography Results (2022)	National Comparison (2022)
A* - A	40%	37%
A* - C	79%	78%
A* - E	93%	94%

Unit 3 – Fieldwork Enquiry

- You will be given the opportunity to develop skills of enquiry through two fieldwork investigations in contrasting environments.

How will I be assessed?

Unit	Type of assessment	Percentage of GCSE
Unit 1 – Changing Physical and Human Landscapes	Written examination: 1hr 30mins. 83 marks. Data response and extended response questions.	40%
Unit 2 – Environmental and Development Issues	Written examination: 1hr 30mins. 83 marks. Data response and extended response questions.	40%
Unit 3 – Fieldwork Enquiry (NEA)	Written fieldwork report completed in class. 2hr 30mins. completed in class. 44 marks. Includes data presentation, analysis and some extended responses.	20%

What will I gain from studying Geography?

Geography works well with other subject areas, providing a good link between the sciences, arts and humanities subjects. Through studying geography you will gain lots of transferable skills, such as: map skills, data analysis, statistics and extended writing techniques. When completing your unit 3 work you will develop skills in ICT, GIS, research and decision making which will help you in other subjects and will impress future employers. Geography is a facilitating subject (“Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses.”) making it the perfect subject if you want to keep your options open!



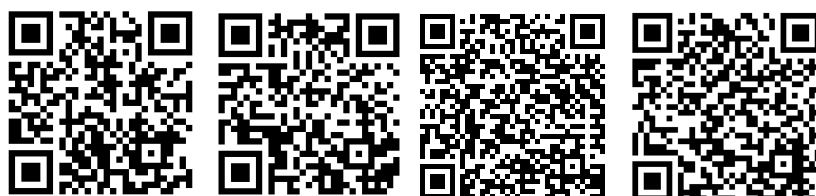
Where can Geography take me?

Studying geography will help you better understand the world’s people, places and environments from the local to the global scales. The skills and knowledge you gain from this subject, at GCSE, A Level or university, are relevant to almost all jobs and workplaces. With rising numbers of students studying this subject, and geography graduates experiencing some of the lowest levels of graduate unemployment, there has never been a better time to study geography.

Below is a small selection of the possible careers using geography:

- Travel writer
- Expedition leader
- Cultural arts officer
- Aid worker
- Diplomat
- Lawyer
- Retail management
- Coastal engineer
- Teacher
- Military GIS specialist
- Aerial surveyor
- Pollution analyst
- Conservation officer
- Government policy advisor
- Oil and gas prospector
- Town planner
- Surveyor
- Transport consultant
- Sustainability advisor
- Charity worker

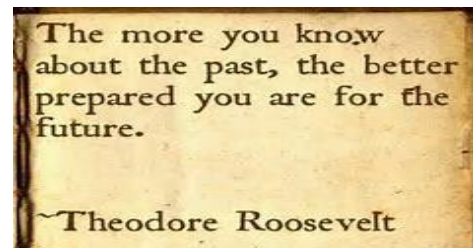
Other sources of information



History

Subject Leader – Mr I Beck

If you choose GCSE History you will begin the new “strengthened” WJEC Specification, and study the new course over three years.



Why study History?

- History produces highly knowledgeable and literate students.
- It offers perspectives that help you understand the world today.
- History helps you appreciate differing points of view, and to argue and debate.
- History helps you to be confident analyzing and evaluating large quantities of information.
- History helps you identify bias, propaganda, and misinformation, and to assess the reliability of sources.
- History helps you to understand what it is to be human, what humanity has achieved, and the mistakes that have been made.
- History offers a grounding in a range of other subjects: politics, economics, law, sociology, culture, warfare and international relations.
- As an academic discipline history is respected and recognised by every university in the world.
- History opens doors to a range of careers, and skills useful even to those students who have a preference for the sciences. It is considered more or less essential for students planning a career in Law.
- Llanishen has an experienced and passionate team of history teachers with an excellent track record of results at GCSE and A level.

The new GCSE course consists of 4 units, each worth 25%. There are three exam papers. Students may sit one of these at the end of Year 10, with the option to re-sit at the end of Year 11. There is an increased emphasis on Welsh and British history and a requirement to span at least 500 years of material.

Year 9

CRIME AND PUNISHMENT since c.1500.

This course is a survey of crime, attitudes to criminality, the motives of criminals, law enforcement, policing, criminal justice, and punishment over 500 years in England and Wales. We cover developments through the Early Modern period c.1500-1750, the Modern Period c.1750-1900, and the twentieth and current centuries. Highlights include treason and heresy, horrific medieval and early modern public punishments and executions, the new crimes of smuggling and highway robbery as trade and transport developed, the transportation of criminals from Britain to Australia, the development of the modern police and prison systems, a look at the Merthyr Tydfil slum known as “China” during the industrial revolution, and contemporary crimes making use of computer technology.



CHANGES IN SOUTH AFRICA, 1948-94.

This course covers the establishment and eventual collapse of the *apartheid* system in South Africa, a harsh system of racial segregation in a complex society. We look at the background issues and causes of conflict between different white and native populations, how and why *apartheid* was established following the victory of the Afrikaner National Party in the 1948 General Election, and the impact this system had on different racial groups. We examine how resistance and opposition to *apartheid* developed both inside South Africa and in the wider world, and how the opposition was radicalised and turned to violence by events such as the 1960 Sharpeville Massacre and the 1976 Soweto Rising, when schoolchildren were attacked by security forces. We look at the career of Nelson Mandela, and other opposition leaders, and how the transition to democracy occurred in 1994.

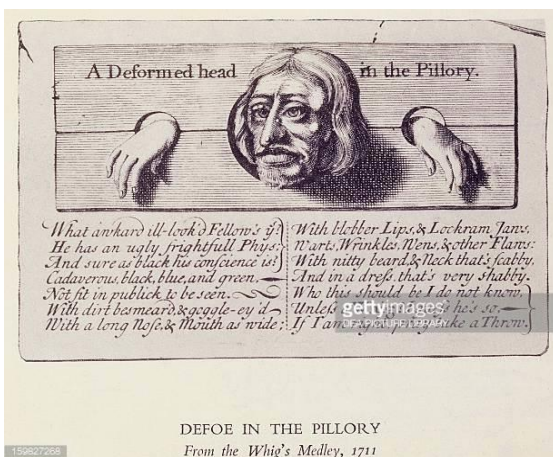
YEAR 11

DEPRESSION, WAR AND RECOVERY IN WALES AND ENGLAND, 1930-51.

The same international economic crisis that caused the rise of the Nazis in Germany caused great suffering also in South Wales and other industrial areas of Britain. We look at how the Great Depression was endured and then the experience of the Second World War, 1939-45, on the Home Front. We look at the reforming post-war Labour Government of Clement Attlee from 1945-51, whose achievements (including the NHS) remain topical in politics today.

COURSEWORK (NON-EXAMINED ASSESSMENT)

This consists of two essays written in Year 10 and Year 11. The essays cover the rise of Hitler and the Nazi Party in Germany (1919-1933) and how far life in Germany changed by 1939.



The writer of "Robinson Crusoe", Daniel Defoe, the pillory 1711.



Children flee the bullets of South African security forces during the Soweto Rising 1976.



St Paul's Cathedral survives the blitz on London, 1941

Digital Technology GCSE

Subject Leader – Mr T Williams

Why choose WJEC GCSE in Digital Technology?

The WJEC GCSE qualification in Digital Technology is a broad – based qualification that allows you to build on the digital skills, knowledge and understanding, that is used both in your school and everyday life.

The qualification will allow you to develop your understanding of the range of digital technology systems, at use in our connected and globalised society.

It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively and safely.



What will I study?

The subject content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge, understanding and skills.

Unit 1: The digital world is an on screen examination worth **40% of the final outcome.** With units consisting of:

- Digital technology systems
- The value of digital technology
- Perspectives on digital technology

Area of Content

Learners should be given the opportunity to develop their knowledge and understanding of the 6 areas below:

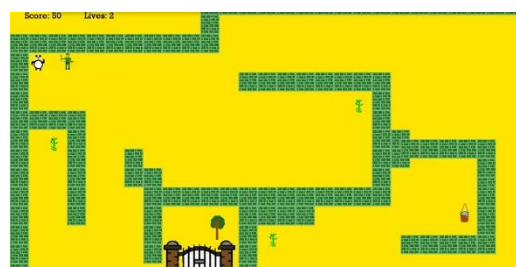
2.11	Data
2.12	Digital Technology Systems
2.13	Digital Communications
2.14	Impact of Digital Systems on Organisations and Individuals
2.15	Securing Data and Systems
2.16	Changing Digital Technologies

Unit 2: Digital Practices is a Non Examination Assessment (45 hours), worth **40% of the final outcome.** With units consisting of:

- Interrogating spreadsheet data
- Data – informed digital products

Broken into:

- Data Organisation
- Data Analytics
- Planning Digital Products
- Developing Digital Products
- Evaluating Digital Products



Creating a 3 level Maze Game





What will I study?

Unit 3: Communicating in the digital world worth **20% of the final outcome**. With units consisting of:

- Social Media and online marketing communications
- Creating digital assets and planning digital communications

What skills will I develop?

WJEC GCSE specification in Digital Technology will enable learners to:

- become independent, confident and knowledgeable users of existing, new and emerging digital technologies
- develop knowledge of different digital technology systems, used across a range of occupational sectors
- understand the impact digital technologies can have on individuals and wider society, and the way in which they can bring about change
- develop skills in organizing and analyzing data to identify trends and audiences
- become creators of digital products, in a variety of formats and for a variety of purposes, that meet specified, authentic needs
- develop transferable skills in using a range of hardware and software
- develop their understanding of the systems development life cycle and of how ideas can become products

Area of Content

Learners should be given the opportunity to develop their knowledge and understanding of the 5 areas below:

2.3.1	Forms of online marketing communications
2.3.2	Impact of online marketing communications
2.3.3	Creating digital assets
2.3.4	Planning digital communications
2.3.5	Evaluating completed digital products

How will I be assessed?



Unit 1 – On screen examination (1.5 hours / 80)

Unit 2 – Non Examination Assessment (45 hrs / 80)

Unit 3 – Non Examination Assessment (15 hrs / 60)

This course is linear and as such needs to be completed within a 2 year period.



Digital Technology Pathway

Year 9

This year will see the completion of the unit 2 section. You will:

- interrogate data within a spreadsheet to find outcomes. These outcomes will assist you, to decide on the content of a Maze game you are to create.
- use the results from the interrogation to create your game. You will use Game Maker software to design Sprits (characters), backgrounds and program the controls, difficulty, scores, enemies, lives count and winning / lose screens etc.
- host all the work and evidence of your products in a website you make in dreamweaver software.

There will also be elements of theory unit 1 specification, embedded in the year 9 SOW, to practice exam questions and build the knowledge for the examination in year 10.

Year 10

This year will see the continuation of the unit 1 theory, from year 9 and the completion of the unit 3 section.

You will have by the end of year 10:

- completed many theory topics and subsequent examinations to embed the examination skills and knowledge.
- analysed social media, including the benefits and draw backs, and how companies use it for marketing. From a given content, you will create a campaign advertising via digital communication mediums.

By July in year 10, your GCSE Digital Technology will be complete.

Year 11

Start Digital Technology A Level or BTech Information Systems Level 3

Due to the linear approach to the course, the qualification can only span 2 years. This gives the perfect opportunity for you to continue with the backbone of knowledge gathered at GCSE Digital Technology, and transition into A Level. Should a B Tech be you preferred choice this is also available. The qualification can be continued into A Level and the final outcome will incorporate the extra year of knowledge and evidence from year 11.

- For more Information email **Rachael.LLdavies@llanishen.cardiff.sch.uk**
- Follow TWITTER: **@ICTLlanishen1**
- Or check out the GCSE Specification **here**.



French

Subject Leader – Mrs S Tinkler

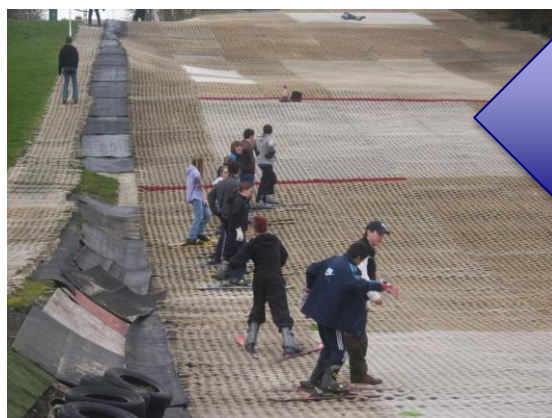
FRENCH AT GCSE

Dropping your foreign languages after just two years' study could be a big mistake! **No-one really knows at the age of 13 or 14 where their life will take them....** Don't end up wishing you had continued with languages at school so that you could communicate properly and make new friendships or have new opportunities in another country!



Would you prefer to work here....?

Or here....?!



Would you prefer to work here....?

Or here....?!



A qualification in languages is **extremely valuable**, and yet it is **increasingly rare**. At present, most youngsters in the UK decide to give up languages with nothing to show to their future employers.

This is an extremely short-sighted decision - in many cases the lack of a language qualification **could cost you a career**.

At this time of rapidly rising unemployment, people need to be able to operate in unfamiliar environments, and studying languages teaches you **skills that employers value highly and pay extra for:**

Foreign language learners have **improved literacy** in general, higher reading achievement in their own language, as well as **better listening skills and memory**.

Foreign language learners have a better understanding of their own language, making them **better at interviews** – vital in **helping you get a job or a promotion!**

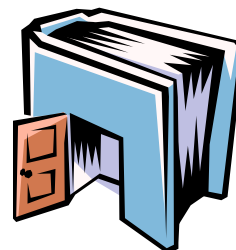
Learning a language shows employers:

- You stick at it
- You are not a quitter
- You can think logically
- You can think creatively



On average, people who use languages in their job **earn 8% more than their colleagues.**

Over a lifetime, that's around **£150 000 more!!!**



“One language sets you in a corridor for life. Two languages open every door along the way.”

–Frank Smith

WHAT DOES A GCSE IN LANGUAGES INVOLVE?

In years 7 and 8 you have already covered a few of the topics needed to do GCSE, so you are already well on the way to gaining the qualification. Here is the full list of topics:

- * Self and relationships Health and fitness
- * Technology and social media Entertainment and leisure
- * Customs and Traditions; Food and drink Festivals and celebrations
- * The Local area; Travel and Transport; Holidays and tourism
- * Environment; Social issues
- * School life and studies; Skills and personal qualities; Careers

A foreign language such as French will make you **more employable** and open doors to you that will remain closed to those who can only speak English.

A foreign language will **go well alongside ANY other options** you choose: history, geography, ICT, science, drama, art, music, PE, business studies..... and it will **add balance and breadth to your education.**

It will prove valuable in a vast range of careers, **from law to the media to the travel industry to business and international trade to engineering to transport to politics to hotel management or catering to medicine.....**not to mention **translating, interpreting or teaching!**

FACT: French is spoken in **33 COUNTRIES** on five continents

FACT: 17% of all the business in the whole world is done in French

*If you speak two languages, you are **as useful as two people**. If you speak three languages, you are **as useful as three people**. Employers see this. So should you!!*

“Modern languages prepare you for modern life”- Gary Lineker, who speaks Spanish and Japanese



French GCSE is 100% exam based completed at the end of your 3 years of study!

25% Speaking 25% Listening

25% Reading 25% Writing



Media Studies GCSE



What is Media Studies?

Media Studies is a course offering pupils the chance to learn about mass media forms – Film, Television, Radio, Gaming, Newspapers, Popular Music and, of course, the Internet in its myriad forms. You will learn about the history and organisation of the media institutions themselves and also about the process by which different programme, editions, songs etc. are actually made. You will also have the chance to critically analyse media texts using exciting new concepts and terminology; this will increase your previous understanding and enjoyment of texts.

The mass media provide a 'window on the world'. They provide our biggest source of information and education on other countries, cultures and socio-economic systems, as well as keeping us up to date with the events happening immediately around us. If you are interested in the world and creative and analytic this may well be an interesting and engaging option for you.

What is it all about?

The WJEC specification is designed to introduce learners to the key concepts for studying media - media language, representation, media industries and media audiences – in relation to examples from a wide range of media forms. Through this study, learners gain a good understanding of the foundations of the subject, enabling them to question and explore in a critical way aspects of the media that may seem familiar and straightforward from their existing experience. This exploration extends learners' engagement with the media to the less familiar, including products from different historical periods or those aimed at different audiences, providing rich and challenging opportunities for interpretation and analysis.

This specification recognises the cross-media, multiplatform nature of the contemporary media and the centrality of online and social media platforms in distributing, accessing and participating in the media. In some instances, specific forms are highlighted for detailed study, but this is in the context of their relationships to online platforms. Studying aspects of the media in Wales is also an important part of this specification. Learners will explore a range of media products that reflect this Welsh dimension, including those produced by the media industries in Wales, those set in Wales or those intended for a Welsh audience.



Summary of Assessment

Unit 1: Exploring the Media Written examination: 1 hour 30 minutes 30% of qualification (60 marks)

Section A: Representations – advertising, video games and newspapers

This section will assess knowledge and understanding of the representation of gender and events in relation to any of the media forms studied – advertising, video games and newspapers.

One stepped question based on unseen print-based resource material related to advertising, video games or newspapers.

Section B: Music

This section will assess knowledge and understanding of media language, representation, media industries and audiences. One stepped question and two single questions.

Unit 2: Understanding Television and Film Written examination: 1 hour 30 minutes 30% of qualification (60 marks)

Section A: Wales on Television

This section will assess knowledge of media industries, audiences, media language and representation. One stepped question based on the set 'Wales on Television' product. The final part of this question requires an extended response where the quality of written communication will be assessed.

Section B: Contemporary Hollywood Film

This section will assess knowledge and understanding of media industries, audiences and media language. One stepped question and two single questions.

Unit 3: Creating Media Non-exam assessment 40% of qualification (80 marks)

A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts. An individual reflective analysis of the production.



What about future opportunities?

Media is a constantly expanding subject area. The study of the media in school may well point the way to future employment and the media industries employ many thousands of people in hundreds of specialist areas. Studying Media to A Level is an option within our school. Many Universities and Colleges include Media Studies (or related studies) as a degree course, and there are many more vocational courses in specialist areas all over the country.

<http://www.wjec.co.uk/qualifications/media-studies/>

- Media planner.
- Multimedia specialist.
- Programme researcher, broadcasting/film/video.
- Public relations officer.
- Runner, broadcasting/film/video.
- Social media manager.
- Television/film/video producer.
- Web content manager.
- Advertising account executive
- Broadcast journalist
- Editorial assistant
- Event manager
- Film director
- Information officer
- Magazine journalist
- Market researcher
- UX designer
- Writer

Need more help? Speak to Miss. Davies; Mrs. Hennessy; Mrs. Parsons or Miss Lockwood. They will be happy to tell you more!

Is Media Studies GCSE for me?

YES, if:

- ✓ You like working with media texts like films, newspapers, etc., but you want a deeper understanding of how they are made and how they work
- ✓ You think you might like to work in the media when you leave school
- ✓ You have an inquisitive and analytical mind and like to be critical of things

No, if:

- X You find writing essays or working with computers hard
- X You think it's going to be an 'easy option'
- X You don't engage with media texts
- X You find creating imaginary products difficult





Music is a creative and practical subject, making it an excellent complement to any combination of GCSE choices and pathways. Studying Music at GCSE level will develop your analytical, communication, creative, ICT and problem solving skills as well as improving your ability to work as part of a team. In fact, learning an instrument itself has proven to improve coordination, confidence, memory and emotional intelligence. All of these are essential skills which will be invaluable in preparing you for any future career path.

The department now benefits from a brand new Apple Mac computer suite and recording studio, equipped with Sibelius, Garageband and Logic Pro. This fantastic facility allows for students to create music in an accessible, realistic and engaging way. Students are also encouraged to participate in the range of extra-curricular activities within the Expressive Arts, including choir, orchestra, bands and the summer production; in order to develop their ensemble skills.

COURSE OUTLINE:

The course is divided into three core skills:

- ✓ **PERFORMING**
- ✓ **COMPOSING**
- ✓ **APPRAISING (LISTENING)**

These will be studied under four areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music



ASSESSMENT:

Unit 1: Performing 35%

A performance on any instrument or voice, in any style, and lasting 4-6 minutes in total. A minimum of two pieces (which you choose), one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either a solo or ensemble. Your performances will be recorded and marked in school. The standard of playing required is Grade 3, however, there is no requirement to have had formal instrumental/singing lessons. You will also write a Programme Note about one of the pieces you choose to perform.



Unit 2: Composing 35%

Two compositions, one of which must be in response to a brief set by WJEC. The second composition is a free composition for which learners set their own brief – this can be in any style. The compositions will be submitted in the Spring term of Year 11. You will discover music technology and will be using this as part of your composing. You will write an evaluation of one of your Compositions once you have completed them.



Unit 3: Appraising 30%:

In the May of Year 11 you will take a written exam. There will be questions across each of the different Areas of Study. This will be similar to some of the listening tests you have done in Year 7 and 8, but over the course we will look at a wide range of styles and eras of music.



Possible career paths include:

Musician	Music Journalist
Film Composer	Music Blogger
Music Manager	Musical Director
Arts Administrator	Sound Engineer
Stage Manager	Classroom Teacher
Front of House	Instrumental Teacher
Conductor	Arranger
Songwriter	Advertisement

For any more information please come and speak to Mr Grimstead or Miss Gronow!





Are you interested in music technology, composition, recording, producing or performance?

BTEC Music Practice offers a variety of different musical skills and opportunities to that of the GCSE Music course above. With an increased focus on practical work, the course allows you to develop your performance and composition skills, of which you can then specialise in areas you show strength. You will learn all about the music industry, developing knowledge on different musical genres and recording skills which show an understanding of how music is produced and distributed.



ASSESSMENT:

Component 1: Exploring Musical Products and Styles

Coursework

Exploring a variety of different genres and styles through focussed listening and music-making activities.
Learning key stylistic features of pop music, world music and fusion, music for media, jazz and blues, western classical styles of music and applying these stylistic features to performance, composition and music production activities.

Component 2: Music Skills Development

Coursework

Participating in workshops and sessions to identify and develop key musical skills and techniques, focusing on musical performance, creating original music and music production.
Initial skills audit, development plan and log activities to be completed throughout.

Component 3: Responding to a Commercial Music Brief

Supervised Coursework

A task worth 60 marks: you will respond to a musical industry brief either as a music creator and producer, or as a music creator and performer. The brief will consist of a scenario that will include 10 pieces of music from genres covered in Component 1, with one being used for a final product.

The majority of this practical course is coursework completed within the classroom, with a brief released during the final year as a supervised assessment. This allows you to spend time developing your work and honing your musical skills within class, under the support and guidance of your classroom teacher.

The Music Department is home to a fully equipped Apple Mac computer suite and recording studio (right). Over the duration of the course students will explore and develop their music technology skills through a wide range of recording, composing and producing tasks.

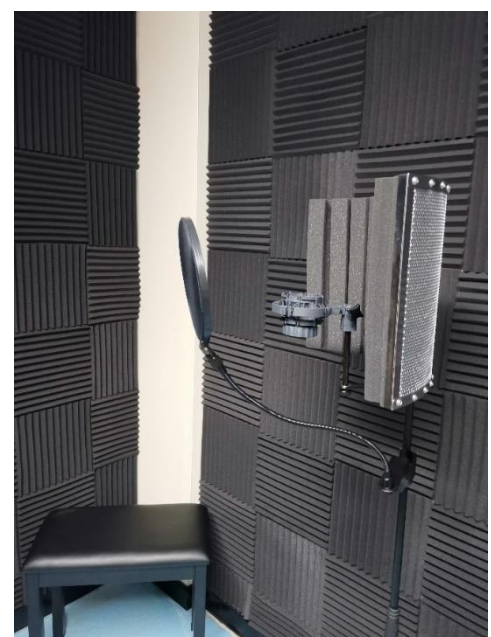


We are also lucky to have three practice rooms, equipped with guitars, keyboards, amplifiers, and a range of microphone and PA equipment. This enhances the learning experience as students develop their performance, composition, ensemble, set up and arranging skills within a realistic setting.

If you are interested in our A Level Music Technology course, this is a great start to developing your music technology skills, as well as musical theory, performance and composition skills.

This qualification can open up lots of opportunities for your future, for example:

Music Producer	Sound Engineer
Music Director	Music Publicist
Recording Engineer	Radio DJ
Music Arranger	Teaching
Composer	Session Musician
Artist/Tour Manager	Booking Agent



Speak to Mr Grimstead or Miss Gronow for more information!





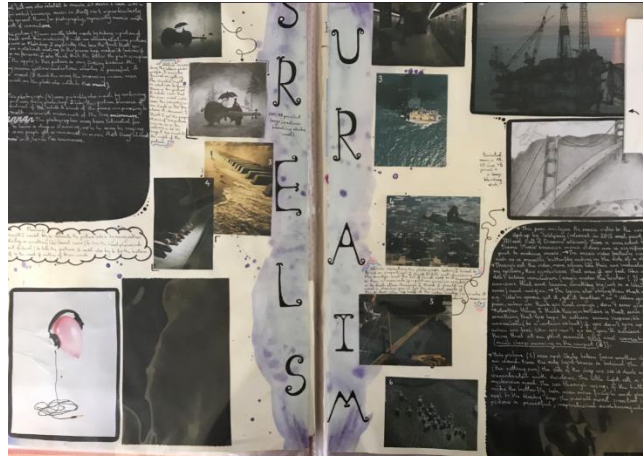
The WJEC GCSE Photography course involves **one** unit (or project) of coursework and **one** exam unit. For the coursework, you need to cover four areas of study: artist research, experiments and explorations of photographic techniques, completing photoshoots and creating a 'final' piece of artwork.

You will study how to use SLR cameras manually, altering settings to create different visual effects. You will learn how to manipulate or change images digitally and *physically*. You will also learn how photography can include elements of art techniques such as painting, printing and collage.

The course is similar in structure to the WJEC Art & Design GCSE and so there will be some areas which 'cross-over' between the two courses (which is useful if you are opting for both Art *and* Photography) and you *will* still be expected to do some drawing.

There are many career opportunities that can arise from a qualification in Photography, in addition to being a commercial photographer. These include: TV and Film studies, graphic design, fine art photography, police crime photographer, computer games visualiser/designer, animation, etc.

To opt for the course, you will need to achieve a level 6 (or preferably a level 7) in Art by the end of Year 8. Level 6 in English would also be advisable due to the written work required, which is not a large quantity, but needs to be of a good quality.



**WJEC GCSE PHYSICAL EDUCATION
COURSE CONTENT
THE GCSE COURSE IS ASSESSED OVER TWO UNITS**

Component 1:

THEORETICAL CONTENT (560%)

Introduction to Physical Education

Written examination: 2 hours

100 Marks

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

The subject content focuses on five key areas:

- 1. Health, training and exercise**
- 2. Exercise physiology**
- 3. Movement analysis**
- 4. Psychology of sport and physical activity**
- 5. Socio-cultural issues in physical activity and sport.**

Component 2:

PRACTICAL CONTENT (50%)

The Active Participant in Physical Education (Non-exam assessment)

100 Marks

This component is internally assessed and externally moderated.

Learners will be assessed as a performer in one team sport, in one individual sport and one choice from either (42%).

Learners must design a personal fitness programme which will help to improve fitness and performance in their major practical activity (8%).

BTEC SPORT LEVEL 2

This is a vocational qualification where learners will be assessed with written reports, presentations and live observations. Learners will get some experience of coaching, organising and leading sports events. There is no exam, however, learners work is regularly sampled and verified by external examiners.

We offer a very clear pathway from this qualification into year 12 and 13, where learners can choose to pursue a diploma in Sports Coaching and Development.

The GCSE equivalent for a successful student will be 2 grades at B.

BTEC LEVEL 2 CERTIFICATE IN LEADERSHIP THROUGH SPORT + FITNESS + EXERCISE

- 1 Planning and Leading Sports Activities
- 2 Injury in Sport
- 3 Planning and Running a Sports Event



GCSE Health Social Care & Childcare (Double Award)

Subject Leader – Mrs L Leon

GCSE HEALTH AND SOCIAL CARE AND CHILDCARE (DOUBLE AWARD) (2 GCSEs – 2 option columns)

The WJEC GCSE in Health and Social Care, and Childcare equips learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being.



They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

Learners will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

This Double Award course will give you the opportunity to achieve **2 A*- G grades** at GCSE level.

Is this course for me?

This course will suit people who are interested in a career in the health or social care services or childcare sector.

It is relevant for people who would like to work in a home/day care or residential care setting or a career working with children, young people, adults or older adults.

Why choose the GCSE in Health and social care and childcare?

The GCSE will provide learners with an introduction to the health and social care sector and childcare sector and permits the learner to progress on to:

The AS/A level Health and Social care

Or a range of Level 2 or Level 3 qualifications within the Health and Social Care and Childcare suite, including:

Level 2 Health and Social Care: Core Level 2 Children's Care, Play, Learning and Development: Core.

Additionally, learners with an interest in further education could study:

Level 2 Children's Care, Play, Learning and Development: Practice and Theory,

Level 3 Children's Care, Play Learning and Development: Practice and Theory Play, Learning and Development: Practice.

Who Teaches It?

Mrs Leon, Miss Bright, Ms Goaman and Ms Jenkins. If you have any questions, please feel free to come and speak to us in rooms 49 and 50.

What You Could Do With GCSE Health & Social Care and Childcare?



You are more likely to be accepted onto further courses in...

A levels in Sociology, Health and Social Care and Psychology.

Dental Nursing Healthcare Assistant Social Work

Nursing Midwifery

Occupational Therapy



What's Involved and What Will We Be Doing?

You will be studying:

Unit 1 - Human growth development and well-being. (External exam)

Unit 2 - Promoting and maintaining health and well-being (controlled assessment)

Unit 3 - Health and social care and childcare in the 21st century (External exam)

Unit 4 - Promoting and supporting health and well-being to achieve positive outcomes (controlled assessment)

How Are We Examined?

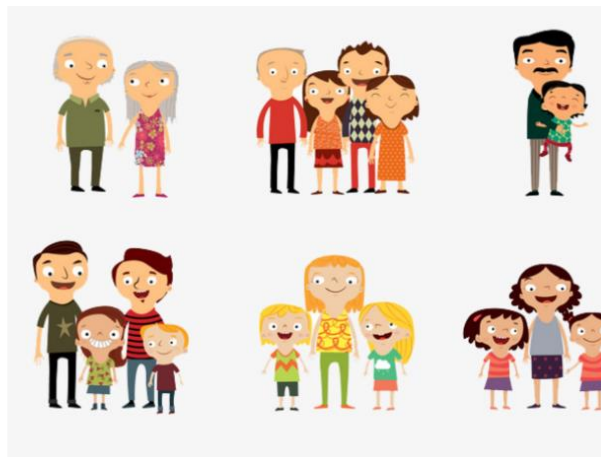
Two of the Units in this qualification are assessed through internal assessment by the teachers. (25 hours of controlled assessment in the classroom).

There are also two examinations.

Unit 1 paper-based exam marked by WJEC -Human growth development and well-being. (Taken in the May of the first year)

Unit 3 external paper-based exam -marked by WJEC - Health and social care and childcare in the 21st century (Taken in the May of the second year)

The external assessments will be 1 hour 30 minutes and worth 80 marks each. The external assessments are available to sit in May/June only.



Welsh Baccalaureate

Subject Leader – Miss N Budge



Welsh Baccalaureate is a diverse qualification that enables learners to develop essential transferable employability skills.

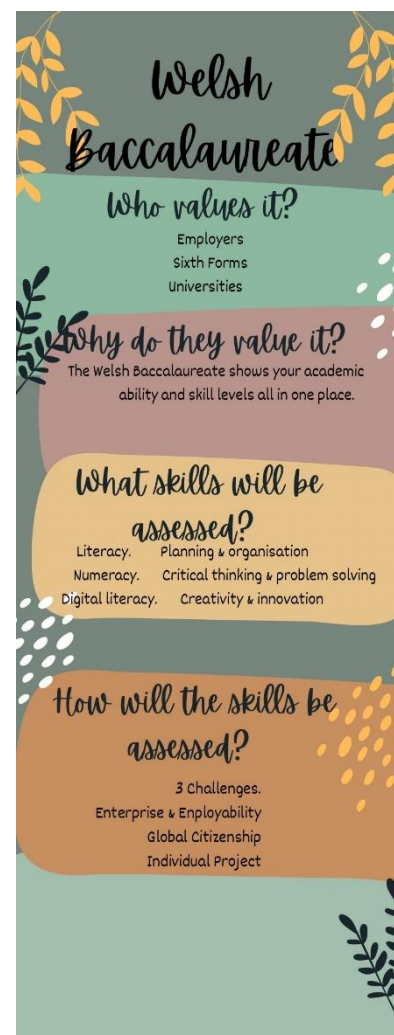
The qualification will require learners to complete a Skills Challenge Certificate.

The Skill Challenge Certificate consists of three components which are studied at Key Stage 4.

- Enterprise and Employability Challenge
- The Global Citizenship Challenge
- Individual Project.

Course content:

- The Enterprise and Employability Challenge gives learners the opportunities to build entrepreneurial skills as well as their creative, innovative and personal skills.
- The Global Citizenship Challenge provides learners with the opportunities to develop their knowledge and understanding of society, the community in which they live and build awareness of global issues, events and perspectives.
- The Individual Project is a research project of a topic of the learners choice, either linked with an area of personal interest or one that links to what they hope to do as part of their future education or career.



Welsh Baccalaureate also presents the opportunity for learners to get out of the class room and go on visits based on their challenges.

The award will offer two levels of achievement either at the **Higher National level** or the **Lower Foundation level**.

To achieve the **National Welsh Baccalaureate** learners must achieve the National Skills Challenge Certificate together with the following Supporting Qualifications:

GCSE English Language at grade A* – C

GCSE Numeracy at grade A* – C

A minimum of three further GCSEs grade A*- C, of which two may be equivalent qualifications.

To achieve the **Foundation Welsh Baccalaureate** learners must achieve either the National or Foundation Skills Challenge Certificate together with the following Supporting Qualifications:

GCSE English Language at grade A* – G

GCSE Numeracy at grade A* – G

A minimum of three further GCSEs grade A*- G, of which two may be equivalent qualifications.



The Academy of Hair & Beauty

COURSES: City & Guilds Level 1 Certificate in 'An Introduction to the Hair and Beauty Sector'.

The project will work to enable young people to:

- Achieve additional education skills particularly through the building of self-esteem, working as part of a team and confidence building
- Achieve additional life skills to enhance a healthy lifestyle
- Improve their prospects, life chances and explore career options and help to equip them to make more career choices.

The project will aim to increase opportunities for young people aged 13 - 14. The programme will ensure that all young people receive a high quality package so that regardless of ability, they will achieve their full potential. The course will ensure that students are motivated, qualified and ready to start a career in this field.

Contact Details

Mrs Ceri Edwards
Head of Academy
Academy House
11 Dunraven Place
CF31 1JF
Tel 01656 640739

Client Group

Age 13 – 14 (Year 9)

Target Group

Young people interested in vocational training in Hairdressing and Beauty Therapy.

Course Title	Level 1 Certificate in An Introduction to the Hair and Beauty Sector
Course Code	3001-02
QAN Number	500/6347/9
Units Covered	101 - Introduction to the hair and beauty sector 102 - Presenting a professional image in a salon 105 - Plaiting and twisting hair 108 - Nail art application 109 - Providing basic manicure treatment 111 - Colour hair using temporary colour 112 - Create a hair and beauty image 113 - Follow health and safety in the salon (There are further optional units available)

What opportunities for progression are there?

Learners may progress on to the following City and Guilds qualifications delivered in Year 10/11:



- Level 2 VRQ Diploma in Hair Services
- Level 2 VRQ Diploma in Hair Services – Barbering Route
- Level 2 VRQ Diploma in Beauty Therapy

Project Outline:

The proposal is to provide vocational training within school for 13-14 year olds who are interested in developing vocational skills in the Hairdressing/Beauty industry.

Each student will participate in a Level 1 Certificate qualification in Year 9 which will enable them to receive a background of understanding of the sectors and the vocational skills required and prepare them to take Level 2 qualifications in Years 10 and 11.

Provide knowledge of the range of jobs and work settings in the sectors to enable students to make an informed choice of career.

Enable students to make an informed assessment of their own aptitude for work in these sectors.

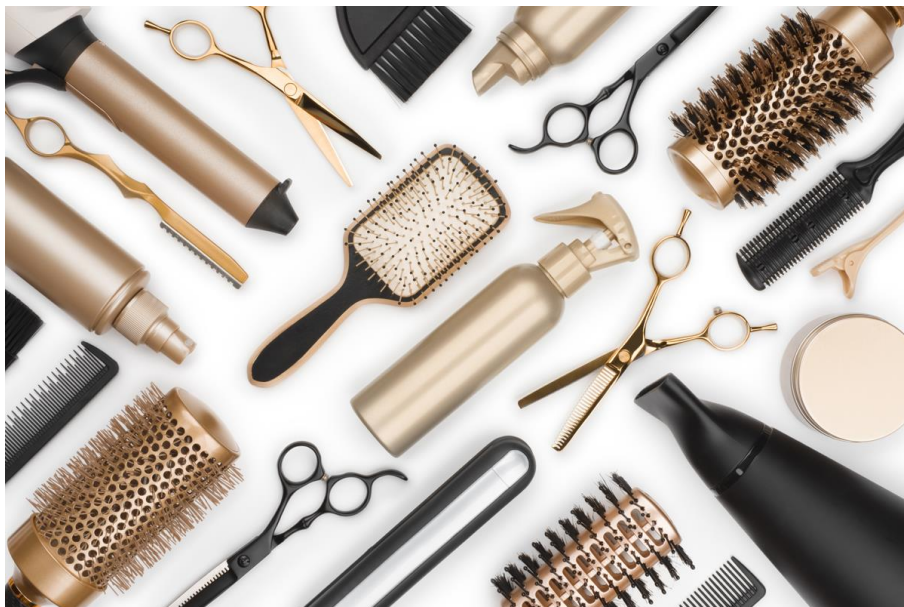
Help the student to reach a level of knowledge and skills, which will facilitate progress into employment or further vocational training in these sectors.

Group Numbers:

Maximum numbers for each group would be 12.

Timetable:

Timetable to be generated by the School (8 teaching hours per fortnight would be preferable; this is negotiable to suit your timetable).



Learning in the Outdoors

The aim of the Learning in the Outdoors qualification is to enhance, the social, physical, creative, cultural and personal development of young people and adults holistically through experiential learning in the outdoors.

The qualification supports the aspiration for an active, healthy and inclusive Wales, where learning in the outdoors provides a common platform for participation, fun, achievement and employment increasing the understanding of the environment, the Welsh language and cultural heritage and future of Wales.

It provides opportunities for more young people in Wales to achieve their potential through outdoor activities and learning and gain a valued and accredited qualification that facilitates progression.

The Learning in the Outdoors qualification supports the Welsh Government's Curriculum for Wales' four purposes, enabling learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizen of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society



The qualification provides opportunities for learner's to engage with real experiences that promote curiosity and learning across the six AoLE's and meet the needs of the Health and Wellbeing Area of Learning and Experience and the following statement of what matters:

- Developing physical health and well-being has lifelong benefits

What are the qualification subjects?

- Personal Safety when Learning in the Outdoors
- Sustainable Use of Natural Resources
- Practical Skills in the Outdoors
- Assisting in an Outdoor Learning Activity
- Physical Geography and Climate of Wales
- Exploring Land-based Activities
- Participate in an Expedition
- Participate in a Water-based Activity



Qualification Structure

Learning in the Outdoors	Award	Extended Award	Certificate	Extended Certificate
Credits per qualification (minimum credits at the level of qualification)				
Level 1	6	11	19	24
Level 2	3	10 (6)	17 (9)	21 (11)



BDMs@agored.cymru | agored.cymru | 02920 747866



Useful Email Addresses

Surname	Forename	Email Address	Department
Beaverstock	Tim	Tim.beaverstock@llanishen.cardiff.sch.uk	Computer Science
Beck	Ian	I.Beck@llanishen.cardiff.sch.uk	History
Beckett	Matt	matt.beckett@llanishen.cardiff.sch.uk	DT
Birchall	James	James.Birchall@llanishen.cardiff.sch.uk	WBQ
White	Dan	dan.white@llanishen.cardiff.sch.uk	Deputy Headteacher
Brown	Sarah	sbrown@llanishen.cardiff.sch.uk	Drama/Dance
Maidment	Chris	c.maidment@llanishen.cardiff.sch.uk	Deputy Headteacher
Edwards	Paul	P.Edwards@llanishen.cardiff.sch.uk	Business Studies
Evans	Rachel	Rachel.evans@llanishen.cardiff.sch.uk	Assistant Headteacher Senior Link to Year 8
Foster	Paul	Paul.Foster@llanishen.cardiff.sch.uk	Art/Photography
Evans	Amy	Amy.evans@llanishen.cardiff.sch.uk	Geography
Grimstead	Matt	m.grimstead@llanishen.cardiff.sch.uk	Music
Beck	Tri	k.beck@llanishen.cardiff.sch.uk	Year 8 Pupil Achievement Leader
Harry	Jo	J.Harry@llanishen.cardiff.sch.uk	Cymraeg
Price	Tom	thomas.price@llanishen.cardiff.sch.uk	Head of Science
Leon	Laura	l.leon@llanishen.cardiff.sch.uk	Health & Social Care
Williams	Tyler	t.williams@llanishen.cardiff.sch.uk	Digital Technology
Lockwood	Claire	claire.lockwood@llanishen.cardiff.sch.uk	Head of English
Parry	Alice	a.parry@llanishen.cardiff.sch.uk	Religion Philosophy and Ethics
Parry	Sarah	sparry@llanishen.cardiff.sch.uk	Headteacher
Pawar	Ellen	e.pawar@llanishen.cardiff.sch.uk	ALNCo
Reception/Admin		admin@llanishen.cardiff.sch.uk	Office
Owen	Josh	joshua.owen@llanishen.cardiff.sch.uk	Head of Year 8
Tinkler	Stephanie	S.Tinkler@llanishen.cardiff.sch.uk	French
Trelawny	Harry	Harry.Trelawny@llanishen.cardiff.sch.uk	Physical Education
Williams	Estelle	Estelle.pritchard@llanishen.cardiff.sch.uk	HIRB
Perry	Mike	michael.perry@llanishen.cardiff.sch.uk	Head of Maths



Pupils/Parent/Guardian – Checklist & Questions

1. What are the subjects that you must do?

.....
.....

2. Have you read the information about the subjects on offer?

.....
.....

3. What are your favourite subjects?

.....
.....

4. What subjects are you good at?

.....
.....

5. Are there any subjects that you would like to know more about? YES / NO

6. If **Yes**, what are they?

.....
.....

7. Do you know who to ask for help? YES / NO

8. Have you discussed this booklet with your parents/guardians? YES / NO (if you have answered No, then you **MUST** do so).

9. Now go back to the beginning and read through the subject descriptions for a second time. When you have done that, you might be ready to make your choices.

10. Have you got any problems? YES / NO

11. FILL IN YOUR CHOICES ONLINE using the link emailed to you

12. **KEEP** this booklet in a safe place. It contains important information on how your work will be assessed at Key Stage 4. You may also want to refer to it if you should want to change your choices.

13. What happens next?

Following your selections we will collate everybody's choices and formulate the timetable. Constraints on courses running include availability of specialist staff, too few pupils selecting any course, too many pupils selecting a course.

- (a) We will take the selections of the whole year group and optimize the option blocks to ensure that as many as possible get the four subjects that they have chosen. Inevitably there will some clashes where students want to do two subjects in the same block.



- (b) Subject Leaders and the Head of Year will look at the pupils who have selected courses.
- (c) You will be interviewed by your form tutor about your choices to ensure that they are accurate. If there is a clash you will be advised about other courses that are available to you.
- (d) You may be asked to discuss your choices with your Head of Year/SENIOR Link or other member of the Senior Leadership Team.

NB If a course is oversubscribed then Subject Leaders and Head of Year will look for solutions.

Changing your Option Choices – The Last Resort! – Don't do it!

If you make informed choices for your options, you will not need to think about changing them!

Very few students actually change subject option during Year 9. We allow changes in September of Year 9 only as the longer you study a subject then the more difficult it is to change. If you are unhappy with your subject choice, then you need to consider the following carefully: -

- Have you given yourself enough time to adjust to the new course?
- What are your reasons for wanting to change subjects?
- Are you being honest with yourself?
- It will mean extra hard work to catch up on the work you have missed.

What do you do next?

- Discuss any issues with your subject tutor by the end of September in Year 9.
- Your parents/guardians will need to make a request in writing to your Head of Year.
- Finally, the issue will be discussed by the subject leader and Senior Leadership Team.
- Every effort will be made to accommodate your request. However, it is not always possible to change courses. Therefore, it is important that you consider your Option Choices carefully at this stage.



What do I do next?

Study the options in this booklet and then complete the form that will be emailed to you. Make sure this is done by:

NO LATER than SUNDAY 28th January 2024

Keep a record of the options that you have chosen.

A few last notes...



SUBJECTS THAT WE ARE UNABLE TO RUN If there are insufficient numbers to run a course we will have to withdraw it from the options. Your Head of Year will be available to support and guide you if this is the case.





***Make the right choices and remember that
success is directly linked to effort.***

**These important three years will have a strong impact on your future.
*Good luck to you all. . . . !***

The Year 8 Team Tutors

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“We believe all can succeed”

