



# Learning Pathway Booklet

2019-2021





## Introduction from the Headteacher

Dear Parents/Guardians

All Year 9 students at Ysgol Clywedog have reached the point in their school life when first thoughts about further education, careers and training are beginning to take shape.

Between now and Year 11 most students' ideas about what subjects they enjoy, what personal attributes and talents they will require and what they might consider doing in the future will change. It is therefore very important for students to study as broad a range of subjects as possible. The next two years in a young person's education will be crucial in terms of shaping their future whether it is in education, further training or employment.

Our aim is to offer all of our students the chance to succeed. We hope that for all students this will mean achieving at least 5 GCSE (or equivalent) passes at grade G or above and for the vast majority of students achieving 5 GCSE (or equivalent) passes at grade C or above. Accordingly, we shall be providing support and guidance to students as they make these very important choices so that they can achieve the best grades possible in the courses most appropriate to them.

A large part of the curriculum is compulsory for all students but there is also an element of choice. This means students can shape their own learning programme in Key Stage 4 according to their interests and future educational and career aspirations. The curriculum on offer this year is broad and balanced and provides students with academic and vocational learning pathways. This level of choice is designed to help all our students access courses according to their needs, interests and aptitudes.

Students will be able to make up to three choices. However, it should be noted that if a subject attracts very few students, it may be withdrawn as an option.

We think that it is vitally important that parents and students take time to discuss together the choices that are on offer and make well-informed final decisions regarding KS4 courses. Teaching staff at school will be delighted to help with any queries you or your child may have.

We shall provide the opportunity for an interview for every student where course choices, personal strengths and career thoughts can be discussed with a member of the Leadership or Year 9 Guidance team. You are very welcome to join in this discussion, though due to the high volume of students, the meeting will have to take place during school hours.

I should be grateful if you take note of the deadlines and contact the school if you have any questions or queries.

Mr M Vickery  
Headteacher

## Key Stage 4 Curriculum

Congratulations, you have completed the first part of your learning journey through Ysgol Clywedog. In September you will start on the next stage, Key stage 4. This gives you the freedom to select courses that will suit you and your future goals.

In addition to the courses you can choose, there are some subjects which remain compulsory. The table (below) details these subjects and how many lessons you will have of each subject over two weeks.

<b>Subject</b>	<b>Number of lessons</b>
English	8
Maths	8
Science	8
Welsh	4
Physical Education	2
Religious Studies	2
PSE	1
Information Technology	1
Skills Challenge Certificate	4

You must also follow 3 optional subjects. Details of the optional subjects are provided in this booklet.

During the Learning Pathway Evening please take every opportunity to speak to staff about the different qualifications.

In each of the optional subjects you choose you will have 4 lessons a fortnight. Remember this is an important choice so speak to the subject teachers to make sure you understand what each course entails.

You will be asked to select 3 preferred optional subjects and 1 reserve subject. Below is a list of the subjects being offered in school.

Art
Business Studies
Design & Technology: Hospitality and Catering
Design & Technology: Product Design
Drama
French
Geography
Health and Social Care: Childcare
History
Information Technology
Media
Music
Physical Education
Triple Science: Biology, Chemistry and Physics

## Collaborative Courses

### Collaborative Courses

Most options are provided in school, but some courses are run in collaboration with other providers.

Collaborative courses take place at either Coleg Cambria or St Christopher's School and will have a mix of learners from our school and other schools in the area.

Half day collaborative courses commencing for year 10 in September 2019 will take place on a Wednesday afternoon, from lunchtime until 4:15pm.

To be considered for one of these courses you must have excellent attendance and an excellent attitude to learning.

### Transport

Students will be transported from school via bus to St. Christopher's School and Yale Campus at lunchtime. Construction and Engineering students must walk from school to the Bersham Campus. **Courses will finish at 4.15 pm, this means responsibility for transport home is with students and their parents /carers.**

**Students must also make their own transport arrangements for the after-school Spanish\* course which takes place at Coleg Cambria Yale from 4:30pm to 6:30pm on Tuesday evenings.**

Engineering Level 2	Coleg Cambria Bersham Road
Engineering Level 1	Coleg Cambria Bersham Road
Construction Level 2	Coleg Cambria Bersham Road
Construction Level 1	Coleg Cambria Bersham Road
Hair and Beauty Level 2	Coleg Cambria Yale
Hair and Beauty Level 1	Coleg Cambria Yale and St Christopher's School
Small Animal Care Level 2	St Christopher's School
Public Services Level 2	Coleg Cambria Yale
Performing Arts Level 2	Coleg Cambria Yale
Hospitality and Catering Level 2	Coleg Cambria Yale
Health and Social Care Level 2	Coleg Cambria Yale
Tourism and Marketing Level 2	Coleg Cambria Yale
GCSE Computer Science Level 2	Coleg Cambria Yale
GCSE Spanish* Level 2	Coleg Cambria Yale

## Making the right decisions

There are lots of reasons to take a particular course. If you want to take a course make sure you are choosing it for the right reasons. These could include liking a subject, because you are good at it or because you will need it for your future job. Don't choose courses because your friends want to do it or because you like the teacher; there is no guarantee who will be teaching that subject next year.

### What guidance is available?

- **Year 9 Options Evening** - make the most of the opportunity to speak to your teachers about the courses they offer next year.
- **Form Tutors** – your form tutor knows you really well. Ask their advice on what subjects they think will suit you.
- **PSE Tutor**— you will have the opportunity during PSE lessons to explore the Careers Wales website and look at the different jobs available in the local area or specific careers.
- **Careers Advisor** – Mr Ryan Nantcurvis is available during the week to discuss how your options could affect your future career opportunities. Mr Nantcurvis will be available during the options evening and also through an appointment in school.
- **Careers Wales website** - <http://www.careerswales.com/>  
This is where you will make your final choice. It also has lots of useful information to help with the decision.

### What happens next?

Your child needs to tell us which subjects they would prefer to take next year, this will be done using the Careers Wales website.

The **preferences survey** must be completed by the **31st January 2019**. This information will then be used to produce the option blocks. These blocks will then be shared with your child in early February.

Using the information provided your child must use the Careers Wales website to select their preferred subject for each block. Students will have been shown how to access the website and given an individual login during PSE lessons in February. **Final preferences** must be made by **28th February 2019**.

### Learning Pathway Events

- Thursday 24th January 2019 - Options/ Parents' evenings 4pm-6:30pm
- From Monday 23rd January 2019 - Options presentations in lessons and assemblies
- Tuesday 29th January 2019 - Options 1:1 sessions between 3:15pm and 5pm, and
- Monday 4th February 2019 - Options 1:1 sessions 9:15am - 11am
- Members of the Leadership and pastoral team will be available on the 29th January and 4th February to answer questions or offer guidance during these drop-in sessions.

Please remember that we are here to help you and your child through this process. If you have any concerns or questions that have not been addressed during the options evening do not hesitate to contact your Form Tutor, Head of Year Mr Brown, Subject Teacher or Mrs Cookson, Deputy Headteacher.



## How to use the Careers Wales website to complete the Preferences Survey

1. Login to [www.careerswales.com](http://www.careerswales.com)

2. Select the Tools and Resources tab near the top of your screen.



3. Scroll down the screen a little until you see the orange Options (3 arrows) icon.



4. Select Year 9 Options



5. Click **Free Choice** to select your preferred options.



6. Read the information on the right and make sure you **SAVE** your preferences.

7. The deadline for the preferences survey is the **31st January 2019**.

## How to use the Careers Wales website to choose your Options

1. Login to [www.careerswales.com](http://www.careerswales.com)

2. Select the Tools and Resources tab near the top of your screen.



3. Scroll down the screen a little until you see the orange Options (3 arrows) icon.



4. Select Year 9 Options



5. Click **My Options** to open this page.



6. Follow the instructions to select one subject in each of the three option blocks. You must also select 1 reserve subjects in Block 4. Remember to press **SAVE**.

7. These preferences must be submitted by **28th February 2019**.

## What to choose?

There are a number of questions you should ask yourself when looking at the different subjects on offer:

### **Which subjects do you enjoy?**

We know that students perform best when following subjects that they enjoy.

Think carefully whether you will be happy dedicating four or more hours each week to the subject, including lessons, home learning and personal study. If you enjoy the subject, you will put more time and effort into it. The more time and effort you put in, the more successful you will become.

### **How good are you in each subject?**

You will have a good idea yourself, but see what your latest report indicates and ask your subject teacher who will know how you perform in class, home learning, tests and examinations. They should be able to say whether your strengths or weaknesses will allow you to be successful at GCSE level.



### **Are you leaving your future career path open?**

If you have no definite career in mind, choose what you are good at, what you like doing, what will give you a good spread of subjects, and allow you to be as successful as possible.

A broad and balanced curriculum is very important at this stage. Very few degree courses demand that you follow particular subjects to GCSE and many subjects can be picked up at A level or beyond without earlier study. By keeping a balance at this stage, you will not close off future options.

### **Have you a definite career in mind?**

If so, find out which subjects at GCSE will best support your career route. Speak to our Careers Advisor or look on the Careers Wales website, Job Information section.

Make sure that your teachers think you can achieve higher grade GCSE passes in these subjects and be certain that these subjects together with your other choices give you a good spread. Remember that however keen you are on any particular career or job now, you may change your mind. Your choice of subjects must not limit you.

## What to choose?

### Points to avoid

Do not choose a subject because your friend has chosen it or because you like the teacher. Remember that these are important decisions that will affect your future, no-one else. The school will not guarantee which teacher will take the subject next year. Do not be misled by the title of a subject into thinking you need it for a career. For example, you do not need Business Studies to work in business. A balanced range of good GCSEs will provide you with the best foundation possible, whatever direction your career takes.

We must emphasise that some courses may only be able to accept a limited number of students, whilst others may not run because too few students select them. For these reasons you will be asked when you make your final preferences to select a reserve option (block 4).

### Equal Opportunities

Another important point to remember is that there are no such things as 'subjects for girls' and 'subjects for boys'. Although more girls are taking an interest in the field of technology, electronics and engineering where job prospects are excellent, there is still a great shortage of females aiming in this direction. Similarly more boys are looking at industries such

as Hospitality and Catering. Stereotyping should not limit your choices.

### Working in Wales

In Wales, particularly in this area, there is a shortage of qualified people who are fluent in English and Welsh. Being bilingual is a definite advantage in Wales.

### Where next?

As you choose your subjects, you are in effect starting to plan ahead for the next big decision in two years time. We should increasingly see education as a lifelong experience. Discuss your option choices with parents, teachers and Careers Wales. Make sure you have all the relevant information - know the facts!

### Where do I start?

Don't jump in at the deep end and make your choices straight away.

The best approach is -

- get as much information as you can
- take time thinking things through
- listen to advice from people who know what they are talking about
- make a shortlist
- check it out again and make a choice

The decisions you make now are important – do not be afraid to ask for help and guidance.

# The Core

# GCSE ENGLISH

## **What will I learn?**

Most people will study a course covering English Language and English Literature, which will result in two separate GCSEs. You will read a variety of texts. A range of fiction, non-fiction and media texts will help you to develop your appreciation of different genres and styles, as well as to extend your own ideas and your own confidence in exploring and expressing these. You will develop your understanding and the skills necessary to appreciate the ways authors achieve effects in their writing.

You will also develop your ability to write for a range of purposes and in a variety of forms, including writing for critical and imaginative purposes.

You will talk and listen in a variety of contexts and for a range of purposes, adapting to different audiences and situations. You will also have the opportunity to reflect on your own contributions, as well as those of others.

## **How will I learn?**

Learning will take place through a broad variety of activities. You will work in pairs, small groups and independently. You will be required to research material and to respond to this and will, sometimes, present your findings to the rest of the group. You will learn through guided exploration and discussion of texts. Speaking and listening will form an important part of the course and will contribute to your grade in English Language. You will express your learning through speaking and listening as well as in written tasks.

## **How will I be assessed?**

You will be assessed through controlled assessments and also through examinations.

### **English Language**

Two controlled assessments in Speaking and Listening are required for this subject. These are marked and recorded by your teacher and moderated by the examination board. The assessments provide 20% of your overall mark for English Language. Examinations provide the remaining 80%. Each examination is 2hrs in length.

### **English Literature**

Two controlled written assessments based on Welsh poetry and a Shakespeare text provide 25% of the final marks. Two, 2 hour exams on prose, poetry and drama texts will contribute the remaining 75% of the total marks.

## **Where can this course lead next?**

Both qualifications are extremely important in recognising your ability to communicate effectively and are valuable for whichever path you wish to pursue after GCSEs, whether that be in employment or in education. Students who communicate effectively also achieve improved success in all other areas of the curriculum.

### **Future employment opportunities**

As stated above, to be able to communicate effectively in written and spoken English is vital. Nearly all jobs and further education courses require at least one qualification in English; Language being the most commonly requested.

Specific areas of potential employment include Publishing, Advertising, Journalism, Teaching and Law.

# GCSE MATHEMATICS AND MATHEMATICS - NUMERACY

## What will I learn?

You will build on your knowledge of the number system and number relationships, enabling you to solve problems in a variety of situations including work related, vocational areas and everyday situations, in particular dealing with your finances. You will also build on algebra and geometry skills to enable you to solve mathematical problems. You will work on activities to extend your knowledge of shape, position, movement, transformation and the use of measures. You will also develop increased confidence in the use of data, and in understanding probability.

Our aim is to enable you to:

- Develop knowledge, skills and understanding of the concepts
- Acquire and use problem solving strategies
- Select and apply techniques and methods in everyday situations
- Reason mathematically and draw conclusions
- Interpret and communicate in a variety of ways

## How will I learn?

You will be given the opportunities to build on the knowledge, understanding and skills acquired at Key Stage 3. You will take increased responsibility for planning and completing your work. You will be taught to bring previous experience and related knowledge when considering mathematical or real-world problems and extend your understanding of the importance of accuracy in Mathematics. You will communicate your findings clearly and concisely using mathematical language and notation, ensuring confidence when discussing and reporting solutions to problems.

## How will I be assessed?

The scheme of assessment at GCSE will be two examination papers for GCSE Mathematics and two papers for GCSE Mathematics-Numeracy. The written papers comprise of a number of short and longer questions. The first written paper will be a non-calculator paper and the second paper will be a calculator paper.

There are three tiers for each GCSE:

Higher tier focuses on grades A\* - C.

Intermediate tier focuses on grades B – E.

Foundation tier focuses on grades D – G.

## GCSE Mathematics

The exam assesses students on all aspects of number, algebra, geometry and data handling. Questions range from multiple choice to extended complex problems requiring written explanation of methods and answers.

## GCSE Mathematics - Numeracy

The exam assesses only part of the Mathematics content, and mainly focuses on number, geometry, and data handling. There are some questions requiring students to apply algebra to solve them.

The nature of the questions is very different to Mathematics, tending to be longer contextual questions.

## Where can this course lead next?

After successfully completing the GCSE

Mathematics course there will be an opportunity to study the Additional Mathematics course.

Success in mathematics and numeracy is the platform that you need to take you into many possible career opportunities.

## Future employment opportunities

Mathematics and numeracy at GCSE is a key to many career pathways. There are many courses in Further Education for which GCSE Mathematics at C or above are essential requirements. However, the skills gained by successfully completing these qualifications can be used to be successful in many other curriculum areas. Specific areas of potential employment include Law, Accounting, Finance and Logistics.



# GCSE SCIENCE DOUBLE AWARD

## What will I learn?

The GCSE has 3 modules, one each in Biology, Chemistry and Physics.

Topics include:

- The body is made up of organ systems with specific roles.
- Ecosystems and how they are affected
- The nervous system and homeostasis
- Genetics and inheritance
- Classification and biodiversity
- Water as a sustainable resource
- The periodic table and chemical bonding
- Metal extraction and use
- Energy at home
- Generating electricity and the National Grid
- The life cycle of stars
- Forces and Newton's Laws

## How will I learn?

A variety of teaching and learning styles will be developed throughout the course to explain 'How Science Works'.

Practical work is a vital element throughout the course and it is clearly integrated with the theory work covered.

Skills in Numeracy, ICT, problem solving and communication are also developed throughout the course.

## How will I be assessed?

3 exams worth 15% each taken at the end of Year 10, one each in Biology, Chemistry and Physics.

3 exams worth 15 % each taken at the end of Year 11, one each in Biology, Chemistry and Physics.

Practical assessment (10%) taken during Year 11.

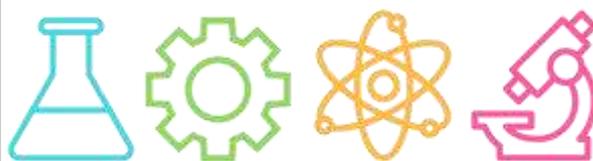
## Where can this course lead next?

The successful completion of this qualification will provide students with opportunities to access a range of Level 3 qualifications including apprenticeships and vocationally related qualifications.

## Future employment opportunities

This course is a good base from which to study Science courses at AS/A-Level.

It will also provide you with the skills for Science related jobs such as Medicine, Vet Science, Nursing, Engineering, Product Development and Analysis, Environmental Scientists, Forensics as well as a range of non-science specific courses.



# SKILLS CHALLENGE CERTIFICATE

## **What will I learn?**

The Skills Challenge Certificate is a stand alone GCSE but when combined with other qualifications forms the Welsh Bacalaureate Qualification.

The focus of the Skills Challenge Certificate is on the essential and employability skills young people need in their future lives and these skills will be developed and assessed through the 3 challenges and an individual project. Some of the challenges are completed individually whilst others have to be completed in groups.

## **Community Challenge**

The purpose of the Community Challenge is to develop learners' skills, whilst encouraging learners to identify, develop and participate in opportunities that will benefit the community. During the Community Challenge learners will explicitly develop skills of Planning and Organisation and Personal Effectiveness .

## **Enterprise and Employability Challenge**

The purpose of the Enterprise and Employability Challenge is to develop learners' skills, whilst providing opportunities for learners to develop enterprising skills and attributes and enhance employability. During the Enterprise and Employability Challenge learners will explicitly develop skills in Digital Literacy, Creativity and Innovation and Personal Effectiveness.

## **Global Citizenship Challenge**

The purpose of the Global Citizenship Challenge is to develop learners' skills, whilst providing opportunities to understand and respond appropriately to global issues. During the Global Citizenship Challenge learners will explicitly develop the skills of Critical Thinking and Problem Solving and Creativity and Innovation.

## **Individual Project**

The final component of the course is research based Investigation. This is an extended essay

on a topic of the student's own choice. This includes investigation, the Welsh perspective and another perspective on their chosen topic. The investigation is essential in developing the skills required for further study after GCSEs, as well as developing analytical skills useful in a variety of workplaces.

All of the components above are supported by a team of expert tutors as well as an innovative mentoring scheme, providing each student with individual support throughout their studies.

## **How will I learn?**

You will be taught in mixed-ability groups as well as using form times and enrichment days to complete a variety of activities.

## **How will I be assessed?**

Each challenge and the Individual Project are assessed by the school, with a sample of work moderated by the exam board (WJEC).

There are 4 units of work:

- Community Challenge (15%)
- Enterprise and Employability Challenge (20%)
- Global Citizenship Challenge (15%)
- Individual Project (50%)

There is no examination.

## **Where can this course lead next?**

The Skills Challenge Certificate is designed to prepare students for further study at post 16 as well as the modern workplace.

## **Future employment opportunities**

The course was created at the request of employers to make sure the students leave school and university with the skills and qualifications needed for the modern workplace.

# RELIGIOUS STUDIES

## **What will I learn?**

This course is designed to be lively and engaging and will appeal to anyone that has an interest in issues that affect people in everyday life.

These include relationships; medical ethics; violence and war; environmental issues; human rights and justice; expressing identity in society; suffering and evil and many others.

## **How will I learn?**

Develop your knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning.

Express your personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

The following skills can be developed through this specification:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others

## **How will I be assessed?**

The scheme of assessment at GCSE is through 2 examinations.

The examination comprises of a mixture of short answer questions and questions that demand a more extended form of writing.

## **Where can this course lead next?**

The skills aspect elements of the course will be important for many subjects taught at Advanced level.

Religious Studies is a valuable subject for future employment as most jobs involve working with people, and knowing something of their beliefs and values and how these affect their lifestyle, gives you a definite advantage.

## **Future employment opportunities**

It benefits a wide range of careers, including Nursing, Media, Police, Armed Forces, Teaching, Banking, Law, Catering, Leisure and Tourism, Retailers, such as M&S, Social Work, Journalism, Engineering... the list is endless.

As an academic subject it is equally respected as any other subject as a pathway into higher/further education.

# WELSH 2nd LANGUAGE

## What will I learn?

You will learn to talk, read and write about topics such as:

- Youth
- World of work
- Wales and the World

These topics will be divided into 4 units which are studied over a two year course.

## How will I learn?

You will be put in a set and will have 2 lessons each week.

You will be encouraged to watch Welsh television programmes and read Welsh material further to what is done in class. You should also take every opportunity to practise your spoken Welsh.

## How will I be assessed?

The scheme of assessment at GCSE consists of four examinations.

Unit 1

External examination: Speaking and Listening— 25%

Unit 2

External examination: Speaking and Listening— 25%

Unit 3

External examination: Reading and Writing—25%

Unit 4

External examination: Reading and Writing—25%

All assessment pieces are done in class under teacher supervision.

## Where can this course lead next?

The demand for Welsh speakers means that a qualification in Welsh can be highly valuable for jobs and roles that require bilingual speakers.

## Future employment opportunities

Many jobs advertised in Wales will require Welsh as 'desirable' or 'essential', for example:

- All public services
- Teaching
- Government
- Law
- Media



# NON-EXAMINED CORE SUBJECTS

In addition to the core subjects listed on the previous pages, all students also attend lessons for Physical Education, PSE and ICT. These lessons are about welfare and skill development. Students do not gain a qualification for these courses. Below is a brief outline of each course.

## **ICT Skills**

The ICT Skills lessons aim to develop students skills to support learning in other subjects and develop the skills needed for further education, apprenticeships or employment.

These are practical lessons covering use of software such as communication, information handling, presentation and spreadsheet applications.

## **Physical Education**

Students will have one lesson of core PE per week with an emphasis on health and well-being. Students will have the opportunity to experience a wide variety of activities which they can choose on a half termly basis.

The focus will be on:

- Health and fitness
- Learning new skills
- Experiencing new activities
- Enjoyment

All students will be expected to participate fully throughout the academic year. There is no formal assessment but we will report on attitude to learning and participation.

## **PSE**

A wide range of topics are covered during PSE lessons and include:

### **Preparation for the world of work**

Develop a CV, letters of application, application forms. Use a variety of sources (including Careers Wales website) to find information about career ideas, employment and learning opportunities as well as job trends. Students are able to access guidance from school staff and the careers adviser.

### **Responsibility as a citizen**

Developing an understanding of the Universal Declaration of Human Rights, how political systems work and the opportunities they have for taking part in the decision making process as a pupil and in later years.

### **Health and emotional well-being**

Students take part in workshops to help enable them to make healthy choices about drugs and alcohol, the importance of sexual health and the risks involved in sexual activity including sexual exploitation. Students are prepared to be able to identify causes of and strategies to deal with anxiety. Students learn how and where to access services that can support their health and well-being.

### **Global citizenship**

Recognising the rights of future generations and taking responsibility for their own lifestyles.

# The Options

# WJEC – GCSE Art and Design

## **Course overview:**

During the first term students complete an introductory course looking at a wide range of skills, techniques and materials. This is designed to develop confidence, creativity and knowledge of different artistic processes. Students must choose a topic of their choice to complete as their main coursework unit. Learners develop the skills to explore and create by working through the design process, covering the four assessment objectives to develop their theme into a final outcome. During the lessons students develop their skills, knowledge and understanding of research, observation and experimental drawing, design work and design development.

## **Skills, knowledge and understanding:**

Learning will take place in many formats. Skills, knowledge and understanding of artists work and art styles are developed through research tasks. Students will develop knowledge about techniques, skills, materials and process in a practical way via experimentation and practical work.

## **Methods of assessment:**

The course is made up of 60% portfolio (coursework) and 40% examination. Both elements are assessed on the same four assessment objectives.

### **AO1 Critical Understanding**

### **AO2 Creative Making**

### **AO3 Reflective Recording**

### **AO4 Personal Presentation**

All work completed is assessed towards the final grade.

Work is assessed internally and then verified by an external moderator.

## **Examinations:**

Students are issued the WJEC exam paper in January of year 11, there will be 15 projects on the exam paper, and students will have to choose 1 project to study further. Students will then have 8-10 weeks in which to produce their preparation for the final examination days, these lessons will be carried out under controlled exam conditions. The final exam days are 8th April and 12th April, 5 hours each day. All of the preparation work and the final outcome completed on the exam days count towards the final grade.

## **Resources and equipment required for the course:**

Sketchbooks, folder, art materials.

## **Further subject specific information and grade improvement resources:**

Extra classroom time is available every lunchtime, and Thursday afterschool. During the exam preparation time Tuesday afterschool will also be available. This is time where students can access the art room, extra support, advice and materials.

## **For further information please contact:**

Mrs E Williamson, Head of Department

# WJEC – GCSE Business

## **Course overview:**

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways. The focus of the specification is to introduce and nurture an enthusiasm for studying business in a range of contexts. Learners will appreciate how businesses operate in a dynamic and competitive environment and develop an understanding of the interdependent nature of business functions from a local to a global perspective.

## **Skills, knowledge and understanding:**

The content is presented in six clear and distinct topic areas:

- Business activity – the business environment, business ownership, growth, location
- Influences on business – technology e.g. e-commerce, ethics, environmental and economical influences on business activity, globalisation
- Business operations - production, supply chain, sales
- Finance – sources of finance, revenue, profit and loss and cash flow
- Marketing - marketing research, the marketing mix – product, price, promotion, place
- Human resources – recruitment, training, motivation, structures

## **Methods of assessment:**

Students sit examinations for both Unit 1 and 2, there is no controlled assessment for this qualification.

Unit 1: Business World worth 62.5% of the qualification.

Students are expected to answer a mix of short answer questions and structured questions based on stimulus material covering all of the specification content.

Unit 2: Business Perceptions worth 37.5% of the qualification.

Students must answer data response questions covering all of the specification content.

## **Examinations:**

There are 2 written examinations both taken in the summer of Year 11. All students sit the same examinations. Unit 1 is 2 hours and Unit 2 is 1 hour 30 minutes.

## **Resources and equipment required for the course:**

Students do not require any additional equipment to that listed in the Student Planner.

## **Further subject specific information and grade improvement resources:**

The bbc.co.uk bitesize website business section: [www.bbc.com/bitesize/subjects/zpsvr82](http://www.bbc.com/bitesize/subjects/zpsvr82)

## **For further information please contact:**

Mrs A Francis, Head of Technologies Faculty

# WJEC – GCSE Drama

## **Course overview:**

GCSE Drama students will develop real confidence, self-belief, resilience and the ability to express themselves freely, openly and artistically. They will learn about different genres of theatre: One-Act Farce, Kitchen Sink Realism, New Wave Theatre, Theatre of the Absurd and Existentialist Theatre.

Students will develop their understanding of how to act as a broad range of different characters in the different styles these genres afford. They will also develop their knowledge of great dramatic practitioners, such as Brecht, Stanislavski and Meyerhold. Students studying the technical aspects of Drama will learn about the design application of stage lighting, SFX and music; while students studying design will study the application and artistic aspects of costume, make-up and set layout.

## **Skills, knowledge and understanding:**

Learning will take place in the drama studio but also through attending the annual Theatre Trip and being involved in the School Production. Although these events are not mandatory participation is strongly encouraged. Students will develop knowledge and understanding of how drama and theatre is developed and performed. Skills, knowledge and understanding of different genre are developed through practical lessons and evaluations of their own work and the work of others. Students will progress their performing skills by developing their vocal skills, interpretation of character and movement skills.

## **Methods of assessment:**

The course is made up of both practical and theory elements. Unit 1 is Devised Theatre and students are required to create, develop, perform and evaluate a piece of devised theatre. This is worth 33.3% of the qualification and completed at the start of Year 11. Unit 2 is based on Performing Theatre and worth 33.3% of the qualification. Students are assessed by an external assessor based on their participation in two 10-minute performances. Unit 3 is an external written paper on Interpreting Theatre and makes up the final third of the overall qualification.

## **Examinations:**

Unit 1 – Internally assessed and externally moderated, students complete this element during October of Year 11.

Unit 2 – Externally assessed, preparation and assessment from March to May of Year 11, students will perform two 10-minute performances in groups of between 2 and 4 students.

Unit 3 – 1 hour 30 minutes external examination taken in the summer of Year 11.

## **Resources and equipment required for the course:**

A good attitude, being willing and ready to learn each lesson.

## **Further subject specific information and grade improvement resources:**

CGP: GCSE Drama Revision Guide ISBN: 9781782949626

## **For further information please contact:**

Mr S Witherden, Head of Department

# WJEC – GCSE French

## Course overview:

The French GCSE course is taught in topics, organised into three broad themes of study:

1. Identity and Culture:
  - Youth culture, self and relationships, technology and social media
  - Lifestyle
  - Customs and traditions, celebrations, food and drink
2. Local, national, international and global areas of interest:
  - Home and local area, transport
  - France and French-speaking countries, holidays and tourism
  - Global sustainability, the environment and social issues
3. Current and Future Employment and Study:
  - School / College
  - World of Work / Work Experience / Skills and Qualities
  - Jobs and Future Plans

## Skills, knowledge and understanding:

An enquiry-based approach encourages students to develop skills such as problem-solving, critical thinking, working with others and, of course, communication. Students will be provided with well-structured resources to help them learn new vocabulary and grammar points and apply them in different contexts. The focus of the course is on developing students' confidence and fluency in both spoken and written French.

## Methods of assessment:

Assessment is by final exam at the end of year 11. Students will be assessed in all four skill areas: Listening, Speaking, Reading and Writing. Each skill area is worth 25% of the final exam. There is no controlled assessment component.

## Examinations:

Unit 1 – Speaking Test, conducted by the class teacher: 15 minutes + 12 minutes preparation time.

The Speaking test will take place sometime during April of Year 11, the exact date to be agreed with the exam board and confirmed a couple of weeks before the test.

Units 2-4 are all external written examinations, taken in the summer of Year 11:

Unit 2 – Listening exam: 35 minutes for Foundation tier; 45 minutes for Higher tier.

Unit 3 – Reading exam: 1 hour for Foundation tier; 1 hour 15 minutes for Higher tier.

Unit 4 – Writing exam: 1 hour 15 minutes for Foundation tier; 1 hour 30 minutes for Higher tier.

## Resources and equipment required for the course:

Students would find it useful to have access to a French dictionary that includes verb tables and a simple grammar reference section, such as the Collins Easy Learning French Dictionary or the Collins French Dictionary and Grammar. Students would also benefit from having a GCSE revision guide to supplement the notes that they will be given in class. Dictionaries and revision guides can be ordered through the French Department if required.

## Further subject specific information and grade improvement resources:

Online resources: [www.languagesonline.org.uk](http://www.languagesonline.org.uk) ; [www.resources.wjec.co.uk](http://www.resources.wjec.co.uk) ; [www.french-games.net](http://www.french-games.net) ; [www.lightbulblanguages.co.uk](http://www.lightbulblanguages.co.uk)

## For further information please contact:

Mrs C Temple, Head of Modern Foreign Languages

# WJEC – GCSE Geography

## **Course overview:**

### **YEAR 10**

LANDSCAPES AND PHYSICAL PROCESSES- river and coastal processes, honeypot sites, coastal erosion, river flooding, the formation of landforms such as meanders, ox-bow lakes, waterfalls, headlands, bays, sea arches, stacks and stumps.

RURAL AND URBAN LINKS- the pattern of population in the UK, causes and effects of poverty, changing shopping habits, sustainable communities, the characteristics of megacities such as London and Mumbai, the slums of Mumbai.

TECTONIC LANDSCAPES- causes and effects of earthquakes, volcanoes, tsunamis, why people live in hazardous places, monitoring tectonic hazards.

### **YEAR 11**

WEATHER, CLIMATE AND ECOSYSTEMS - causes and effects of climate change, weather hazards such as tropical storms and drought, food webs, food chains, nutrients cycles and climate of the tropical rainforest and savanna grassland, threats to the tropical rainforest and savanna grassland.

DEVELOPMENT AND RESOURCE ISSUES - characteristics of LIC's, HIC's and NIC's, the development gap and how we measure it, the problem of the UK's ageing population.

SOCIAL DEVELOPMENT - solving the migrant crisis, measuring social development, the dangers of Ebola, combating poverty.

## **Assessment and Examinations:**

Unit 1 and Unit 2 are externally assessed examinations lasting 1 hour 45 minutes each.

Unit 3 is the NEA (non-examined assessment) externally assessed Fieldwork Enquiry in an urban and rural environment. Students must attend 2 field trips and produce a written report which includes evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing.

## **Resources and equipment required for the course:**

Stationary to include, coloured pencils, ruler and calculator for the Fieldwork.

## **Revision book:**

My Revision Notes: WJEC GCSE Geography Dirk Sykes, Rachel Crutcher ISBN: 9781471887406

## **For further information please contact:**

Miss M Berry, Head of Geography

# WJEC – GCSE Health and Social Care, and Childcare

## **Course overview:**

The course is designed to equip students with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Students have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being. They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs.

## **Skills, knowledge and understanding:**

Students will develop an understanding of contemporary issues in relation to the provision of an ethical and sustainable health and social care, and childcare system in Wales. Students will actively engage in the study of health, social and childcare to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

## **Methods of assessment:**

Assessment is a combination of internally assessed controlled assessment unit 2, and an online externally assessed unit 1.

Students are expected to complete a weekly homework task based upon an exam question as part of their exam preparation.

## **Examinations:**

Unit 1 is a 90 minute on-line external assessment made up of short and extended answers concerning human growth, development and well-being. The unit is worth 40% of the qualification. Students will take this exam in the summer of year 11.

Unit 2 is an internally assessed piece of controlled assessment worth 60% of the qualification. The unit is divided into 2 tasks.

Task 1 students complete a service provision investigation which will assess the learner's knowledge, understanding and skills in relation to health and social care, and Childcare service provision locally and nationally. (10 hours)

Task 2 students are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well-being. (15 hours)

## **Resources and equipment required for the course:**

Students need to bring to school all the resources needed to complete their specific task for Unit 2.

## **For further information please contact:**

Mrs A Francis, Head of Technologies Faculty

# WJEC – GCSE History

## Course overview:

Unit 1: Depression, War and Recovery, 1930-1951

- i) What was the impact of the Depression on Britain in the 1930's?
- ii) What was the impact of the war on the Home Front?
- iii) How effective was the Labour government after 1945?

Unit 2: Germany in Transition, 1919-1939

- i) What problems did Weimar Germany face at the end of WW1?
- ii) How did Hitler and the Nazi's come to power by 1933?
- iii) How did life change in Germany under the Nazis, 1933-39?

Unit 3: Changes in Health and Medicine, c.1340 to the present day

- i) Changes in Public Health
- ii) Changes to Surgery
- iii) Changes in medicine

Unit 4: Controlled Assessment

The non-examination assessment will involve the completion of two separate tasks on World War 1 or Jack the Ripper. The first with a focus on source evaluation within the creation of an historical narrative and the second with a focus on the formation of different historical interpretations of history.

## Skills, knowledge and understanding:

History teaches us to ask two very important questions: why and how. This is key to sharpening students critical thinking abilities, which combine analysis, research, essay writing and communication skills to help students solve problems and form arguments for debate.

## Methods of assessment:

Units 1 and 2 are assessed through an external examination and are both worth 25% of the qualification. Unit 3 is assessed through an external examination and is worth 30% of the qualification. The final 20% is from Unit 4, the controlled assessment, which is completed between February and May of Year 10.

## Examinations:

Unit 1 is a 1 hour externally assessed examination taken in Year 10.

Unit 2 is a 1 hour externally assessed examination taken in Year 11.

Unit 3 is a 1 hour 15 minutes externally assessed examination taken in Year 11.

## Resources and equipment required for the course:

My Revision Notes: WJEC GCSE History Rob Quinn, R. Paul Evans ISBN:9781510403833

## Further subject specific information and grade improvement resources:

[Year 10 GCSE History revision trip.](#) Year 10 - Hitler on Trial Waterside Arts Centre, Manchester.

[Year 11 GCSE History revision trip.](#) Year 11 - Medicine through Time, Waterside Arts Centre, Manchester.

Historical Association Student Resources - Includes podcasts and how-to study guides

Unit 4 controlled assessment (worth 20%) to be completed in the spring term of Year 10 and 11.

Grade improvement classes on Thursday after school.

## For further information please contact:

Mr G Edwards or Miss C Bucket, Subject Teachers

# WJEC – Level 1/2 Award in Hospitality and Catering

## **Course overview:**

The hospitality and catering sector include all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering are not their primary service but is increasingly important to their success.

## Unit 1: The Hospitality and Catering Industry

Students apply their skills, knowledge and understanding by considering all aspects of the vocational sector. They acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market.

## Unit 2: Hospitality and Catering in Action

Students develop their practical skills of how to safely prepare, cook and present nutritional dishes. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners.

## **Skills, knowledge and understanding:**

Lessons have been designed to develop students' knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Students will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication

## **Methods of assessment:**

Assessment is a combination of internally assessed controlled assessment task for Unit 2, and on-line externally assessed Unit 1. Unit marks are awarded against the assessment criteria for each learning outcome. Units are awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction. Students are expected to complete a weekly homework task based upon an exam question as part of their exam preparation.

## **Examinations:**

Unit 1 is a 90-minute on-line external assessment made up of short and extended answers. Students will take this exam in the summer of Year 11.

Unit 2 is an internally assessed piece of controlled assessment lasting 9 hours. Students will be expected to research a given brief and plan, cook and serve a number of dishes to answer the brief during April/May Year 11.

## **Resources and equipment required for the course:**

Ingredients and containers or dishes for the weekly practical cooking lessons.

## **For further information please contact:**

Mrs A Francis, Head of Technologies Faculty

# WJEC – GCSE Information and Communication Technology

## **Course overview:**

This course is valuable for every student, providing them with life-long skills. ICT is one of the most widely used skills in society today both in business and socially. All students can benefit from the many transferrable skills they will learn in the course. The course gives students the opportunity to solve real-life problems by designing information and communication systems. It develops students, interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

## **Skills, knowledge and understanding:**

The course is extremely practical. Students will use a wide range of software applications to carry out project work including creating webpages, a short movie, animations, web banners and drawings. Students will also use the more traditional business software applications such as word processing/desk top publishing, spreadsheets, database and presentations.

Students will learn about ICT and society e.g. at home, in shops, schools, hospitals, etc. They will also learn about ICT used in the business environment.

## **Methods of assessment:**

The course is made up of both controlled assessment and two examinations. Units 1 and 3 are both external examinations each worth 20% of the overall qualification. The final 60% of the qualification is made up of 2 controlled assessment tasks:

Unit 2 – Solving Problems with ICT completed in Year 10 over 22.5 hours.

Unit 4 – Developing Multimedia ICT Solutions completed in Year 11 over 22.5 hours.

## **Examinations:**

Students must sit 2 examination papers in the summer of Year 11, both Unit 1 and 3 examinations are 1.5 hours in length.

## **Further subject specific information and grade improvement resources:**

GCSE Pod; Sam Learning; [www.bbc.com/bitesize](http://www.bbc.com/bitesize)

## **For further information please contact:**

Mrs A Francis, Head of Technologies Faculty

# WJEC – GCSE Media Studies

## **Course overview:**

Media Studies is a subject that aims to ask questions about the role the media plays in all our lives. The media play a central role in contemporary society and culture; they shape our perceptions of the world through the representations, viewpoints and messages they offer. The course offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. Students are able to draw on their existing experience of the media and to develop their abilities to explore and analyse as well as to create media.

## **Skills, knowledge and understanding:**

Students will develop critical thinking and decision-making skills through consideration of issues that are important, real and relevant to the world in which they live. They will develop their understanding of the importance and role of the media in daily life. Students will be given opportunities to develop their practical skills of creative media productions and their knowledge of television and film, music and radio, printed media and gaming industries.

## **Methods of assessment:**

The course is made up of 40% controlled assessment and 60% external examinations. The controlled assessment is completed in the summer term of Year 10.

## **Examinations:**

Students sit an external examination in the summer of Year 11. All students sit the same paper; there are 2 papers, both 1 hour and 30 minutes in length.

## **Resources and equipment required for the course:**

Although resources will be provided by the school, access to the internet and a laptop or computer at home would be beneficial.

## **Further subject specific information and grade improvement resources:**

Resources, lessons and powerpoints can be emailed to students along with revision booklets and practice exam questions. After school revision sessions also take place weekly.

## **For further information please contact:**

Mrs L Reynolds, Media Studies Teacher and Assistant Head of English

# WJEC – GCSE Music

## **Course overview:**

The course covers four main areas of study.

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music

## **Skills, knowledge and understanding:**

The course involves the study of a variety of musical genres and styles. Students will develop their practical skills, knowledge and understanding through an integrated approach with the three areas of performing, composing and appraising.

## **Methods of assessment and examinations:**

### Performing (35%)

Students will perform two or three pieces of total playing time of between four to six minutes. At least one of these pieces will be within a group. One of the pieces must link to one of the areas of study above. Students should aim to play pieces which are around grade 3 - 4 in standard. They will also write a programme note on one of their pieces (maximum of 1,000 words).

### Composing (35%)

Students will compose two pieces of their own with a total playing time of between three to six minutes. One of these pieces will be set by the WJEC while the other is a free choice. They will also write an evaluation of the piece set by the exam board (again, a maximum of 1000 words).

### Appraising/Listening (30%)

In the summer of Year 11, students will take the external listening examination lasting 1 hour. There will be a total of eight questions, two from each of the areas of study. Two of these questions will be based on set pieces of music we have studied during the course. The questions will vary from multiple choice to more extended answers. Knowledge and understanding of musical terminology and notation will also form part of the examination.

## **Resources and equipment required for the course:**

Students need access to a musical instrument (which may be their own or borrowed from school) and must access music lessons on a weekly basis. Music lessons can be booked through the Wrexham Music Cooperative or you may choose to find a private tutor. Students need to achieve Grade 3 or above standards so they need somewhere to regularly practise. It would also be very helpful if they had access to the internet on a computer or other device as their composition work uses a free online app.

## **Further subject specific information and grade improvement resources:**

Students will need to play an instrument or sing to a good standard. They will need to stay for after school sessions during Year 10 and 11. It would be helpful for them to buy 'Step up to GCSE Music' written by Paul Terry and published by Rhinegold.

## **For further information please contact:**

Mrs C Snaith, Head of Department

# WJEC – GCSE Physical Education

## **Course overview:**

Learners will study two Units of work.

### **Unit 1 – Theory which focuses on five key areas:**

1. Health, training and exercise
2. Exercise Physiology
3. Movement Analysis
4. Psychology of Sport
5. Socio-cultural issues in Sport

### **Unit 2 – Active participation in physical education (Practical)**

Students will study and perform in a range of practical activities. The main aim is to improve their knowledge, skills, tactical awareness and performance in all activities undertaken.

### **Skills, knowledge and understanding:**

Students will experience a variety of teaching methods in both the classroom and practical environment. Wherever possible, theory work will be supported by practical performance and experiences. Students are expected to apply their knowledge, skills and understanding to a variety of situations, in both written and practical work.

### **Methods of assessment:**

The course is made up of 50% active participation in physical education (practical) and 50% examination. For Unit 2, students are assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other. One activity will be a major activity which will have a personal fitness programme linked to the activity.

### **Examinations:**

Unit 1 is a 2-hour external examination taken in the summer of Year 11.

Unit 2 includes elements of internally assessed controlled assessment for the fitness programme and by internally assessed and externally assessed participation in sports activities. The external moderation takes place in March/April of Year 11.

### **Resources and equipment required for the course:**

PE kit and swimming equipment.

### **Further subject specific information and grade improvement resources:**

Moderation day will be March/April students will be informed of the date.

WJEC/Eduqas GCSE PE: Introduction to Physical Education: Study and Revision Guide

by Sean Williams ISBN: 9781911208570

Revision guides available to buy and these are recommended.

All lesson and exam preparation resources are available on the google classroom. Additional exam preparation material is also available on GCSEPod, YouTube and Twitter.

### **For further information please contact:**

Mr S Whitehall, Head of Department

# WJEC – GCSE Product Design

## **Course overview:**

A Product Designer is a person who works to design the overall look and aesthetics of a product. This can be anything from the latest smartphone or speaker to a lamp or desk chair. The design process for any product typically begins with the initial concept of the product and early design work done by the designer. A Product Designer often begins with the raw ideas, sketches, and models, and then develops them into a finished final design.

## **Skills, knowledge and understanding:**

Learning will take place in many formats. Skills, knowledge and understanding of artists work and art styles are developed through research tasks. Students will develop knowledge about techniques, skills, materials and process in a practical way through theory lessons and practical work.

Students will learn through designing, testing and experimenting with different materials. Whilst following a typical design process. Skills will be built upon from areas of KS3 that have already been introduced in the Product Design rotation, modelling in MDF, Card, Foam and incorporating CAD/CAM into their work. They will be working alongside new technologies, laser cutting, CAD and 3D printing.

## **Methods of assessment:**

The course is made up of controlled assessment and examination elements. The controlled assessment is the Design & Make element of the course and worth 50% of the qualification. This is completed in the autumn term of Year 11 and students are given 35 hours to work on their chosen task over the 2 year course. Students are expected to complete a weekly homework task based upon an exam question as part of their exam preparation.

## **Examinations:**

All students must sit a written examination which is worth 50% of the qualification. This exam is taken in the summer of Year 11.

## **Resources and equipment required for the course:**

Access to Google sketch up is recommended.

WJEC Design and Technology by Ian Fawcett et al, (textbook) published by Hodder

ISBN: 9781510451353

## **Further subject specific information and grade improvement resources:**

[www.technologystudent.com](http://www.technologystudent.com); [www.bbc.com/bitesize](http://www.bbc.com/bitesize); GCSEPod

## **For further information please contact:**

Mrs A Francis, Head of Technologies Faculty

# WJEC – GCSE Biology, Chemistry and Physics – Triple Science

## **Course overview:**

The GCSE has 6 modules, two each in Biology, Chemistry and Physics. It will result in 3 separate GCSE passes in Biology, Chemistry and Physics. It is recommended to students who are considering A Level sciences.

Topics include:

- Biology: cells, organ systems, ecosystems, variation, homeostasis and micro-organisms
- Chemistry: chemical substances, reactions, essential resources, bonding, application of chemical reactions and organic chemistry
- Physics: electricity, energy, waves, forces, space and radioactivity

## **Skills, knowledge and understanding:**

A variety of teaching and learning styles will be developed throughout the course to explain 'How Science Works'. Practical work is a vital element throughout the course and it is clearly integrated with the theory work covered. Skills in Numeracy, ICT, problem solving and communication are also developed throughout the course. An independent style of learning is encouraged and students will be expected to do further work at home to enhance understanding of the topics.

## **Methods of assessment:**

Each of the 3 subjects is assessed independently through 3 externally assessed examinations in Year 10 and a further 3 externally assessed examinations in Year 11. Students will also complete 3 externally assessed practical tasks which represent 10% of the overall mark. There are two tiers of entry: Foundation and Higher tier.

## **Examinations:**

Students will complete Unit 1, 2 and 3 separately for each of the 3 subjects.

Unit 1 – external examinations lasting 1 hour 45 minutes in the summer of Year 10.

Unit 2 – external examinations lasting 1 hour 45 minutes in the summer of Year 11.

Unit 3 – practical assessment taken in January – February of the spring term in Year 11.

## **Resources and equipment required for the course:**

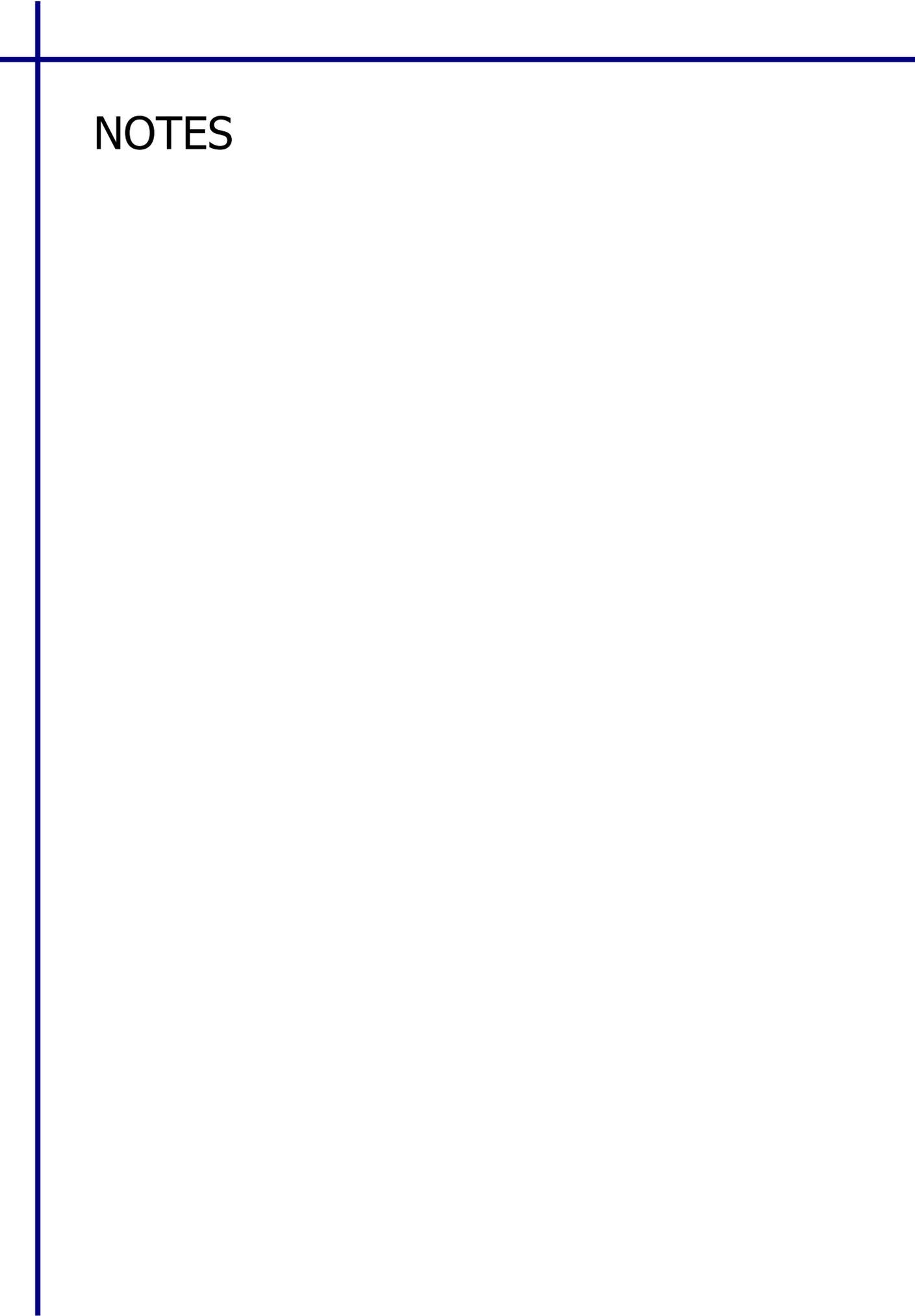
Highlighters, post it notes, coloured pens. Students will be provided with folders and full notes at the start of the course.

## **Further subject specific information and grade improvement resources:**

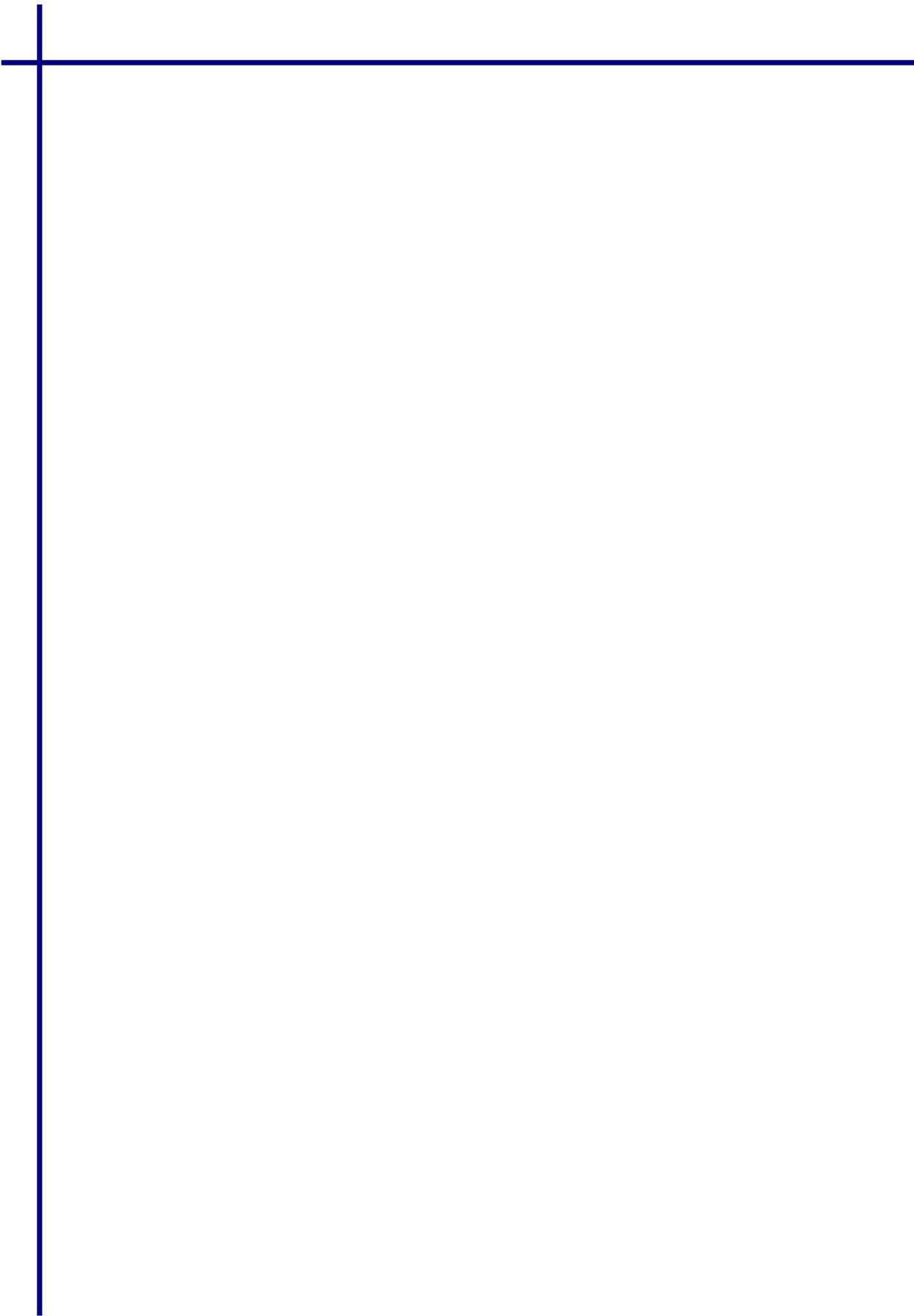
GCSE Pod, BBC Bitesize. Students will be encouraged to watch scientific documentaries or You Tube channels.

## **For further information please contact:**

Mrs M Flanagan, Head of Faculty



# NOTES





Ysgol Clywedog  
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Wrexham  
01978 346800  
[www.clywedog.org](http://www.clywedog.org)

