

# MOVING INTO YEAR 10



## MARCH 2023



**Dear year 9 pupil,**

**I am delighted to be able to welcome you to the start of the next formal stage in your school career. Moving from year 9 into year 10 is an exciting time and the important decisions you make over the coming weeks and months will enhance your options, underpin your development and ensure your success as a young adult.**

**This booklet has been designed to guide you through the process of helping you to choose your options to fit in with your overall curriculum plan (core, complementary and options). The booklet provides an outline of each subject and provides information and guidance to help you tell us your first and second choice in each of the blocks.**

**The steps in the option process are included within this booklet on the next page. All staff are here to help and guide you at this important stage in your education. We all want you to make choices that are the best for you to be happy and successful.**

**Our very best wishes at this exciting time.**

**Miss Tracey Mein  
Deputy headteacher**

**Mrs Louise Williams  
Head of upper school**

# **What do I need to do during the options process?**

## **Read the booklet**

Consider the options that you could take.

## **Discuss your ideas with parents and staff**

Make use of the lessons you have with your teachers. Ask them about subject content, assessment and anything that is important to you. Be prepared to change your mind based on the advice of parents and staff.

## **Option activity**

You will have an individual discussion with your form tutor to give a first and second choice for each option block. Our aim is to give as many pupils their top three as possible. This activity will take place over a fortnight from 20th March.

## **Analysis of options block**

This is where we fit the three option blocks together. We may need to have another conversation with you if we cannot make your first three choices work (but hopefully we won't have to have many of these as our options are based on the straw poll that you did in the last couple of weeks)!

## **Options are finalised**

We will confirm your final options with you around Easter.

## My curriculum offer in year 10 and year 11

You will study all of the core subjects and complimentary curriculum that are listed below and a further three option subjects. The option blocks that you will choose from are based on the straw poll activity that you completed before half term. This straw poll contained 28 subjects

Core 1	Core 2	Complementary curriculum
You will study all of the below subjects.		
English language English literature Welsh language mathematics mathematics-numeracy science religious studies skills challenge certificate (Welsh Bacc)	well-being	IT user skills enterprise skills financial education

### Option choices

Blue block	Yellow block	Grey block
You will make a first and second choice from this block.	You will make a first and second choice from this block.	You will make a first and second choice from this block.
Health and social care and childcare Music performance Digital technology History Engineering	Photography Spanish Food and nutrition Business studies Digital technology	Engineering Drama Physical education (PE) Art, craft and design Business studies

## **GCSE Art and design- grey block**

### **Course content:**

Pupils will work in a range of media i.e. paint, pencil, papier maché, textiles, pastels, fabrics, clay, card, ICT etc. The GCSE course covers a range of activities and pupils will have the opportunity to experiment with different media, to explore their strengths and preferences. Whatever media is chosen, the main aim of the course is to develop visual language skills and build a comprehensive portfolio of work to progress to further courses or employment. The portfolio of work and externally set assignment requires some self-discipline in time management to ensure that all work is completed and assembled together in a coherent form in preparation for the assessment deadlines. It should also be noted that there is a requirement for pupils to record their ideas, observations, insights and independent judgements, not only in visual terms but also through written annotation.

### **Assessment:**

The WJEC GCSE in Art and design consists of 2 units:

Unit 1: Portfolio of work (60% of qualification: 120 marks).

This unit is a practical portfolio with outcome to be based on internally set themes and subject matters developed from a personal starting point. This is work from all of year 10 and the autumn term of year 11. Evidence is required of how the pupil has met each of the assessment objectives.

Unit 2: Externally Set Assignment (40% of qualification: 80 marks).

Pupils will choose an exam title from the start of the spring term. Again, they develop their ideas (over a period of about 10 weeks) producing a body of work and final design ideas linked to their chosen exam title. They will then sit a 10 hour (2 day) exam at the beginning of the summer term to produce a final outcome based on their preparatory work.

### **Beyond GCSE...**

Upon completion of the GCSE course there are lots of opportunities for further education in this area, A Level art or photography, BTEC in art or specific design fields then undergraduate degrees in fine art (painting, sculpture), photography, architecture, various design fields e.g. interior, graphics, fashion, history of art, textiles, printing, curator, teacher, therapist, animator. Possible career paths— advertising, animator, architect, beautician, costume designer, florist, footwear designer, graphic designer, illustrator, interior designer, jewellery designer, landscape gardener, medical illustrator, photographer, product designer, prop maker, tattooist, visual merchandiser, web designer plus many more.

## **BTEC Business studies- yellow block or grey block**

### **Course content:**

Business encompasses a broad range of fields including retail, human resources, finance, law, sales, marketing and administration. The business studies course enables pupils to explore real life situations where business acumen and strategic planning is needed in order to yield success. Pupils will experience a number of scenarios where there is a need to apply the knowledge and understanding gained through teacher led lessons and yes, they will create and develop their own business! Pupils will study a vast range of business theory including:

- Enterprise in the business world – creating your own business.
- Finance for business
- Principles of marketing
- Business online

### **Assessment:**

Assessment will come in the form of one on-screen examination and a range of coursework. •

Examination (25%) • Coursework (75%)

The coursework assessments can be selected based on the interests of the group. Pupils will have the opportunity to study how to manage finances, how to start a business and also what makes the online world work.

### **Beyond BTEC...**

Successful completion of the business studies course will give pupils the best possible chance to succeed in a competitive job market where business skills are becoming a vital requirement. Progression routes can include law, banking, marketing and human resources. Future progression from this course would be to study AS/A-level business or other level 3 pathways.

## **GCSE Digital technology- blue block or yellow block**

### **Course content:**

The WJEC GCSE qualification in Digital technology is a broad-based qualification that allows pupils to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. The qualification will allow pupils to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow pupils to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

This WJEC GCSE specification in Digital Technology will enable pupils to:

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

### **Assessment:**

Unit 1 - On-screen examination: 1 hour 30 minutes, 40% of qualification- 80 marks

Unit 2 - Non-exam assessment: 45 hours, 40% of qualification- 80 marks

Unit 3 - Non-exam assessment: 15 hours, 20% of qualification 60 marks

### **Beyond GCSE...**

The qualification is designed for pupils who wish to begin their journey towards a career that utilises digital technologies or to progress onto advanced level programmes of learning involving digital technologies.

## **BTEC Performing arts- drama- grey block**

### **Course content:**

At this level this qualification offers a fast paced, experiential journey for pupils interested in theatre, drama and performance. This course is a practical performance based course focussing on the various styles and genres of drama and theatre. Pupils will undertake three units, unit 1: individual showcase, unit 2: group performance and unit 3: acting skills. Pupils will study theatre practitioners, plays and various styles of theatre such as theatre in education, physical theatre, devised theatre and performing scripted plays.

### **Assessment:**

The units are assessed through workshops, rehearsals and performances. Unit 1 is externally assessed by an examiner outside of the school.

### **Beyond BTEC...**

This course is excellent at developing pupils' general creativity and confidence through performance and collaborative work which have a very positive impact across the board. Following the successful completion of this course, pupils are well equipped to continue studying performing music, drama and performing arts at post-16 or in higher education. A good grade in this course will allow pupils to move forward to Level 3 BTEC in performing arts or music.



## **BTEC Engineering- blue block or grey block**

### **Course content:**

The objectives of this qualification are to:

- understand the different engineering disciplines
- apply science and mathematics in engineering
- understand how to read engineering drawings
- understand the properties, characteristics and selection of engineering materials
- understand engineering tools, equipment and machines
- produce hand-drawn engineering drawings • produce computer-aided design (CAD) engineering drawings
- understand production planning techniques
- apply processing skills and techniques

### **Assessment:**

Pupils will be required to complete a non-examination assessment, which will be project based (60%). Pupils will also be required to complete a written examination (40%), which will assess their knowledge and understanding of the contents covered during the course.

### **Beyond BTEC...**

Pupils who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- A Level Engineering (this will support progression to higher education)
- Level 3 Applied General Certificate in Engineering
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships, and further study
- Level 3 Technical Level in Engineering, Manufacturing, Processing and Control (this will support progression to higher education)

Pupils could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as technical writing, technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

## **GCSE food and nutrition- yellow block**

### **Course content:**

By studying food preparation and nutrition learners will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Pupils will also develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. The qualification also allows pupils to develop an understanding of the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. Pupils will have the opportunity to explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes.

### **Assessment:**

Pupils will be required to complete two non-examination assessments, which will be project based (60%). Pupils will also be required to complete a written examination (40%), which will assess their knowledge and understanding of the contents covered during the course.

### **Beyond GCSE...**

This course provides a suitable foundation for the study of food and nutrition at level 3, for example level 3 certificate in food science and nutrition. This specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. In addition, this specification will help learners make informed decisions about a wide range of career pathways.

## **GCSE Health and social care and childcare- blue block**

### **Course content:**

Pupils will study the development of human beings throughout their lifespan including:

- factors which affect development both positively and negatively, including; diet, exercise, positive relationships and life events
- the roles of the various health and social care services such as: opticians, dentists, general practitioners and social workers
- how to maintain and promote health and well-being through mechanisms such as screening and immunisation

### **Assessment:**

The course is divided into four units of work. Units 1 and 4 are controlled assessments worth 60% of the final GCSE. Units 2 and 3 are examined units worth 40% of the final grade.

Unit 1 (Controlled assessment task) – is the study of local health, social and children's services and how they meet the needs of individuals in their community.

Unit 2 (Written paper) - human growth and development.

Unit 3 (Written paper) - promoting health and wellbeing.

Unit 4 (Controlled assessment task) – the study of maintaining the health and well-being of an individual, for example, maintaining a healthy diet and exercise.

### **Beyond GCSE...**

This course provides an excellent foundation for further studies in health and social care. Possible careers include: nursery nurse, child minder, speech and language therapist, general practitioner, dentist, optician, chiropractor, occupational therapist, social worker and care worker.

## **GCSE History- blue block**

### **Course content:**

GCSE history allows pupils to investigate significant events, issues and individuals. We follow the WJEC specification and the course allows pupils to study some of the most interesting events that have affected Wales as well as other countries across different periods of time. Pupils will study four different areas of history.

- Unit 1 – Depression, war and recovery, c. 1929 – 1951
- Unit 2 – Germany in transition, c.1919 – 1947
- Unit 3 – Changes in health and medicine c. 1340- present
- Unit 4 – Controlled assessment

### **Assessment:**

There are 4 modular papers: 2 are completed in year 10 and 2 in year 11.

Year 10 – Controlled Assessment part a and b, unit 2: USA 1919-1929.

Year 11- Unit 1: Depression, War and Recovery.

Year 11- Unit 3: Thematic Study, changes through time.

### **Beyond GCSE...**

Successful completion of the GCSE history course will give young adults the best possible chances to succeed in a host of opportunities in education and careers. It is a traditional academic subject that is well respected by universities. It opens doors to careers in journalism, law, media, politics and banking, as well as more traditional choices such as teaching and museum work.

## **BTEC Musical performance- blue block**

### **Course content:**

This course is a practical performance based course focussing on the various styles and genres of music. Pupils will undertake three units, unit 1: individual showcase, unit 2: group performance and unit 6: music performance skills. Within lessons pupils will study different types and genres of music, different musicians, composers of music as well as how to perform. Pupils will journey through a varied musical curriculum developing their performance, rehearsal and appraisal skills. This is a performance based route with assessment taking the form of rehearsal videos, and final showcases.

### **Assessment:**

The units are assessed through workshops, rehearsals and performances. Unit 1 is externally assessed by an examiner outside of the school.

### **Beyond BTEC...**

This course is excellent at developing pupils' general creativity and confidence through performance and collaborative work which have a very positive impact across the board. Following the successful completion of this course, pupils are well equipped to continue studying performing music, drama and performing arts at post-16 or in higher education. A good grade in this course will allow pupils to move forward to Level 3 BTEC music.

## **GCSE Photography- yellow block**

### **Course content:**

Pupils will work in a range of processes and use a range of techniques to develop their photography skills. The GCSE course covers a range of activities and pupils will have the opportunity to experiment with different media, to explore their strengths and preferences. Working mainly with digital photography, the main aim of the course is to develop visual language skills and build a comprehensive portfolio of work to progress to further courses or employment. The portfolio of work and externally set assignment requires some self-discipline in time management to ensure that all work is completed and assembled together in a coherent form in preparation for the assessment deadlines. It should also be noted that there is a requirement for pupils to record their ideas, observations, insights and independent judgements, not only in visual terms but also through written annotation.

### **Assessment:**

The WJEC GCSE in Art and design consists of 2 units:

Unit 1: Portfolio of work (60% of qualification: 120 marks). This unit is a practical portfolio with outcome to be based on internally set themes and subject matters developed from a personal starting point. This is work from all of year 10 and the autumn term of year 11. Evidence is required of how the pupil has met each of the assessment objectives.

Unit 2: Externally Set Assignment (40% of qualification: 80 marks). Pupils will choose an exam title from the start of the spring term. Again, they develop their ideas (over a period of about 10 weeks) producing a body of work and final design ideas linked to their chosen exam title. They will then sit a 10 hour (2 day) exam at the beginning of the summer term to produce a final outcome based on their preparatory work.

### **Beyond GCSE...**

Upon completion of the GCSE course there are lots of opportunities for further education in this area, A Level art or photography, BTEC in art or specific design fields then undergraduate degrees in fine art (painting, sculpture), photography, architecture, various design fields e.g. interior, graphics, fashion, history of art, textiles, printing, curator, teacher, therapist, animator. Possible career paths— advertising, animator, architect, beautician, costume designer, florist, footwear designer, graphic designer, illustrator, interior designer, jewellery designer, landscape gardener, medical illustrator, photographer, product designer, prop maker, tattooist, visual merchandiser, web designer plus many more.

## **GCSE Physical Education- grey block**

### **Course content:**

The GCSE PE course is an academic practical based course with many elements of theory. The aim of this qualification is to encourage pupils to experience high reward for performance-related components through practical activities and analysis of performance as well as gain an understanding of the impact of sport on life. Within this course, pupils will study a wide range of activities and units of work, providing them with the skills and expertise required to work or participate in the sports industry.

### **Assessment:**

The course is 50% practical and 50% theory equivalent to 1 GCSE. Pupils will have GCSE PE lessons made up of practical and theory as well as their core PE lessons. The theory topics of study include: body systems, importance and effects/benefits of exercise, importance of diet, work and rest, components of fitness, fitness testing, training and performance and drugs in sport.

Unit 1: (Written Examination, 100 marks, 50%). Pupils will be assessed through a range of short and extended questions.

### **Beyond GCSE...**

Following the completion of the GCSE PE course, successful pupils will be able to study at AS/A2 Level and BTEC Level 3 within sport, PE and public services. They will also be able to enter a career in sport such as leisure centre roles and management, public services, sports coaching and teaching, personal training and sports development opportunities.

## **GCSE Spanish- yellow block**

### **Course content:**

The GCSE specification in Spanish is based on a conviction that pupils studying a modern foreign language will develop their desire and ability to communicate with and understand speakers of Spanish in a variety of contexts and for a variety of purposes. The course aims to broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. Topics covered include youth culture, lifestyle, Spanish culture and traditions, home and locality, the wider world, global sustainability, current study, enterprise, employability and future plans. Pupils are taught through a variety of dynamic teaching methods which focus on the four skill areas of reading, writing, speaking and listening.

### **Assessment:**

Unit 1: Speaking examination: 25% of qualification.

Unit 2: Listening examination: 25% of qualification.

Unit 3: Reading examination: 25% of qualification.

Unit 4: Writing examination: 25% of qualification.

All exams are at the end of Year 11 and can be sat at foundation or higher level.

### **Beyond GCSE...**

This qualification builds on subject content which is taught throughout middle school and year 9 and provides a suitable foundation for the study of Spanish at either AS or A level.