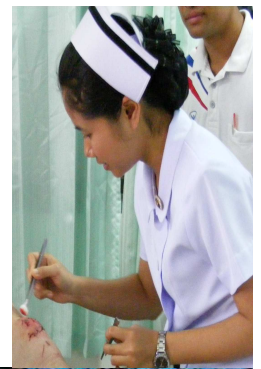




Queen Elizabeth High School

LEARNING PATHWAYS 2013-2015

**An Important Guide to Year 10
for Students and Parents**



PREPARING FOR YEAR 10

Dear Student,

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 in order to achieve the necessary standard, you will have to spend more time studying some subjects. Consequently, you will be taking fewer courses.

You will continue to study a broadly based programme in accordance with the requirements of the National Curriculum but you will 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. Making choices is difficult, and you will be guided by your teachers in this process. *They will help you to choose the most appropriate LEARNING PATHWAY for your career needs and future goals.*

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 attitudes and your contribution to the life of the school and community. New forms of assessment will mean that you can be given credit for your achievements in voluntary work and involvement in the community, even through sport and leisure and part-time jobs. You will also be given credit for your progress in developing your Key Skills of Communication, Numeracy, ICT, Working with Others, Improving Own Learning Performance and Problem-Solving. These are the vital personal and learning skills that employers, colleges and universities value and which help to set you apart from the rest.

Society is rightly becoming increasingly selective in its choice of candidates for higher and further education and for worthwhile employment, so it is important that you maintain good standards in everything you do in school. So 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!

Dear Parent,

Please take some time to read through this booklet with your child and discuss the various options with them to assist in making these important decisions.

Help and advice is always available from the school so please do not hesitate to contact us if you require any further information on individual subjects, appropriate combinations or any aspect of the process. Students will be asked to choose four subjects in the first instance plus a 'reserve' subject early in January. We will then analyse and discuss the choices made and there may need to be adjustments made to students' choices or to the structure of the options menu itself before a final choice of options is made at the end of March, around the time of the Year 9 Parents' Evening on **March 14th**. Again, please contact us if you have concerns at any stage. The main people to contact for advice are:

Mrs Debbie Roulston-Jones, Head of Learning Year 9

Mr Allan Carter, Deputy Head

Mr Gareth Roberts, Assistant Headteacher

Mr John Bevan, Senior Teacher 14-19 (Vocational subjects)

January 2013

THE NATIONAL CURRICULUM: KEY STAGE 4

As a student in Year 9, you are currently following the Key Stage 3 National Curriculum, which is compulsory for all students in Welsh schools. Next year, as you move into Key Stage 4, the National Curriculum will continue, but it will be slightly different from the present one.

You are entering a period of education and training which extends from 14 to 19, during which you will be able to develop a *Learning Pathway* which meets your own individual needs to help you achieve your potential as an adult and eventually enter the world of work. All 14 to 19 year olds are entitled to a package of learning experiences which includes a balance of formal learning and a Learning Core for everyone, but introduces much wider choice and flexibility to enable them to follow courses which they are good at, find interesting and relate to their future career choices. You will also receive a great deal of impartial personal support and advice to help you plan the Learning Pathway that is best for you.

The law demands that, at Key Stage 4, you follow compulsory courses in a number of subjects in Years 10 and 11.

These are:

- English
- Welsh
- Mathematics
- Science
- Physical Education
- Religious Education (Delivered as part of the Welsh Bacallaureate)
- Personal, Social and Health Education (Delivered as part of the Welsh Bacallaureate)

In addition, you will be able to study other subjects from an **Options Menu**, which you will choose, following a discussion with your parents, teachers and careers staff.

The number of examinations and the level at which you will study will depend upon your attainment in each subject. Most people will take GCSE courses, either by the traditional route of end of course examinations and controlled assessment or by the *vocational* route, which involves a more practical approach to working for qualifications. Vocational courses can be studied at GCSE and other levels. These include BTEC qualifications.

You will be offered a range of General Certificate of Secondary Education (GCSE) courses which involve one or two written examinations in each subject, as well as an element of controlled assessment, which is marked by your teacher over the two years of the course and contributes to the final grade. Some GCSEs are *vocational*, or work-related and comprise a series of units which are assessed by course teachers and by a series of external tests carried out over the two year course. These include BTEC courses.

You will also be offered a number of National Vocational Qualifications (NVQ) which are much more specifically work-related courses. In some of these, you will spend part of your time studying away from school at a college. We will arrange transport to and from college but the teaching and assessment of your work will be carried out by the college staff. It should be noted that attending college based courses may mean that you will miss some of your mainstream lessons at school and this will require that you catch up.

The table below shows how NVQs fit into the framework of qualifications that are available to you from year 10.

Level 1	Level 2	Level 3
GCSE grades G – D	GCSE grades C – A*	A levels
NVQ level 1	NVQ level 2	NVQ level 3

WHAT WILL MY CURRICULUM LOOK LIKE?

A. Core Subjects

- Mathematics
- English (including English Literature for most students)
- Science
- Welsh
- The Welsh Baccalaureate Qualification (Level 1/2)
- Religious Education (Delivered as part of the WBQ)
- Physical Education (not examined)

B. Four Option Subjects

There is a wide range of subjects on offer at Queen Elizabeth High School, allowing you to learn in a variety of styles which suit you best and to help you begin to think about the type of career pathway you might want to follow. However, the advice at this stage is to choose from a range of different types of subject in order to keep your options open for the future and specialise further when you join the sixth form. It is strongly suggested that you choose your four subjects from **at least two** of the categories below. All option subjects are taught for five lessons per fortnight. The subjects in the options menu are as follows:

Science and Technology	Business	Services to People	Creative arts, media, culture and language	Humanities
Separate Sciences Design Technology:- • Product Design • Textiles • Resistant Materials • Graphic Products NVQ Engineering ICT BTEC IT Building Crafts Motor Vehicle Repair	Business Studies	Health & Social Care Child Development Home Economics (Food) Physical Education BTEC Sport BTEC Hospitality & Catering Hairdressing	French German Spanish Art & Design Music Drama Performing Arts BTEC Photography	Geography Geology History Religious Studies

You will be asked to select four subjects on the options sheet that will be given to you. Please note the following rules:

1. Everyone follows a GCSE course in Science, but there is an option to do **separate GCSEs** in Chemistry, Physics and Biology for those who are good at Science and know that they are likely to go on and study sciences at A Level. This option will normally only be suitable **if you are currently in sets 1 or 2 for Science**. In this case, you must choose Triple Science as one of your four option choices.
2. You are *advised* to select a Modern Foreign Language – French, German or Spanish.
3. You are *advised* to select at least one subject from the Humanities section.
4. You can only choose **one** of the Design Technology options.
5. You cannot choose both of ICT and BTEC Information Technology.
6. You cannot choose both of Art and BTEC Photography.
7. You can only choose a maximum of two BTEC courses.

Please note that some courses may not eventually run, if numbers choosing them are too low.

C. The Welsh Baccalaureate Qualification

This is a fairly new course and is compulsory for all students in year 10 and 11. It forms a qualification in its own right and combines personal development skills with existing qualifications like GCSEs to make one wider award that is valued by employers and

universities. The Welsh Baccalaureate gives broader experiences than traditional learning programmes and enables you to gain credit for participating in community work, work experience and in achieving your **KEY SKILLS**. You will be given more information on this separately.

D. Physical Education

This is a general PE course and is not examined, although you can choose to study GCSE PE in addition to this if you wish. Again, it is compulsory for all students in two lessons per fortnight.

AT WHAT LEVEL WILL I BE STUDYING?

This will be decided by your own performance in each individual subject. It is the school's policy that as many pupils as possible take public examinations and we would tend to give individuals the benefit of the doubt if there is some difficulty in deciding between GCSE and other courses; nevertheless, it would be stupid to place anyone on a course or level which is clearly too hard and which is likely to lead to failure.

If you have any doubts about your ability and potential in a particular subject, consult your subject teachers or discuss the matter with your Year 9 Head of Learning, **Mrs Debbie Roulston-Jones**, or with **Mr Gareth Roberts** (*Assistant Head*) or **Mr Allan Carter** (*Deputy Head*). However, there are three important points you must remember:

- There are limits to the number of students that can take certain subjects. In such cases, pupils with the best record of success in each subject will be given the first priority. ***Don't Assume*** that you will automatically follow the courses you choose now. A low mark in the summer examinations or a poor attitude to the subject now may disqualify you, especially if some groups are too large.
- The school retains the right to refuse certain choices and levels if these are considered to be inappropriate. In such cases, we will always consult with parents.
- Some subjects may need to be taken out of the options at a later stage because not enough people have chosen them and the groups would be too small. When this happens, you will be allocated your 'reserve' choice.
- Please also make sure that you are choosing subjects at the most appropriate level for your ability. Remember that a NVQ Level 1 course is the equivalent of GCSE at **grades D - G** only.

WHAT IS SETTING?

In certain subjects where there are two or more teaching groups, pupils will be divided according to their ability. This will certainly occur in Science, Mathematics, Welsh and English, but may also occur in some other courses as well. It is possible to be placed in set 1 for one subject, but in set 2 or 3 for another. It is also possible to be transferred from one set to another in one subject without this affecting your position in another course.

WHEN DO I MAKE MY CHOICES?

You will be expected to make **definite** subject choices by the Parents' Evening in March. We hope that by this time you will have a clear idea of the courses best suited to your needs.

However, if you still have any doubts, you should see the senior staff responsible for 14-19 curriculum as soon as possible, **Mr Carter**, **Mr Roberts** and **Mr Bevan** (college courses).

Please remember the following:

- Never select a subject simply because you like your teacher, or, on the other hand, never reject a course because you dislike a teacher. Anyway, it is highly likely that you will be taken by a different teacher in year 10.
- Don't choose a course simply to be with your friends. This can create problems later on. Even if you do take the same options as your friends, is likely that you will be in a different group. Choose what is best for you – its your life!
- Think of what you may want to do after you leave school and get the right advice to make sure that your choices fit your needs. Most people have yet to decide fully at your age, so don't worry if you haven't a clue about what you want to do. Remember to choose subjects you are good at or need for your future career.

CAN I WITHDRAW FROM ANY COURSE?

No. All the courses are designed to last for two years and pupils cannot be allowed to withdraw prematurely. However, if there are difficulties, you should talk to your Head of Learning, or **Mr Roberts**, (Assistant Head Teacher). We may allow you to make any changes up to **September 30th at the very latest** if you feel that you have made a mistake in your choices, as long as there is room in the subject group that you wish to move into.

IS IT TOO EARLY TO THINK OF THE SIXTH FORM?

No, because your choices now will determine to a large extent the courses available to you after your first major examination at the end of year eleven. You will need to achieve decent grades to follow courses in the sixth form and we would expect at the very least, that you achieve five grade Cs at GCSE to go onto A level studies. You would also be expected to get a C grade in any individual subject you want to go on to study at A level.

All pupils staying on in school for further study beyond year 11 automatically become sixth formers. In the sixth form you will have the chance of following a broad range of courses at Advanced Supplementary level in year twelve and Advanced Level in year 13. Some courses have a strong vocational bias and involve more coursework and fewer end of year examinations. There will also be more courses available, which combine studies between school and college. There are, of course, other options available to you such as full time college courses, apprenticeships or employment and you will need to gather as much information and advice as you can over the next two years.

More details of sixth form courses and other options will be given to you during Year 11.

WHAT KIND OF CAREERS ADVICE WILL I HAVE?

During Years 10 and 11 you will have regular lessons of Careers Education Guidance (CEG) and Work Related Experience (WRE). These will be delivered within the Welsh Baccaalaureate Qualification framework.

A variety of careers information and visits from local and National employers will be provided. Queen Elizabeth High School has a dedicated Careers Wales advisor, **Mrs Angharad**

Williams who assists our Careers Education Co-ordinator, **Miss Andrea Jones** in this provision. In addition to this you will be offered the opportunity to use the "Careers Wales On-line" as part of the careers guidance and education as well as the library of Specific Job related resources. We will also endeavour to provide you with one week's Work Related Experience, hopefully with a real employer during Year 10.

In Year 11 we prepare you for the world of work. Emphasis is given to the use of application forms, letters of application, curriculum vitae and you will also have a personal interview with our Careers Wales advisor to explore the next steps along your *Learning Pathway*.

WHAT IS TIERING?

Many GCSE subjects are available at different tiers, or levels. Your work over the two years of the course and your performance in tests and school exams will determine which level of exam you sit at the end. For most subjects, there is a Foundation Tier which means that the grades you can achieve are from C to G and a Higher Tier where the grades available are A* to D.

WHAT IS CONTROLLED ASSESSMENT?

Most GCSE subjects contain an element of coursework which counts towards the final grade. This can vary between 25% in subjects like Geography and History to 100% in subjects like Art and Design. You should read the individual subject information later in this booklet for information on coursework in specific subjects. Some of the vocational and BTEC courses have a much greater element of coursework rather than exams.

Traditional coursework has now changed to **Controlled Assessment** in all GCSE subjects which has to be completed in school under direct supervision and cannot be taken home. Controlled assessment helps to test skills that cannot be tested through a traditional examination. In choosing your subjects, you may wish to think about whether you are the sort of person who performs well in exam conditions or better in coursework type activities.

WHAT ABOUT THE EXAMS?

Some GCSE subjects have exams at the end of the course but many subjects now have a system where you are able to sit parts of the exam at the end of Year 10. This makes it vitally important that you work hard for the full 2 years and not rely on cramming everything in at the end of the course. Exams sat at the end of Year 10 can be re-sat in Year 11 to improve grades but it should be remembered that the school may have to make a charge for re-sits.

WHAT ABOUT KEY SKILLS?

Key Skills are the essential **skills** that everyone needs to succeed in education and training, in work and in life in general.

There are six Key Skills:

- Communication
- Application of Number
- Information and Communication Technology (ICT)
- Working with Others

- Improving Own Learning Performance
- Problem Solving

Key Skills underpin everything you do, at school, at college, at work and at home.

- You are communicating all the time.
- You use ICT more and more every day.
- Numbers are at the heart of much of what you do at school, at college, at home and at work.
- You will know people who work well with others, are well organised, and seem to be able to tackle their problems effectively. They are the people who get on best in their studies, get the good grades, and get on well at work and in life in general.
- Improving Own Learning and Performance helps you learn how to manage your time and your work or study programme
- Working with Others shows you how to get the best out of working in groups and teams
- Problem Solving helps you develop a systematic approach to tackling the problems, large and small, that will always crop up in your studies, work and everyday life.

In recent surveys of employers, they said that they were looking for applicants who:

- can communicate effectively, including with customers
- can work in teams, with good interpersonal skills
- can solve problems
- are numerate
- have good ICT skills
- are willing and able to learn
- are flexible in their approach to work.

If you aim to do an apprenticeship when you leave school or college, you will find that Key Skills are compulsory. As part of an Apprenticeship, you have to get Communication and Application of Number at Level 1, plus any other Key Skills that your particular apprenticeship framework requires. For an Advanced Apprenticeship, you have to get those two Key Skills at Level 2, plus any others that your particular framework requires. So it must make sense to get them "in the bag" before you start the training programme, and it will certainly help with your application.

Key Skills can also help you get into university. Most universities emphasise the value of Key Skills in their entry profiles, particularly Communication and Improving Own Learning and Performance, even if they don't always use the same names for them. Many degree courses include Key Skills development, and some universities find that they have to lay on special courses to help their students get up to the standard of English, Maths and ICT that they need. If you have achieved Key Skills, you are less likely to have to attend these courses.

You will develop your Key Skills through your subject studies and be given the opportunity to gain Key Skills Qualifications through the **Welsh Baccalaureate**. There are other elements to the WBQ, such as community work, work experience and PSHE but these will be explained later on.

It is in your best interests to develop your Key Skills as a means of setting you apart from the crowd!

SUBJECTS AT WORK

There are some jobs where a subject is the main part of the job, such as Art for an artist and there are other jobs where a subject has some links with the job such as Science (Chemistry) for a hairdresser.

Here are some examples of subject links with jobs.

Art	Architect, Photographer, Fashion Designer, Potter, Artist, Industrial Designer, Book Illustrator, Film animation work, Advertising.
Business Studies	Accountant, Clerk, Banking, Retail, Receptionist.
English / Welsh	Journalist, Editor, Teacher, Information Officers, Secretarial Work.
Geography	Tour Operator, Town Planner, Meteorologist, Estate Management, Armed Forces, Landscape Architecture.
Geology	Civil Engineering, Hydrogeology, Vulcanologist, Petroleum Geologist, Seismologist, Palaeontologist.
History	Civil Servant, Librarian, Law, Curator, Teaching.
Mathematics	Surveyor, Electrician, Accountancy, Banking, Carpenter.
Modern Languages	Tourism Retail Management, Interpreting and Translating, Diplomatic Service.
Music	Musician, Teacher, Sound Recordist, Armed Forces.
Physical Education	Sports Coach, Firefighter, Police Force, Leisure and Recreation Employment, Armed Forces.
Sciences	Engineer, Medicine, Health Service Professions, Hairdresser.
Technology	Textile Designer, Engineer, Teaching, Film and Video Production, Film animation work, Advertising, Industrial Designer
Religious Studies	Social Worker, Policeman/woman, Armed Forces, Care Work / NHS, Minister of Religion.
Information Systems	Computer Applications Programmer, Software Engineer, Clerk, Systems Librarian, Journalism.
Drama	Actor/Actress, Stage Technician, Media.
Home Economics	Catering, Leisure Services, Armed Forces.
Design Technology	Architect, Industrial designer, Fashion designer, market research, jewellery designer, furniture designer, Civil and Mechanical engineering, theatre design and construction, costume design, props designer, construction trades, Illustration, surface pattern design, interior designer, fashion forecaster, fabric technologist, pattern cutter, quality control inspector, fashion and product buyer for retail stores, graphic designer.

The Careers Department can help with information and advice. All you have to do is think about what you want to know and then ask questions. Your way will be easier if you follow a number of steps.

Think early

1. But keep an open mind.
2. Think carefully.
3. Don't leave it to others. Collect information, seek advice, then make your own decision.

SUBJECTS AVAILABLE

The following section offers some brief details of the courses available in the option scheme. **It includes the compulsory subjects as well.** Further information can be obtained from your subject teacher.

1. Mathematics, Science and Technology

MATHEMATICS – GCSE (COMPULSORY)

The scheme of assessment for GCSE Mathematics includes two written papers, the first of which is a non-calculator paper.

There are two overlapping tiers of entry and you may enter for one tier only. The grades available are as follows:

TIER	GRADES AVAILABLE
Higher	A*, A, B, C or a D
Foundation	C, D, E, F or a G

Each paper in the Higher Tier will be of 2 hours duration. Each paper in the Foundation Tier will be of 1³/₄ hours duration.

In paper 1 at each tier, the use of calculators is forbidden. A suitable calculator is required for use in paper 2. (***We can suggest a Scientific Casio calculator.***)

For all examination papers, candidates should have a ruler, compass and a protractor.

SCIENCE (COMPULSORY)

Three science courses are available

- **Separate Science GCSEs** – This is an option choice (Physics, Chemistry and Biology) and must be taken as one of your four choices. This is mainly taken by pupils with a ***high ability and keen interest in science subjects***. It is taught at higher tier level and is recommended for pupils in ***set 1*** or those who want to continue one or more of these subjects onto Advanced level.
- **Science A and Additional Science** – This course is taught at higher tier level and pupils are awarded two science GCSEs. Science A is awarded in year 10 and Additional Science in year 11.

- **Science BTEC Firsts** – This course is designed for those pupils who are more suited to a vocational rather than theoretical approach to learning in science. A BTEC level 2 certificate in science is equivalent to a GCSE at A* to G with an option of an extended certificate equivalent to two GCSEs for those working at a faster pace. This is a more vocational course than the GCSE and is assessed continuously through the course without examinations.

Key stage 3 teacher assessments from year 9 will determine the set and course you are allocated to.

All pupils will require a calculator (scientific for GCSE higher tiers).

Each Science GCSE has controlled assessment tasks and exams in physics, chemistry and biology. We currently follow the WJEC specifications for all of our GCSE science courses.

DESIGN TECHNOLOGY - GCSE

A course in Design and Technology offers a unique opportunity for pupils to identify and solve real problems by designing and making products for in a wide range of contexts relating to their personal interests. Design and Technology develops pupils interdisciplinary skills and their capacity for imagination, innovative thinking, creativity and independence.

The specification in each of the four areas is based upon the view that Design and Technology is essentially a practical activity involving the combination of skills with knowledge and understanding in order to design and make quality products.

Pupils will have the opportunity to analyse and evaluate situations, design and make products and then evaluate their performance. The pupils will have the opportunity to work with a range of different materials and use the CAD/CAM machinery e.g. Laser cutter.

A fundamental part of the course is for the pupils to undertake a range of different practical projects in order to improve their manufacturing skills. Pupils will gain a better understanding of industrial practices and how different products are manufactured.

The different options that can be undertaken at GCSE are :-

- Graphic products
- Product design
- Resistant materials
- Textiles technology

You may only choose **one** of these options.

The structure of the course is as follows

Coursework	60% of final GCSE grade
Written Examination	40% of final GCSE grade

Undertaking any of the four options above will enable pupils to progress their study to AS / A Level Design Technology.

1. GRAPHIC PRODUCTS

This course will help you to understand and appreciate the design and manufacture of products, making you a more discriminating purchaser. It will help you to be creative in your approach and you will use computers to help with your design ideas and in creating products. You will learn about a range of materials including modern materials and how they respond to changes in temperature, light or pressure. You will gain skills, which will be useful in a wide range of jobs, in further study of Design and Technology and in your personal life.

During the two year course you will study eight modules such as Formal Technical Drawing, Computer Aided Design/Manufacture (CAD/CAM), Model Making, Information Graphics, Advertising/Promotion and Commercial Production techniques. The course will also involve designing and producing 3D mock-ups and models using the latest CAD/CAM software/hardware available to schools, such as Techsoft - **2D Design, Pro-desktop** and **Adobe Photoshop**.

Why choose it?

Students with an interest in design and/or computers would thrive and enjoy Graphic Products. Other areas of interest might be: presentation, media, advertising, architecture, modelling, illustration and design communication. The further study of Graphic Products could lead to a career in Graphic Design, Product or Interior Design, Desk Top Publishing, Architecture, Advertising/Promotion or the world of Media.

2. RESISTANT MATERIALS TECHNOLOGY

What will you learn?

Resistant materials is far removed from the old subjects of *woodwork* and *metalwork* and now encompasses so much more. You will develop the skills that will not only encourage you to design unique and creative solutions to problems but also the knowledge and skills to fully manufacture them.

Transferable subject skills

Throughout the course you will be taught how to research and investigate a problem in order to find a suitable solution. Research is wide ranging and vary from internet based searches in the computer hub, material testing in the workshop to evaluating existing products or a mixture of all.

The ideas you generate will need to be communicated graphically to others and you will be taught both freehand techniques which are essential for quick idea generation through to computer aided design (CAD) packages including 2D-design, Pro-Desktop and GoogleSketch-up. All of these programs you will be encouraged to use at home and provided by the school.

Technical workshop skills

Developing practical workshop skills and learning manufacturing processes is becoming more and more inaccessible to many people and is a main reason a lot of the course is taught through practical hands-on workshop experience. All the workshops are based on industry standard quality and will allow you manufacture to very high levels. This includes a dedicated heat treatment area that allows for specialist processes such as welding and

casting through to a computer manufacturing room which will allow your CAD designs to be made by a computer controlled machine.

In addition to the extensive range of woods, metals and polymers used you will also be shown and encourage to use an ever growing range of 'New' and even 'SMART' materials that are already being used in [today's](#) products.

Why choose Resistant Materials Technology?

Design and Engineering is vital for Britain's future and provides one of the highest employable opportunities in the workplace. This has always been the case and in the future will become even more so.

Who is Resistant Materials Technology suitable for?

The subject is suitable for all pupils who have enjoyed making products in lower school. Your specific subject preferences can be tailored as you progress through the course and you may find you start to enjoy one area of the course more than another. For example you may prefer designing and making with the computers while others may prefer to design and make with skills more related to carpentry - it will be up to you. Some of you opting to do the course may intend leaving school after GCSE to follow a trade based course in college. For others who wish to continue with A-level Design Technology then by combining with subjects like maths, and sciences will provide a perfect mix for future Engineering and Design apprenticeships or university courses. Some may also enjoy the change a practical based subject provides when studied with other more intense academic based subjects.

How do I find out more?

Feel free to come to DT and find either Mr Abell or Miss Davies for more information about the course and/or pupils who are currently following either the GCSE or A-Level course.

3. TEXTILE TECHNOLOGY

What will you learn?

Throughout the two years pupils will gain a better understanding of the different properties materials hold and how to use them in creating new and exciting products. Pupils will gain a better understanding of using 2D design to create different components using the laser cutter and generating designs for the computerised sewing machines to stitch out. The course is a hands on experience for the pupils to learn different decorative techniques such as, bleaching denim, CAD/CAM embroidery, stencilling, appliqué and reverse appliqué to help enhance products that you will be manufacturing.

In addition to learning about different materials, pupils will learn about SMART and technical textiles. Pupils will learn how Textiles has helped develop the medical, sports and safety industries.

Pupils will have the chance to learn about different designers and have a better understanding of the fashion industry. One of the designers you will be studying is Vivienne Westwood who has been one of the most influential designers of our time.

During the course of the two years pupils will have the option of designing for fashion, interior, accessories and costumes. This course is good mix of practical and theory work. Many pupils who study this course will go on to study either fashion at college or A Level Product design at Queen Elizabeth High School.

If you need to find out more information then either find Mrs Makinson-Kelley or come to the Textiles room and speak to the GCSE or A Level pupils.

4. PRODUCT DESIGN

Why Product Design?

Product design is about the creation of new items that people will buy. It includes appearance and function, and needs the balance of science and art for its success. Styling and function are crucial to commercial success, and through product design you will gain a thorough understanding of the processes involved in turning ideas into attractive and useful products. Shape, colour, CAD/CAM, user perception, usability and sustainability are just some of the elements you will learn to work with.

Designing

Designing is a process based activity involving thinking, creating, inventing, predicting, experimenting, decision making, constant evaluation and, where necessary, modification. Designers develop an awareness of the opportunities and constraints placed upon them by taking into account the demands of users and producers and of market forces.

Making

The realisation of design ideas and solutions is achieved by making products where a range of materials and media may be used. In product design, making activities may take many forms, ranging from early experiments through experimental mock-ups, prototypes, scale models and trials to a final marketable product. Students with an interest in design and/or computers would thrive and enjoy Graphic Products. Other areas of interest might be: presentation, media, advertising, architecture, modelling, illustration and design communication.

The further study of Product Design could lead onto AS / A Level at QEHS and then onto a career in 3D Modelling, Graphic Design, Industrial Design, Automotive design, Product or Interior Design, Architecture, Advertising/Promotion or the world of Media.

NVQ DIPLOMA IN ENGINEERING

What will you learn?

The NVQ Diploma in Performing Engineering Operations will introduce the essential skills and knowledge you will need to work in engineering. It will cover general skills like safety, efficient and effective working practices and technical communications. You will also produce work which will prove your ability in a particular area such as fabrication, welding and materials processing.

Transferable subject skills

Throughout the course you will be taught how to safely and accurately undertake workshop skills and methods like lathe work and welding. The course will provide you with essential skills that are highly regarded for work in industry and apprenticeships.

Why choose Engineering?

Skilled engineers are always in demand within the workplace. The course provides the basic skills required by employers for apprenticeships or college course entry requirements.

Who is Engineering suitable for?

The subject is suitable for all pupils who enjoy working with metal and the specialist processes and machinery associated with this. The course is suited to those who enjoy learning new skills and enjoy making components.

The course is 100% coursework. This will be assessed from several units over the period of two years.

How do I find out more?

If you wish to find out more about this course please see Mr. Abell who can be found in the Design Technology area (Tywi block).

INFORMATION TECHNOLOGY

The OCR National Information Technology – Level 2 course has been developed to prepare students in preparation for employment in the Information and Communication Technology sector particularly in job roles where they will be expected to use ICT skills, liaise with users and carry out ICT support roles. The course will equip you with important IT application skills that will be used in many different job roles including wordprocessing, spreadsheets, desktop publishing, email and databases.

All units are centre-assessed and externally moderated by OCR. There are no examinations for this qualification. Students will be expected to complete one mandatory unit plus a further two optional units over a two year period. In order to complete each unit, students must demonstrate a number of skills against a given criteria.

This course is demanding and requires commitment and hard work. If you choose to follow this course you will find the skills and experiences you gain very rewarding. Successful completion of the course will give you a level 2 qualification equivalent to one GCSE at A* to G.

BTEC INFORMATION TECHNOLOGY

BTEC Information Technology - Levels 1 & 2

This demanding course will provide pupils with a real-world understanding of working in the IT industry. It is aimed at students who may want to work in the IT industry and covers aspects such as network management, programming and web design.

Pupils will also:

- Develop their communication and IT skills.
- Plan and undertake an IT project using industry standard Project Management techniques.
- Learn the theoretical and practical aspects of computer networks and set up their own local area IT network.

What is a BTEC?

BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression onto A Level courses. This course will provide a practical, real-world approach to learning alongside a theoretical background. BTECs can be taken as well as, or in place of GCSEs.

How are BTECs assessed?

BTECs are not exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students carry out case studies and complete projects and assessments.

The BTEC qualification comprises a number of units. In order to complete each unit, students must demonstrate their expertise against a list of outcomes. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace. Successful completion of the course will give you a level 2 qualification equivalent to one GCSE at A* to G.

BUILDING CRAFT OCCUPATIONS - FOUNDATION NVQ (LEVEL 1)

This course open to both male and female students who are interested in a career in Building Crafts.

This is a two year programme which gives you an introduction to the practical construction skills of Bricklaying, Carpentry, Plastering, Painting and Decoration. You will study six units and complete an "on-line" theoretical examination, which will lead to the award of a Building Craft Certificate. This is recognised by employers and can enable you to progress into a craft apprenticeship.

The practical activities takes place in a specially designed workshop at Bro Myrddin School during a morning or afternoon session once a week. Because of this, pupils may miss some lessons in other subjects. Please note that this qualification is only available at level 1, meaning that it is equivalent to one GCSE at D to G.

MOTOR VEHICLE STUDIES - FOUNDATION NVQ (LEVEL 1)

This is a two-year course open to both male and female students who are interested in a career in Vehicle Repair.

This course provides basic technical introduction for motor vehicle foundation modern apprentices. The course covers all aspects of the motor vehicle trade from health and safety at work to vehicle electronics and technology.

The programme is a partnership between the school and Coleg Sir Gâr (Pibwrlwyd Campus). The course involves attending college for one morning or one afternoon session per week. As a consequence of this pupils are likely to miss some lessons in other subjects. Practical sessions are built into the day's training, to put into practice what has been learnt in the classroom. You will be assessed by short end of unit tests and by practical workshop tests.

Once you achieve your Level 1 award in this course, you can progress towards the Level 2 technical certificate. When you are in employment, you may then become Motor Apprentices studying NVQ Level 2 alongside the technical certificate. Please note that this qualification is only available at level 1, meaning that it is equivalent to one GCSE at D to G.

2. Business and Administration

BUSINESS STUDIES – GCSE

The aim of this GCSE course is to understand how businesses operate. You will study issues such as how businesses are organised, the type of ownership, marketing and finance. The work involves investigating how businesses operate in a competitive and ever changing environment, from the small corner shop to the multinational company, such as Ford. You will study the following:

1. Business Structure and Organisation
2. People in business
3. Production
4. Marketing
5. Business Finance
4. External Influences

The work will be assessed through

One Examination	-	(75% of the total mark)
One Controlled Assessment	-	(25% of the total mark)

3. Services to People

HEALTH AND SOCIAL CARE - GCSE

This GCSE course will interest you if you are thinking of a career in health (including nursing), social care or early years services.

You will study two units:

Unit 1: Understanding Personal Development and Relationships (External exam, 40% of final mark)

You will learn about:

- the stages and pattern of human growth and development
- the different factors that can affect human growth and development
- the development of self-concept and personal relationships
- major life changes and how people deal with them
- the role of relationships in personal development.

Unit 2: Health, Social Care and Early Years Provision (Controlled internal assessment, 60% of final mark)

You will learn about:

- the range of care needs of major client groups
- the types of service that exist to meet client group needs and how they are developed and organised
- local and national partnership working to ensure the integration of services
- the ways people can obtain care services and the barriers that can prevent people from gaining access to services

- the main work roles and skills of people who provide health, social care and early years care and education services
- the principles of care that underpin all care work with clients.

You will need access to an individual who is willing to be your client in your controlled assessment.

HOME ECONOMICS: CHILD DEVELOPMENT - GCSE

Are you interested in the development of children? Have you asked yourself how we learn to speak, kick a ball or solve a problem? Would you like to learn about conception, pregnancy and birth? Do you find a newborn fascinating? Perhaps you want to know how families work, how you can plan and provide for a child in the family framework. All this and topics like diet, health and care of the young child are part of the new and exciting Child Development course which spans over two years.

We follow the AQA home economics syllabus and your exam will consist of a research task, a child study project and a written exam paper. If you envisage a future working with children i.e. in a nursery, as a health visitor or perhaps a midwife, this course is for you. Come and join us!

HOME ECONOMICS: FOOD AND NUTRITION - GCSE

Home Economics (Food and Nutrition) is a practical subject. Candidates develop and demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding of the topic areas 1 - 4.

- 1 - Nutrition, Diet and Health Throughout Life
2. Factors Affecting Consumer Choice
3. Nutritional, Physical, Chemical and Sensory Properties of Foods in Storage, Preparation and Cooking.
4. Food Hygiene and Safety

The scheme of assessment will consist of:

UNIT 1 - Written Paper (1½ hours 40%)

UNIT 2 - Controlled Assessment (30 hours 60%)

HOSPITALITY & CATERING

BTEC Extended Certificate

Equivalent of 2 GCSEs A* - G plus a basic hygiene certificate.

This is an interesting course involving practical opportunities to prepare and serve food for a variety of occasions, for example a careers convention, lunchtime meals to staff, coffee mornings etc.

The catering industry, in the local area, is studied in detail with opportunity for work experience placements in local hotels and restaurants.

Pupils can work in groups or individually plan, organise and run an event (eg Party for Nursery and Elderly, Fund Raising).

In addition, Healthy living and preparing meals nutritionally and hygienically will be studied with the possibility of an additional qualification gained in Basic Food Hygiene.

Hard work is required to produce the folders of evidence through practical based teaching.

Pupils will have the opportunity to help out at special events, such as the Careers Evening and Awards Evening Buffet.

This course is ideal for pupils who have an interest in taking up a career in Hospitality and Catering, a very important employer in the local area. This course is vocational, meaning that it is geared specifically to the workplace with an emphasis on practical work. Most of the lessons will be based in the schools vocational catering classroom, an outstanding facility which is set up as a fully working restaurant kitchen and bistro.

BTECs are not exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students carry out case studies and complete projects and assessments.

The BTEC qualification comprises a number of units. In order to complete each unit, students must demonstrate their expertise against a pre-determined list of outcomes. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace.

PHYSICAL EDUCATION - GCSE

GCSE Physical Education allows candidates to build on the experience gained in the previous key stages particularly in relation to the areas of experience in physical education, namely Adventurous activities, Creative activities, Competitive activities and Health, Fitness and well-being activities.

Following a course in GCSE Physical Education should encourage pupils to :

- become increasingly physically competent through being actively involved in a range of physical activities;
- become increasingly effective in their performance in different types of physical activity such as player / participant, leader and official;
- develop their ability to engage independently and successfully in the processes of different types of physical activity;
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

Scheme of Assessment

Written Paper (1 hour 30 minutes) 40% of final mark.

Section A. A series of short answer and extended writing compulsory questions to test candidates knowledge and understanding of exercise and fitness, its assessment and factors

affecting performance, provision and participation in sporting, health and well-being activities.

Section B. A series of short answer and extended writing compulsory questions to test candidates knowledge and understanding of the physical, psychological and technical / tactical factors that have an influence on performance, health and well-being.

Practical Assessment 60% of final mark.

Pupils must be assessed in four performances, at least two of which must be as a player. The other two can be as a player, leader or official. Pupils can offer a maximum of two offsite activities for assessment. Offsite activities are those that do not take place at the school campus.

BTEC SPORT

This is a vocational alternative to the slightly more academic GCSE PE for those students who have an interest in working in the sport and leisure industry later on. The BTEC First Certificate is a Level 2 qualification and is therefore, equivalent to **one full GCSE**, although students who work hard and complete the required number of units could achieve the Extended Certificate, worth 2 GCSEs.

BTECs are not exam-based qualifications. Exams work well for some students but others find them rather daunting. Instead, students carry out case studies and complete projects and assessments.

The BTEC qualification comprises a number of units. In order to complete each unit, students must demonstrate their expertise against a pre-determined list of outcomes. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace.

The course is a generally practical one without the theory elements of the GCSE and will equip you with some of the skills needed for work in leisure centres, gyms and outdoor activity centres. The units studied include:

- 1 Fitness Testing and Training;
- 2 Practical Sport;
- 3 Outdoor and Adventurous Activities.

You may only choose **one** of GCSE PE and BTEC Sport. Please talk to your PE teacher to find out which one might be suitable for you. This course will give you a level 2 qualification equivalent to one GCSE at A* to G.

HAIR AND BEAUTY STUDIES - FOUNDATION NVQ (LEVEL 1)

This is a two-year course open to both male and female students who are interested in a career in Hair and Beauty.

The programme is a partnership between QEHS, Ysgol Bro Mryddin and Coleg Sir Gâr. Two hour practical activities are carried out in our own salon at the Carmarthen Leisure Centre. The course leads to a qualification in hairdressing at NVQ Level 1 and involves all aspects of assisting the stylist within the Salon. The course covers the following units: Health and

Safety, Reception Duties, Shampooing and Conditioning, Maintaining Work Area, Assisting with Colours and Perms, Personal Development.

You will gain the experience of working with others as a team in a real working environment. You will be able to develop your communication skills, your interpersonal skills as well as your vocational skills.

The course gives a basic introduction to a career in hairdressing and provides a good stepping stone to full time further education or to foundation modern apprenticeship schemes. Please note that this qualification is only available at level 1, meaning that it is equivalent to one GCSE at D to G.

4. Creative Arts, Media, Culture and Language

ENGLISH AND ENGLISH LITERATURE – GCSE (COMPULSORY)

All pupils in Years 10 and 11 study English. It is our consistent aim to enter every pupil for the GCSE exam, either at Higher or Foundation Tier. A very few pupils may find GCSE beyond them and these will be entered for Entry Level instead of or, more usually, in addition to GCSE.

We also aim to enter as many pupils as possible for the English Literature GCSE, though this will rarely encompass absolutely the whole year group. Pupils wishing to go on to study English at A Level in the sixth form will need to take both English and English Literature at GCSE.

The **English Language** course involves teaching and learning under three broad headings:

- Reading Skills
- Writing Skills
- Speaking & Listening Skills

The final grade is determined jointly by Written Controlled Assessment (20%), Speaking & Listening Controlled Assessment (20%) and Final Exams (60%).

The **English Literature** course involves close study of literary texts written before and after 1914 in all three genres - poetry, prose and drama. The final grade is determined by a combination of Written Controlled Assessment (25%) and Final Exam (75%).

The aim of the course is to produce literate, articulate and critical students who have learned to think for themselves by reading some of the best that has been thought and written in the English language over the centuries. In this way, they are prepared for life as well as for academic qualifications.

CYMRAEG AIL IAITH / IAITH GYNTAF – TGAU

Ym mlwyddyn 10 byddwch yn astudio naill ai cwrs TGAU Cymraeg Ail Iaith neu TGAU Iaith Gyntaf a fydd yn rhoi cyfle i chi ymgynraedd at feistrolaeth o'r Gymraeg yn ol eich gallu a'ch angen. Y bwriad yw datblygu eich sgiliau i ddefnyddio'r iaith er mwyn cyfathrebu'n effeithiol a phwrpasol. Dysgir pob disgybl i siarad, darllen, gwrando ar ac ysgrifennu'r iaith ac asesir y canlynol:-

- > AIL IAITH Asesiad Dan Reolaeth 25%, Arholiad Llafar 25%, Arholiadau Ysgrifenedig 50%.
- > IAITH GYNTAF Asesiad Dan Reolaeth Llafar 30%, Asesiad Dan Reolaeth Ysgrifennu 30%, Arholiad Darllen ac Ysgrifennu 40%.

Yn dilyn y cwrs TGAU, bydd nifer o fyfyrwyr yn mynd ymlaen i astudio Cymraeg Safon Uwch Gyfrannol/Uwch lle astudir cwrs iaith a llenyddiaeth. Asesir pob ymgeisydd ar lafar, wrth iddynt baratoi gwaith ffolio, yn ogystal ag arholiadau ysgrifenedig ar ddiwedd y cwrs.

WELSH SECOND LANGUAGE / FIRST LANGUAGE – GCSE (COMPULSORY)

In year 10 you will study either a GCSE Welsh Second Language or GCSE Welsh First Language course which will provide you with an opportunity to study Welsh according to your ability in the subject. The intention is to develop your skills in the language in order to communicate effectively. You will continue to be taught to speak, read, listen to and write the language and skills are assessed as follows:-

> SECOND LANGUAGE Controlled Assessment 25%, Oral Examination 25%, Written Examinations 50%.

> FIRST LANGUAGE Controlled Assessment Oral 30%, Controlled Assessment Written 30%, Written Examinations 40%.

Following the GCSE course, many students go on to study Welsh Advanced Subsidiary/Advanced level where language and literature are studied. Each candidate will be assessed orally, by preparation of coursework, as well as written examinations at the end of the course.

Those pupils who have joined the school during Year 8 or 9 from outside Wales will be offered a course for beginners in Welsh. In addition, special arrangements will be made for those pupils who have had no previous contact with the language.

MODERN FOREIGN LANGUAGES (FRENCH, GERMAN & SPANISH) - GCSE

Now, more than ever, modern languages are playing an increasingly important role. In many careers, employers are looking for people who have at least a working knowledge of a foreign language. The GCSE course itself is well adapted to the demands of modern life since pupils work in every day situations which enable them to put the language into real use.

The examination has two tiers and there is an optional coursework element. All pupils who study a modern language have several opportunities to visit the country. The school organises exchange visits and, for the sixth form, work experience.

Pupils who are particularly interested should consider the possibility of studying two modern languages, as this will improve their career prospects in occupations, which require proficiency in European languages.

The basic skills acquired at GCSE are useful if you would like to start one or more languages in the sixth form.

It is hoped that GCSE Spanish will be available as an option depending on numbers, but at the very least, it will be available as an after-school provision for good linguists who have already chosen French and/or German.

MUSIC - GCSE

In the modern world, music is all around us. Not only do most people listen to 'live' or recorded music in their leisure time, but many enjoy singing or playing whether in rock bands, orchestras or local groups. Some people enjoy performing on stage, others for fun at home.

The GCSE Music course can help you to make the most of your leisure time, or even lead to a future career in music, The performing Arts industry is now one of the country's largest employers – think of the theatre, stage, film, TV and recording studio.

GCSE Music will develop your knowledge and skills through **Performing, Composing** and **Listening**.

PERFORMING 30% you will need to sing or play two pieces for your final assessment.
 (1) a solo performance (2) a group performance.

COMPOSING 30% your folio for assessment will contain two contrasting pieces,
 which can either be recorded or written out as a music score.

APPRAISING 40% throughout the course you will listen to every kind of music to
 prepare you for the exam, which is presented on CD.

GCSE Music will give you the opportunity of specialising in you favourite style of music whilst learning about all the other styles that give music such wide appeal.

ART - GCSE

This course is designed to inspire and develop creative thinking and making. Learners will improve their skills with a wide variety of materials and processes, explore and analyse the work of artists from a range of contextual and cultural sources, and develop ideas for their own work based on their individual artistic interests.

The coursework element, the Candidate Portfolio, is worth 60% of the overall marks, and takes four terms to produce. It usually begins with a set theme, and pupils are expected to develop their own ideas in response to this theme. The Terminal Examination is issued in January of Year 11, and takes the form of a self defined six week project, culminating in a ten hour practical exam, during which time a final outcome is produced.

Pupils will be given the opportunity to specialise, if they choose, in any of the following disciplines: drawing and painting, printmaking, sculpture, ceramics, photography, animation, photomanipulation, fashion design, jewellery and costume, mixed media, graphic design, surface pattern and design for architecture. This usually happens towards the end of Year 10, when teachers are confident that the basics have been covered. The range of options underlines the diversity of skills within the department, and indeed, possible career paths post GCSE.

Studying the work of artists is an essential element of the course, and pupils' understanding is enhanced through gallery visits. Although there is no actual written examination in Art, pupils will be expected to document their own creative process clearly as their work develops, and also to analyse the work of their chosen artists, demonstrating an understanding of context.

GCSE results in Art are consistently high, as long as the subject is chosen for the correct reasons; it is an enjoyable course, but time management is the key if pupils are to keep up with the volume of work that we expect.

BTEC LEVEL 2 CERTIFICATE IN PHOTOGRAPHY

This is a new course which provides learners with the knowledge, understanding and skills that they need to prepare for employment in the field of photography. It is a modular course; each module being worth 10 credits, and each one exploring a practical aspect of Photography.

Technical understanding of the different photographic processes is taught, but the majority of the learning is done in a more 'hands on' manner. Experimentation is encouraged throughout the course, encouraging enquiry and creative thinking skills.

Year 10 will cover mainly digital photography and its applications in industry, and we hope to make the most of our excellent links with the Art College by arranging darkroom workshop sessions in the second part of the course.

The work is primarily practical, although candidates are expected to document their creative process as the work progresses. Work is assessed as it is produced; there is no written examination at the end of the course.

The course offers a diverse approach to photographic and presentation techniques, and pupils will, on completion, have an exciting portfolio of work which will impress any interview panel, should they wish to pursue Photography at a higher level. This course will give you a level 2 qualification equivalent to one GCSE A* to G.

DRAMA - GCSE

UNIT ONE: Devised Practical Performance (60%)

TASK ONE – 40% Devised Performance

Candidates will devise a practical performance based on a theme, linked with a practitioner or genre. Candidates may choose either acting or a theatre design skill;

TASK TWO – 20% Devised Performance Report

Candidates will complete a written report on the practical work they completed in Task One.

UNIT TWO: Performance from a Text (20%)

Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play.

UNIT THREE: Written Examination (20%) Written Paper: 1½ hours

Candidates will be assessed on their ability to analyse **one** set text as an actor, designer and director and to evaluate practical work completed in Unit 2.

There is a lot of group work, after school and lunchtime rehearsals, independent research and reading of a variety of texts. You will need to understand that Drama is not a soft option, and that commitment, enthusiasm, passion and hard work are essential for success and enjoyment.

PERFORMING ARTS

SINGLE AWARD

UNIT 1 (120 marks) Controlled Assessment

60% (30% Double Award) Exploring Performing Arts and the Performing Arts Industry
Candidates will undertake three controlled assessment tasks relating to research carried out on practical work and in an additional performing arts skills area.

UNIT 2 (80 marks) External Assessment

40% (20% Double Award) Themed Showcase Performance
Candidates will either create a performance or contribute their chosen technical production skill to a performance in response to a theme set by the centre.

DOUBLE AWARD

To achieve the Double Award, candidates must successfully complete Unit 1 and Unit 2 as outlined above, in addition to Unit 3 and Unit 4.

UNIT 3 (120 marks) Controlled Assessment

30% Developing knowledge and understanding of Performing Arts and the Performing Arts Industry

Candidates will prepare three controlled assessment tasks relating to a new performing arts skill and of the requirements of working in the Performing Arts industry. Candidates will also carry out some research on practical work.

UNIT 4 (80 marks) External Assessment

20% Commissioned Performance

Candidates will either create a performance or contribute their chosen technical production skill to a performance in response to a commission set by WJEC.

5. Humanities

GEOGRAPHY - GCSE

Should I take Geography?

- ✓ Did I enjoy the Geography lessons in years 7-9?
- ✓ Did I enjoy the teaching in years 7-9?
- ✓ Do I enjoy fieldwork?
- ✓ Do I enjoy a varied course?
- ✓ Do I enjoy finding out about the world in which I live?

If you have answered "yes" to any of these questions, then you should be thinking about doing Geography at GCSE level.

How is the Geography course structured?

- Unit 1, the Core
- River landforms, climate change, plate tectonics
- Population change, globalisation, world development
- Unit 2, the Options
- Tourism
- Retail and Urban Change
- Our Changing Coastline
- Two enquiries:
- One based on fieldwork, one a decision making exercise

During the course you will also be doing a lot of:-

Map work, atlas work, using graphs, drawing diagrams, numeracy, literacy, ICT skills, collecting data through fieldwork and current issues such as flooding and tsunamis

Fieldwork forms an important part of the course. We will do at least two days of fieldwork in years 10 & 11. We also go further afield – Italy was our latest visit!

Geography at GCSE is a good qualification. It combines well with other subjects. We have had students combining Geography with just about every subject you can think of!

Geography gives you a distinct advantage if you are thinking of a career in cartography, architecture, the civil service, landscape architecture, local government, marketing, town and country planning, transport, tourism, the armed services, civil aviation, estate agency, the leisure industry, nature conservancy, surveying etc...

Please see your Geography teacher for further information.

GEOLOGY - GCSE

GCSE Geology includes topics such as 'reading' the rocks and landscape; understanding the big ideas like continental drift; how major geological events fit together in the time line; how current geological events are covered in the media and the different roles of Geologists in society.

There is a commitment of at least 4 fieldtrips to Amroth and the Black Mountain. The course is assessed through 1 non-tiered on-screen exam and 1 piece of coursework. Most of the questions are of data response style, extended writing and problem solving style including the interpretation of maps, specimens, photographs and other data.

The course is especially designed to develop and promote ICT and fieldwork skills. The course is available online on 'Moodle' so that pupils can access resources outside normal school hours.

A brief introduction to the world of Geology has already been covered in science and geography including topics like the rock cycle, volcanoes, earthquakes, weathering and erosion. These concepts are developed further and become topics explored through coursework. Wider issues such as a greater environmental awareness and cutting edge discoveries in natural phenomena are also covered.

For further details please call in to room G01 to see Mr Lewis for an information leaflet or just a chat about your interests.

HISTORY - GCSE

Why choose history?

History is a well recognised and respected academic subject, often looked upon favourably by employers. They know that a person who has studied history successfully is able to:

- understand information
- analyse and evaluate information
- present clear, logical reports both written and orally
- understand concepts of change, cause and consequence.

These skills are very important requirements for many careers including the police force, doctors, lawyers, teachers, accountants, social workers, managers, the armed forces and numerous others.

At GCSE you will study three key modules, each of which will be examined at the end of the two years. Controlled assessment will make up the fourth module.

Module 1 – Germany in Transition 1929-1947

Module 2 – Health and Medicine 1348-2012

Module 3 – Sport, Leisure and Tourism 1900-2012

RELIGIOUS STUDIES - GCSE

This two-year course is both varied and interesting and allows you to develop a sound understanding of the world in which we live. The course tries to develop your awareness of a variety of ways of looking at life's great questions. For example, we discuss issues of Evil in the world, and is there a God?

In Years 10 and 11 you will study the following aspects:

Philosophy & Ethics in Christianity, and one World Religion.

You will study: Beliefs, Teachings and Sources of Religious Belief,
Practices and ways of Living,
Expressing meaning e.g. Social Action to create a Fair Society
Identity, Diversity and Belonging
Meaning, Purpose and Truth
Values and Commitment in today's Society

Assessment involved will include:

2 examinations: both at the end of Year 11, however, there will be an option to sit one exam at the end of Year 10 if you so wish.

There is NO Controlled Assessment in this subject.

THE WELSH BACCALAUREATE QUALIFICATION (LEVEL 1/2)

The Welsh Bacallaureate is a qualification for 14 to 19 year old students in Wales and will be introduced for all students in year 10 from September 2011 at Queen Elizabeth High School.

It combines personal development skills with existing qualifications like A levels, NVQs and GCSEs to make one wider award that is valued by employers and universities. The Welsh Bacallaureate gives broader experiences than traditional learning programmes.

One lesson per week will be devoted to WBQ studies in year 10 and it is compulsory for all students. You will receive support from the WBQ staff and from your Form Tutor, who will become a very important part of the process. You will be required to complete a diary of experiences in the WBQ over the course of the two years of study in years 10 and 11 and to achieve your 6 Key Skills. You will also study aspects of Wales, Europe and the World, Personal, Social and Health Education and contribute to some community work and work experience. More information will be given to you about the WBQ in due course.

HOW TO CHOOSE YOUR OPTIONS ONLINE

- Using a web browser go to the school website [www.qehs.org]
- Hover over 'e-Portal'
- Click on 'Student'
- Follow the link for 'Year 9 Option Choices' [This will take you to the Careers Wales website]
- Login using your username and password. These will be provided on a separate sheet of paper.
- Follow the on screen instructions to create a new password [remember to place a tick in the Careers Wales 'terms and conditions' box]
- Click on the yellow '? Options' button
- Click on 'Enter Year 9 Options'
- Click on 'What happens in my school?'
- In the panel on the left click on 'In my school'
- In the panel on the left click on 'Free Choices'
- Complete the Free Choice survey by selecting 5 subjects **in order of preference**
remember to click save to complete
- Logout

Note – Information about individual subjects can also be found by clicking on the individual subjects in the 'Free Choices' survey.

USERNAME

PASSWORD