

## **MAKING A DIFFERENCE**



### **A guide to Year 10**

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

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

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

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

### **If you feel like this you are not alone!**

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

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



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

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

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

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

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

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

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

Demands on your child are likely to include:

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

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

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

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

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

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

## So what is my role as a parent\*?

Your role may include some or all of the following:

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



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

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

## YEAR 10 - GETTING OFF TO A GOOD START

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



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

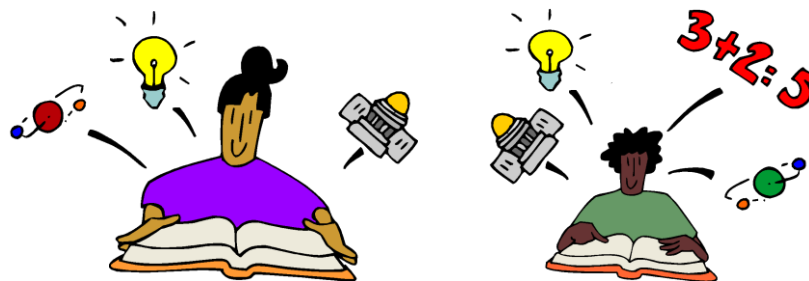
### Tips for parents

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

## COPING WITH CONTROLLED ASSESSMENTS (CATs or NEAs)

### Key tasks for pupils

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



## Tips for parents



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



## MAINTAINING MOTIVATION AND ENCOURAGING PERSISTENCE

### Key tasks for pupils

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

### Tips for parents

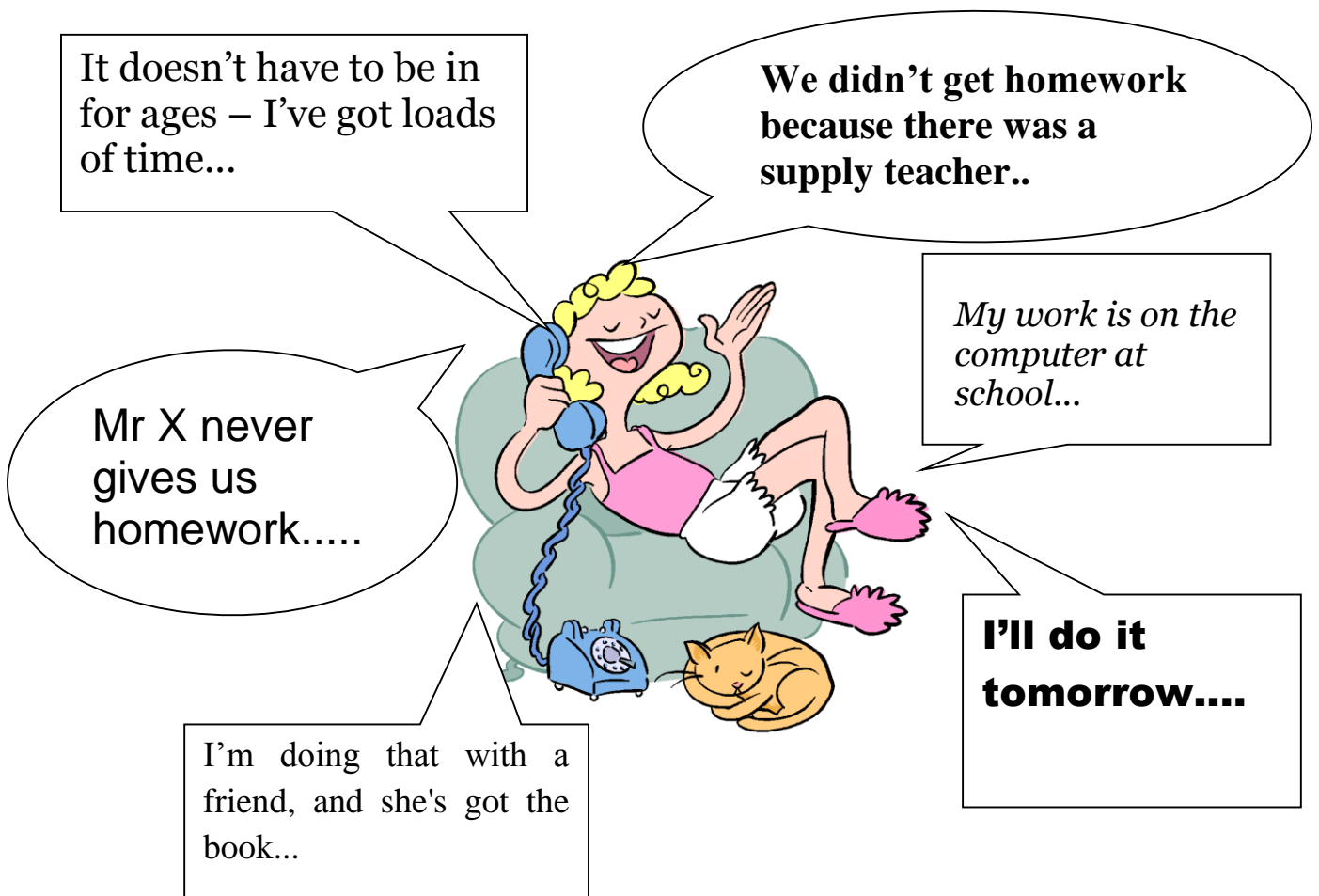
- Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key - if a special night comes up, *agree* that they can make up the work at a specified time.
- All pupils will fall behind, feel demotivated or overwhelmed, or struggle with the balance of social,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



If your child asks for your support, encourage them by helping them to see the difficulties in perspective. *Teenagers* often take an all or nothing 'catastrophic' approach to difficulties: 'I've messed up on this essay, I might as well give up - I'll never get to college now'.

### A strategy for dealing with excuses....

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



**Setting yourself up for revision**

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

**Doing the revision**

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

## Tips for parents

### Supporting your child in setting themselves up for revision

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

### Supporting your child in doing the revision

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

## TROUBLESHOOTING - What to do when it goes pear shaped!

### Tips for parents

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

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

#### **I've left it too late to revise**

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

## **Dealing with stress**

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

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

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

## **When GCSE progress is affected by adverse circumstances.**

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

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

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

### General tips

Y10 Parents evening is on March 28th 2019

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

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

### When to contact the school

Contact the school:

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

### **What a GCSE is worth.**

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

### **Compulsory subjects.**

Some exam subjects must be taken - these are the compulsory subjects and include: English, Maths and Science.

The Welsh Baccalaureate (WBacc) is a new qualification which involves the teaching and development of essential skills for working life. The WBacc is an important qualification which does not involve exams, only work completed over the 2 years.

### **Options.**

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

### **Grades and pass marks.**

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

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

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

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

### **Tiers.**

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

### **Modular exams.**

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

Year 11 pupils have already sat some of these last summer in Science, ICT and History.

## **Controlled assessments / Non examined assessments (CATs / NEAs)**

Most subjects depend on both exam marks and marks for controlled assessments. Preparation for this can be usually done in lessons and as homework and can take many different forms - essays, art-work, scientific investigations, or practical tasks. Controlled assessments then have to take place in school under supervision and often within a set period of time.

### **Study leave**

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

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

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

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



## Year 10 Course Information 2018 - 2019

Department	Art
Head of Department	Mrs K. Jones
Subject title	Art and Design
Examination board	WJEC
Qualification description/ title	GCSE
Internet link	WJEC Art and Design link

Summary of course
Pupils complete work over two years which is internally assessed and externally moderated. Assessment 1, candidate portfolio, encourages adventurous and open programmes of study that provoke personal exploration, experimentation and opportunities for productive personal expression. Assessment 2, the examination, is completed in Year 11.

Important dates	Events
February 2019	"Mock" GCSE examination - completion of their first unit of work based on Still Life and Painting.

Revision links
WJEC website

### Other useful information:

A minimum of two hours a week of homework and pupils must attend some lunch time sessions if required to catch up.

- Pupils will have to purchase an A4 sketchbook at a cost of £10.50 (over the two years).
- Pupils will be expected to have a memory stick.
- Pupils will be expected to print off colour images of art work for their research into artists.
- Pupils should have basic art equipment to use at home, such as water colours, colour pencils, chalk pastels.

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

## Year 10 Course Information 2018 - 2019

Department	ICT and Business
Head of Department	Mr C. Hamilton
Subject title	Business Studies
Examination board	WJEC
Qualification description/ title	GCSE
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

### Summary of course and assessment structure.

The subject content delivered in Year 10 consists of the three following clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations

#### Unit 1: Business World

Written examination: 2 hours

62.5% of qualification 100 Marks

A mix of short answer and structured questions based on stimulus material covering all of the specification content

#### Unit 2: Business Perceptions

Written examination: 1 hour 30 minutes

37.5% of qualification 60 Marks

Data response questions covering all of the specification content

*Both assessments will take place in Year 11 - May/June.*

Important dates	Events
Mock Exam - Easter	End of topic tests

### Revision links

See:

[www.wjec.co.uk](http://www.wjec.co.uk)

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)

[www.businessed.co.uk](http://www.businessed.co.uk)

[marketingteacher.com](http://marketingteacher.com)

bized

tutor2u

BBC bitesize

## Year 10 Course Information 2018 - 2019

Department	Design and Technology
Head of Department	Mrs S. Reynolds
Subject title	Food and Nutrition
Examination board	WJEC
Qualification description/ title	Food and Nutrition
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

Summary of course
The course comprises of 3 parts: a written examination (worth 40%) of the qualification, a food science investigation (20%) and a practical investigation including practical work (40%).

Important dates	Events
February/March 2019	"Mock" examination
Interim dates will be set throughout the year.	Completion of focused practical tasks.

Revision links
GCSE Bitesize <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>

### Other useful information:

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

School will provide resources for the food investigations.

After school sessions available.

## Year 10 Course Information 2018 - 2019

Department	Design and Technology
Head of Department	Mrs S. Reynolds
Subject title	Product Design
Examination board	WJEC
Qualification description/title	GCSE in Design and Technology
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

Summary of course
The course comprises of 2 Units: a written examination (worth 50%) of the qualification, and a Design and Make NEA (Non exam Assessment) (Also worth 50%)

Important dates	Events
February/March 2019	"Mock" examination
Interim dates will be set throughout the year.	Completion of focused practical tasks.

Revision links
<a href="#">GCSE Bitesize</a>

Other useful information:

Lunchtime and After school sessions available.

Pupils will be expected to fully participate in practical sessions.

## Year 10 Course Information 2018 – 2019

Department	Drama
Head of Department	Mrs E. Davies
Subject title	Drama
Examination board	WJEC
Qualification description/title	GCSE
Internet link	<a href="#">WJEC Course Details</a>

### Summary of course

#### **Unit 1 – Devising Theatre – Non exam assessment – Internally assessed, externally moderated. [40%]**

Pupils will be participating in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC.

Pupils will be completing a written evaluation of the devised performance under exam conditions.

#### **Unit 2 – Performing Theatre – Non exam assessment – Externally assessed by examiner. [20%]**

In groups of between two or four pupils will be participating in a performance based on two 10 minute extracts from a performance text of their own choice.

#### **Unit 3 – Interpreting Theatre – Written Examination [40%]**

##### **Section A: Set Text**

A series of questions on *Two Faces* by Manon Steffan Ros, explored as an actor, designer and director.

##### **Section B: Live Theatre Review**

One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.

Important dates	Events
Practical Mock – December 2018 Written Practical – June 2019	Extra-Curricular events throughout the year.
Practical / Written Assessments throughout 2018/19 and 2019/20	Houseplays & School Musical Productions.
Visits to theatres to watch live productions	TBC – will be notified by letter.

Revision links	Other Information
<a href="#">WJEC Assessment Material Examples</a> <a href="#">GCSE Bitesize Drama Revision</a>	<i>There will be extra rehearsals at lunchtimes, after school and at weekends in preparation for practical work. Theatre visits may have a cost implication.</i>

## Year 10 Course Information 2018 - 2019

Department	ALN
Head of Department	Mrs A. Andrews
Subject title	Employability Skills
Examination board	OCR
Qualification description/title	Entry Level 3 - Employability Skills (Ready, Steady, Work)
Internet link	<a href="http://www.ocr.org.uk/readysteadywork">http://www.ocr.org.uk/readysteadywork</a>

### Summary of course

Ready Steady Work is a qualification course developed to encourage learners to enter and progress employment. The units cover job seeking, interview skills, preparation for employment and presenting personal information effectively for career development. Learners can achieve individual certificates per unit. To achieve the full qualification, five units must be successfully gained.

Important dates	Events

### Revision links

Other useful information:

ALN option only - two-year course

## Year 10 Course Information 2018 - 2019

Department	English
Head of Department	Mr B. Barraclough
Subject title	English Literature English Language
Examination board	WJEC
Qualification description/title	GCSE
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

Summary of course
Controlled assessments: <ul style="list-style-type: none"><li>▪ Lit: Shakespeare CA (completed in Year 9)</li><li>▪ Lit: The novel/poetry comparison (examined May 2019)</li><li>▪ Lang: Individual Presentations</li><li>▪ Lit: Poetry CA</li><li>▪ Lang: Reading Unit</li></ul>

Important dates	Events
May 2019	Examination - 'Of Mice and Men' and unseen poetry  Language Examinations

Revision links
Sparknotes Pembroke School student website BBC bitesize

## Year 10 Course Information 2018 - 2019

Department	Geography
Head of Department	Mr A. Lewis
Subject title	GCSE Geography
Examination board	WJEC
Qualification description/title	GCSE Geography
Internet link	<a href="http://www.wjec.co.uk/qualifications/geography/r-geography-gcse-from-2016/index.html">http://www.wjec.co.uk/qualifications/geography/r-geography-gcse-from-2016/index.html</a>

### Summary of course

Year 10 study Changing Physical and Human Landscapes:

1. Landscapes and Physical processes
2. Rural-urban Links
3. Tectonic Landscapes and Hazards

They are examined at the end of Year 11. In June they will undertake their first piece of fieldwork - a study which will be used in their portfolio for the Non-Examined Assessment (NEA) in Year 11. The second piece of fieldwork will be conducted in the second part of the Summer Term, this will also be used in their NEA portfolio. The NEA is worth 20% of the GCSE and is conducted in November & December 2019.

Important dates	Events
June 2019	Fieldwork and portfolio development

### Revision links

Revision / Catch-up club runs on a Thursday after Christmas in GB05



## Year 10 Course Information 2018 - 2019

Department	Health and Social Care
Head of Department	Mrs M. Endean
Subject title	Health and Social Care
Examination board	WJEC
Qualification description/title	GCSE Health and Social Care - single
Internet link	WJEC-Health & Social Care GCSE Hwb Key Stage 4 Health and Social Care

Summary of course
Single Health: two units of work, assessment task completed in Year 10 (60% of final grade)

Important dates	Events
June 2019	Completion of controlled assessment coursework task

Revision links
NGFL - Key Stage 4 - Health and Social Care unit 2 WJEC - Health and Social Care specification

## Year 10 Course Information 2018 - 2019

Department	History
Head of Department	Mrs J. Jones
Subject title	History
Examination board	WJEC
Qualification description/title	GCSE
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

Summary of course
<ul style="list-style-type: none"><li>• The USA: A Nation of Contrasts, 1910-29</li><li>• Controlled Assessment - 2 pieces</li></ul>

Important dates	Events
June 2019	WJEC examination - USA (one hour and fifteen minutes)

Revision links
<a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> - The USA, a nation of contrasts.

### Other useful information:

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

## Year 10 Course Information 2018 - 2019

Department	ICT and Business
Head of Department	Mr C. Hamilton
Subject title	GCSE ICT
Examination board	WJEC
Qualification description/title	GCSE ICT
Internet link	<a href="#">WJEC GCSE ICT course information</a>

### Summary of course

In Year 10 pupils will complete a controlled assessment task "Unit 2 - Presenting Information". They will also study "Unit 1 - Understanding ICT", a theory section of work, and sit an examination in June.

Important dates	Events
September 2018 to December 2018	<ul style="list-style-type: none"><li>• Completing controlled assessment tasks for Unit 2 Presenting Information.</li></ul>
May/June 2019	<ul style="list-style-type: none"><li>• Unit 1 Understanding ICT examination</li></ul>

### Revision links

- Specimen assessment materials available from the department
- Variety of past papers
- Teach ICT web site (great resources and tutorials)
- Pembroke School Hwb+ site - <http://hwbplus.wales.gov.uk/schools/6684038>

### Other useful information:

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

## Year 10 Course Information 2018 – 2019

Department	Mathematics
Head of Department	Mrs B. Merritt
Subject title	GCSE Mathematics
Examination board	WJEC

Internet link	<a href="http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-spec-from-2015-r-e.pdf?language_id=1">http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-spec-from-2015-r-e.pdf?language_id=1</a>
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### Summary of course

All students will sit two GCSEs in Mathematics and they are titled GCSE Mathematics and GCSE Mathematics–Numeracy. Both of these will build on and progress from the levels of Maths and Numeracy expected at the end of KS3. Whilst the GCSE in Mathematics–Numeracy will assess the maths that learners will need in their everyday lives, in the world of work and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

Both specifications will encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society.

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

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

There are three tiers of entry for GCSE Mathematics:

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

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

### Revision links

PiXL, MathsWatch, Corbett Maths, Jones the Sum, MathedUp, ExamSolutions

## Year 10 Course Information 2018 – 2019

Department	Mathematics
Head of Department	Mrs B. Merritt
Subject title	GCSE Mathematics - Numeracy
Examination board	WJEC

Internet link	<a href="http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-numeracy-spec-from-2015-r-e.pdf?language_id=1">http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/wjec-gcse-maths-numeracy-spec-from-2015-r-e.pdf?language_id=1</a>
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### Summary of course

All students will sit two GCSEs in Maths and they are titled GCSE Mathematics and GCSE Mathematics – Numeracy. Both of these will build on and progress from the levels of Maths and Numeracy expected at the end of KS3. Whilst the GCSE in Mathematics – Numeracy will assess the maths that learners will need in their everyday lives, in the world of work and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

Both specifications will encourage learners to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance and relevance of mathematics to their everyday lives and to society.

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

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

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

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

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

### Revision links

PiXL, MathsWatch, Corbett Maths, Jones the Sum, MathedUp, ExamSolutions

## Year 10 Course Information 2018 - 2019

Department	Media Studies
Head of Department	Mr J. Jones
Subject title	Media Studies
Examination board	WJEC
Qualification description/title	GCSE Media Studies
Internet link	<a href="http://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gcse-2017/">http://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gcse-2017/</a>

<b>Summary of course</b>
Introduction to British Media industries with case studies in Print and A/V Advertising, Magazines, Newspapers, Gaming and the Music Industry.  The work will cover all areas of these media industries and how they relate to target audiences and consumers. Skills learnt will include research, analysis, discussion and debate, presentations, information technology and extended writing.  Year 10 emphasis: genre expectations, representations and stereotyping and target audience and the 'selling' of media texts.

<b>Important dates</b>	<b>Events</b>
	Assessments are carried out half termly on key tasks from a course specific text book.

<b>Revision links</b>
A course companion text book written by the Chief Examiner for the subject is available to all students.

### Other useful information:

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

## Year 10 Course Information 2018 - 2019

Department	Modern Foreign Languages
Head of Department	Mr J. Algieri
Subject title	GCSE French
Examination board	WJEC
Qualification description/title	GCSE (full course)
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a> (search for French on the left hand side)

Summary of course
The course is made up of 4 units, all of which are examined at the end of Year 11. Unit 1 - Speaking (25%) Unit 2 - Listening (25%) Unit 3 - Reading (25%) Unit 4 - Writing (25%)

Important dates	Events
	Vocabulary tests (weekly).

Revision links
MFL p drive in school <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/french">www.bbc.co.uk/schools/gcsebitesize/french</a>

## Year 10 Course Information 2018 – 2019

Department	Music
Head of department	Mrs E Davies
Subject title	Music
Exam board	WJEC
Qualification description/ title	GCSE
Internet link	Sample assessment materials: <a href="http://www.wjec.co.uk/qualifications/music/r-music-gcse-from-2016/wjec-gcse-music-sams-from-2016-e.pdf?language_id=1">http://www.wjec.co.uk/qualifications/music/r-music-gcse-from-2016/wjec-gcse-music-sams-from-2016-e.pdf?language_id=1</a> BBC Bitesize: <a href="http://www.bbc.co.uk/education/subjects/zpf3cdm">http://www.bbc.co.uk/education/subjects/zpf3cdm</a>
Summary of course	
<p><b>Unit 1: Performing - 35% of qualification</b></p> <p><b>Section A: Performing (30%)</b>            Pupils will need to perform a minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either a solo and/or an ensemble.</p> <p><b>Section B: Programme Note (5%)</b>            Pupils must prepare a written programme note for one of the pieces chosen for performance. These performances will be recorded and examined during Year 11, they will then be sent off to be moderated by the WJEC.</p> <p><b>Unit 2: Composing - 35% of qualification</b></p> <p><b>Section A: Composing (30%)</b>            Pupils will need to write two compositions using the computer program Sibelius. One of these compositions which must be in response to one of four briefs set by WJEC.            The second composition is a free composition for which learners set their own brief.</p> <p><b>Section B: Evaluating (5%)</b>            Pupils must prepare an evaluation of the piece composed in response to a brief set by WJEC            Compositions will be marked and sent off in May of Year 11.</p> <p><b>Unit 3: Appraising - Written examination - 30% of qualification</b>            This unit is assessed via a listening examination in June of Year 11.            There are 8 questions in total, two on each of the four following areas of study.            Area of study 1: Musical Forms and Devices            Area of study 2: Music for Ensemble            Area of study 3: Film Music            Area of study 4: Popular Music            Two of the eight questions are based on prepared extracts set by WJEC.</p>	
Important dates	Events
March 2019	Composition Coursework deadline Free Composition
Termly	Performance Mock Exam
December 2018	Appraising Mock Exam( 1 hour)

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



## Year 10 Course Information 2018 - 2019

Department	PE
Head of Department	Mr A. Davies
Subject title	BTEC Sport
Examination board	Edexcel
Qualification description/title	Pearson BTEC Level 1/Level 2 First Award in Sport
Internet link	WWW.PEARSON.COM

### Summary of course - Examples of units

Four units to be completed over two years. Two compulsory units in Year 10, two optional units in Year 11. Unit 1 is assessed via an online exam that is externally marked. (Year 10)

Unit 1 - Fitness for sport and exercise (Year 10)

Unit 2 - Practical sports performance (Year 10)

Unit 5 - Training for Personal Fitness (Year 11)

Unit 4 - The sports performer in action (Year 11)

Important dates	Events
Deadlines for assignments are given constantly throughout the year. January 2019 - online test	On-going coursework, online assessment in January 2019

### Revision links

[www.teachPE.com](http://www.teachPE.com)

GCSE bitesize

Pembroke School web site

[www.Brianmac.co.uk](http://www.Brianmac.co.uk)

[www.PE4u.co.uk](http://www.PE4u.co.uk)

[www.PSshare.co.uk](http://www.PSshare.co.uk)

## Year 10 Course Information 2018 - 2019

Department	PE
Head of Department	Mr A. Davies
Subject title	GCSE Sports Studies
Examination board	WJEC
Qualification description/title	GCSE Sports Studies
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

Summary of course
50% practical 50% theory Practical -3 sporting areas - pupils can either "lead" or "officiate" at one sport as well as play that sport. Produce a training log for their main sport

Important dates	Events
Throughout year February/March 2019 Easter 2019	On-going half termly tests Moderation day "Mock " examinations

Revision links
<a href="http://www.teachPE.com">www.teachPE.com</a> GCSE bitesize Pembroke School web site <a href="http://www.Brianmac.co.uk">www.Brianmac.co.uk</a> <a href="http://www.PE4u.co.uk">www.PE4u.co.uk</a> <a href="http://www.PSshare.co.uk">www.PSshare.co.uk</a>

## Year 10 Course Information 2018 - 2019

Department	Science
Head of Department	Mr J. Bodinger
Subject title	GCSE Double Science
Examination board	WJEC
Qualification description/title	GCSE Science (Double award)
Internet link	<a href="http://www.wjec.co.uk/qualifications/science/gcse/science-double-gcse-2017/">http://www.wjec.co.uk/qualifications/science/gcse/science-double-gcse-2017/</a>

Summary of course
Nine lessons per fortnight
7 modules consisting of 2 biology units, 2 chemistry units and 2 physics units and a practical assessment unit. Each subject examined separately at either foundation or higher tier. External exams take place in June 2019 and June 2020. Each unit carries a weighting of 15%, with the final 10% based on an external practical assessment in 2019-2020

Important dates	Events
<b>Biology - 7<sup>th</sup> June 2019</b>	Science unit 1 external exam - biology
<b>Chemistry - 12<sup>th</sup> June 2019</b>	Science unit 2 external exam - chemistry
<b>Physics - 14<sup>th</sup> June 2019</b>	Science unit 3 external exam - physics

Revision links - BBC Bitesize and CGP apps / Pembroke Soft App
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## Year 10 Course information 2018 - 2019

Department	Science
Head of Department	Mr J. Bodinger
Subject title	GCSE Triple Science
Examination board	WJEC
Qualification description/title	GCSE Biology, GCSE Chemistry and GCSE Physics
Internet link	<a href="http://www.wjec.co.uk/qualifications/science/gcse/biology-gcse-2017/">http://www.wjec.co.uk/qualifications/science/gcse/biology-gcse-2017/</a> <a href="http://www.wjec.co.uk/qualifications/science/gcse/chemistry-gcse-2017/">http://www.wjec.co.uk/qualifications/science/gcse/chemistry-gcse-2017/</a> <a href="http://www.wjec.co.uk/qualifications/science/gcse/physics-gcse-2017/">http://www.wjec.co.uk/qualifications/science/gcse/physics-gcse-2017/</a>

### Summary of course

Fourteen lessons per fortnight

Each separate GCSE Science consists of 3 units – 2 externally examined units and a practical assessment. The examined units each contribute 45% of the final grade, while the practical assessment contributes 10%. Each subject examined separately at either foundation or higher tier. External exams take place in June 2019 and June 2020.

Important dates	Events
<b>Biology - 7<sup>th</sup> June 2019</b>	External exam – biology unit 1
<b>Chemistry - 12<sup>th</sup> June 2019</b>	External exam – chemistry unit 1
<b>Physics - 14<sup>th</sup> June 2019</b>	External exam – physics unit 1

Revision links – BBC Bitesize and CGP apps / Pembroke Soft App

## Year 10 Course Information 2018 - 2019

Department	Vocational
Head of Department	Mr A. Cumine - Green Links
Subject title	Landbased Technology
Examination board	edexcel
Qualification description/title	BTEC Level 2 Certificate
Internet link	<a href="http://www.edexcel.com">www.edexcel.com</a>
Summary of course	
<p>Land Based Technology incorporates a wide range of Engineering experiences and activities for pupils. The course is made up of two units of work:</p> <p>Unit 1 - Monitor and Maintain Health and Safety in a Land Based Engineering Work Area</p> <p>Unit 5 - Land-Based Engineering Operations - Carry out Servicing and Maintenance on Land-Based Equipment</p> <p>The course enables pupils to work on real farm based engineering tasks in line with the requirements of the unit in question. Pupils produce portfolios for each unit incorporating their investigation work, practical work and evidence of their finished tasks (often photographic). Units are assessed as the work progresses with feedback from the course tutor provided at regular intervals. Pupils must complete each unit in order to attain the qualification. For pupils with an interest in the Mechanical and General Engineering sector this is an ideal course.</p>	
Important dates	Events
Revision links	

### Other useful information:

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

## Year 10 Course Information 2018 – 2019

Department	Vocational
Head of Department	Mr A. Cumine – Green Links
Subject title	Agriculture
Examination board	edexcel
Qualification description/title	BTEC Level 2 Extended Certificate (Double)
Internet link	edexcel.com

<b>Summary of course</b>	
<p>The BTEC Level 2 Extended Certificate in Agriculture provides education and training for young people interested in employment and/or further education in environmental and land-based industries. Making extensive use of the land and resources at Glan-y-Mor Farm, it gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. This flexible course selects units from the 14 available:</p> <ul style="list-style-type: none"> <li>• Unit 3 – Introduction to Crop Establishment</li> <li>• Unit 4 – Introduction to Farm Animal Production</li> <li>• Unit 5 – Introduction to Land-based Machinery Operations</li> <li>• Unit 6 – Introduction to Animal and Plant Husbandry</li> <li>• Unit 7 – Introduction to Animal and Plant Biology</li> <li>• Unit 8 – Participate in Estate Maintenance</li> <li>• Unit 9 – Conservation and Improvement of British Habitats</li> <li>• Unit 10 – Introduction to Principles of Land-based Machinery</li> <li>• Unit 11 – Introduction to Grass and Forage Crop Production</li> <li>• Unit 12 – Introduction to Land-based Workshop Practice</li> <li>• Unit 13 – Tractor Driving</li> <li>• Unit 14 – Assist with Agricultural Crop Production</li> <li>• Unit 15 – Introduction to Dairy and Beef Cattle</li> <li>• Unit 16 – Introduction to Sheep Husbandry</li> </ul>	
Important dates	Events
<b>Revision links</b>	

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

## Year 10 Course Information 2018 - 2019

Department	Vocational
Head of Department	Mr A. Cumine - Green Links
Subject title	Constructing the Built Environment
Examination board	WJEC
Qualification description/title	Level 1 / 2 Award (single)
Internet link	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>

### Summary of course

This qualification provides a broad introduction to the different trades involved in construction. It provides an overview of technical construction roles such as bricklaying and carpentry, and also of professional construction roles such as site inspection and project management. Learners will be involved in a number of small scale construction projects, and will also learn how to create technical drawings and specifications. This course is an ideal foundation for young people interested in employment and/or further education in the construction industries.

Unit 1 - Safety & Security in Construction (external assessment)

Unit 2 - Practical Construction skills (internal assessment)

Unit 3 - Planning Construction Projects (internal assessment)

This course is structured in a 'plan, do, review' approach to learning, where learners are introduced to planning activities, carrying them out and reviewing the outcomes. This is an ideal opportunity for pupils who prefer a more practical and vocational experience.

Important dates	Events

### Revision links

### Other useful information:

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

## Year 10 Course Information 2018 - 2019

Department	Vocational
Head of Department	Mr A. Cumine - Green Links
Subject title	Creative Hair and Beauty Studies
Examination board	City & Guilds
Qualification description/title	Level 2 Certificate
Internet link	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Summary of course

This QCF Level 2 qualification is designed to provide specialist work-related skills for the Beauty industry. It gives learners the knowledge, understanding and skills that they need to prepare for employment.

A minimum of 24 credits is required to achieve this qualification. A minimum of 180 guided learning hours are recommended. Credits will be gained from a selection of the following units:

- Create and image based on a theme within the hair and beauty sector
- Head massage
- Apply skin tanning techniques
- Shaping and colouring eyebrows
- The Art of dressing hair

This is an ideal opportunity for pupils who prefer a more practical and vocational experience. There is lots of 'hands-on' activity. Practical work is assessed internally, as are the theory assignments. There are no minimum entry requirements.

#### Employment opportunities:

Beauty Therapist, Hairdresser, Salon receptionist

Important dates	Events

#### Revision links

Other useful information: Pupils will be provided with a professional salon tunic.



## Year 10 Course Information 2018 - 2019

Department	Vocational
Head of Department	Mr A. Cumine - Green Links
Subject title	Fabrication and Welding Practice
Examination board	ABC awards
Qualification description/title	Level 1 (single)
Internet link	<a href="http://www.abcawards.co.uk">www.abcawards.co.uk</a>

### Summary of course

#### **Unit 1 - Health & Safety in an Industrial Environment**

The learner will know about the requirements for health and safety within an industrial environment.

Current legislation will be covered as will the requirements for carrying out safe working practices to include working with hand tools and powered machinery, emergency procedures, manual handling and current safety signage.

#### **Unit 2 - Welding Processes (Manual Metal-Arc and Metal-Arc Gas Shielded)**

Learners will know about the safe working practice and the correct procedures required when carrying out manual metal-arc (MMA) and metal active gas (MAG) welding activities. It will also be required for the learner to produce a welded joint to an acceptable standard.

#### **Unit 3 - Fabrication Processes (Sheet Metal and Plate)**

Learners will know the methods of marking out, cutting and forming and the joining of materials, which are part of an end practical assessment. Working to tolerances as shown on engineering drawings is an integral part of this unit. Learners will know the safety requirements when carrying out fabrication practice.

#### **Unit 4 - Engineering Drawing**

Using various drawing instruments and/or computer-aided design (CAD) systems, learners will know how to produce engineering drawings that will meet current industry standards.

Important dates	Events

### Revision links

### Other useful information:

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

## Year 10 Course Information 2018 – 2019

Department	Cymraeg/Welsh
Head of Department	Mrs H. Thomas
Subject title	Welsh (Second Language)
Examination board	WJEC
Qualification description/title	GCSE Welsh Second Language (Full Course)
Internet link	<a href="http://www.wjec.co.uk/qualifications/welsh-second-language/r-welsh-second-language-gcse-2017/">http://www.wjec.co.uk/qualifications/welsh-second-language/r-welsh-second-language-gcse-2017/</a>
Summary of course	
<p><b>All students in Year 10 follow the new Welsh Second Language course which is a Full GCSE</b>– pupils study Welsh Second Language course for four lessons per fortnight and can gain grades A*-G. The course is split into four parts;</p> <p>This qualification has two external assessment units which are weighted equally and two internal assessment units. The two external assessment tests reading and writing skills while the two internal assessment unit tests oral and listening skills.</p> <p>The context for learning the language is organised under <b>three broad themes</b>:</p> <ul style="list-style-type: none"> <li>□ EMPLOYMENT</li> <li>□ WALES AND THE WORLD</li> <li>□ YOUTH</li> </ul> <p><b>Unit 1 Oracy response to visual material:</b> Oracy exam (25%) - (10%) Speaking (15%) Listening This unit requires candidates to listen to stimuli and respond verbally by interacting with a partner or in a group of 3.</p> <p><b>Unit 2 Communicate with others:</b> Oracy exam (25%) - (20%) Speaking (5%) Listening This unit requires candidates to respond orally and listen to peers by interacting with a partner or in a group of 3. Candidates are expected to express and support opinions.</p> <p><b>Unit 3 Report, specific and instructional:</b> Written Examination (25%) - (15%) Reading (10%) Writing This unit requires candidates to respond to a range of questions. The reading will be assessed through a range of structured questions and the writing for different purposes including writing report, specific and instructional.</p> <p><b>Unit 4 Descriptive, creative and imaginative:</b> Written Examination (25%) - (10%) Reading (15%) Writing This unit requires candidates to respond to a range of reading and writing questions. The reading will be assessed through a range of structured questions and the writing for different purposes including descriptive, creative and imaginative writing.</p>	
Important dates	Events
March 27-29 <sup>th</sup> 2019	<b>Unit 1 Oracy response to visual material:</b> Oracy exam (25%)
March/ April 2020	<b>Unit 2 Communicate with others:</b> Oracy exam (25%)
Summer 2020	<b>Unit 3 Report, specific and instructional:</b> Written Examination (25%) <b>Unit 4 Descriptive, creative and imaginative:</b> Written Examination (25%)
Revision links	
Revision and catch up sessions held every week- ask your teacher.	
<u>Revision Books</u>	
WJEC GCSE Welsh Second Language All-in-One Revision and Practice By Collins GCSE	
WJEC GCSE Cymraeg Ail Iaith/Welsh Second Language: Revision Guide, Language Skills and Practice by Illuminate Publishing	

## Year 10 Course Information 2018 – 2019

Department	Welsh Baccalaureate
Head of Department	Mr D. McLoughlin
Qualification description/ title	Skills Challenge Certificate
Examination board	WJEC
<b>Summary of course</b>	
<p>This academic year sees the delivery of the new Welsh Baccalaureate qualification called the 'Skills Challenge Certificate'. The Skills Challenge Certificate comprises of four challenges completed as controlled assessments:</p> <ol style="list-style-type: none"> <li>1. Global Citizenship Challenge</li> <li>2. Community Challenge</li> <li>3. Employability and Enterprise Challenge</li> <li>4. Personal Project</li> </ol> <p>All of the marks awarded in each of the challenges are added up and a final grade (A* to C) is awarded for the Skills Challenge Certificate. During the challenges, the students will develop and be assessed on the following skills and aptitudes:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Digital Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Planning and Organisation</li> <li>• Creativity and Innovation</li> <li>• Personal Effectiveness</li> </ul> <p><u>Community Challenge</u> – worth 15% of the total qualification:  The Community Challenge will be assessed throughout Year 10 and requires students to plan and complete 10 hours of planned community service. Students must keep records and evidence of their service. Community service can be taken from three broad areas: social/welfare, neighbourhood enhancement or coaching. The final assessment is for students to complete a personal digital record of their community experience. The final assessment is for students to complete a personal digital record of their community experience.</p> <p><u>Global Citizenship Challenge</u> – worth 15% of the total qualification:  The Global Citizenship Challenge will be assessed throughout Year 10. It allows learners to build their knowledge and understanding of global issues from a range of themes, including: Cultural Diversity, Fair Trade, Future Energy, Inequality, Living Sustainably, Natural and Human Disasters, Nutrition and Poverty. The final assessment task is for students to create a raising awareness pack for one of the global issues, in an innovative and creative way.</p> <p><u>Employability and Enterprise Challenge</u> – worth 20% of the total qualification:  The purpose of this challenge is to develop students' enterprising skills and enhance their opportunities for employment. Students will have the opportunity to focus on the preparation for their future career aspirations, as well participate in an enterprise activity. This challenge also provides students with opportunities to develop important team working skills and understand the importance of positive working relationships. The final assessment for this challenge is for students to create a business idea and proposal, which is pitched to a panel.</p> <p><u>Personal Project</u> – worth 50% of the total qualification:  The Personal Project is designed to develop students' skills, through carrying out a research activity in an area of personal interest or one that reflects future educational or career aspirations. It must be between 1000 and 2000 words. This challenge carries the most weighting, therefore has the biggest influence on the overall Skills Challenge Certificate grade.</p> <p>The completion of the Skills Challenge Certificate is compulsory. Students in Pembroke School have achieved very highly in this subject in previous years. It is crucial that students attend regularly to complete challenges, try their best and use their skills effectively, if they are to pass this qualification.</p>	