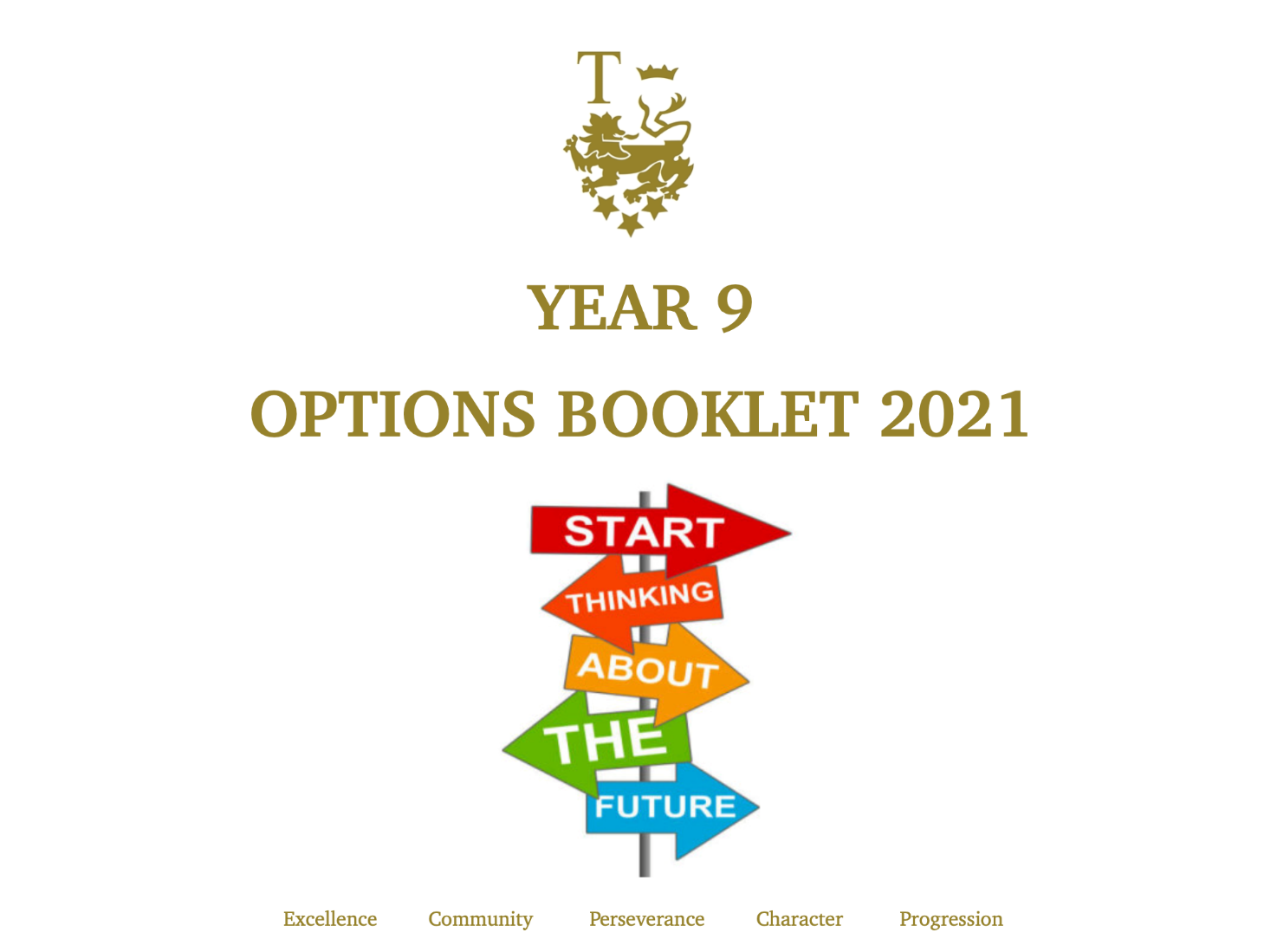
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CWMBRAN HIGH SCHOOL

YSGOL UWCHRADD CWMBRAN



**Year 9 Options Booklet**

**Llyfryn Opsiynau Blwyddyn 9**

**2023-25**



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Dear Parent/ Carer,

This booklet has been prepared to provide you and your child with the relevant information about the choices available to pupils in Year 9 for their Key Stage 4 studies and how to set about making choices.

In Key Stage 4, pupils will continue to follow some subjects as part of the National Curriculum requirements. When making choices, it is important to consider how these may affect future options in terms of careers and educational opportunities. Pupils and parents will have the opportunity to speak to staff in relation to any choices being considered.

It is important that you help your son or daughter to think through the implications of their choice. In particular, the following are important considerations:

* Each option takes approximately 10% of the pupil’s timetable. It is vital that the pupil has a liking for the subject. Most pupils work better in subjects that they enjoy.
* Opting for a subject requires a two- year commitment.
* All pupils will need to have reserve choices. The school will try to accommodate the pupil’s first choice wherever possible, however, in some instances a course may not run due to low numbers or it may be over subscribed. In all cases of pupil placement within an option, consideration is given to the individual’s ability to benefit from the course. Attention will be paid to career aspirations and needs (if known) and to evidence of previous commitment to the subject (where appropriate)

**The arrangements and co-ordination of option choices for your child will be undertaken by:**

Mrs T Abdulla Deputy Headteacher

**THE TIMELINE/PROCESS:**

**October 2022**

Discussion with pupils regarding subjects that they would like to study at GCSE followed by ‘free choice’ draft option choice sessions with Form tutors.

**December 2022-** Option blocks devised following feedback from pupil voice and initial option choices.

**Options pack to pupils – December 2022.**

Please read through the options booklet and discuss details of individual subjects with your child.

**Options information Evening** 19th January 2023 – meet the departments and discuss subject content/ careers.

**Options close Friday 10th March 2023**

Please take time to discuss the options with your child as this is a very important decision for them. If you would like any extra advice then please email Mrs Abdulla to discuss further on [Tracey.abdulla@chs.schoolsedu.org.uk](mailto:Tracey.abdulla@chs.schoolsedu.org.uk)

May I take this opportunity of wishing your child every success in their studies throughout years 10 and 11.

Mrs T Abdulla

Deputy Headteacher- Curriculum.

**INTRODUCTION TO PUPILS**

As you enter the half way mark in Year 9, it is important that you start to think about the choices available to you from next September. Until Year 10, however, you are expected to follow the full range of subjects on offer as part of the curriculum. From September you will focus on those subjects which you have demonstrated a high degree of interest and also a good level of ability. This will enable you to be successful in GCSE!

During this process it is important that you discuss your choices with us and your parents. Please note that all courses are subject to supply and demand. In other words, we cannot offer a course which does not have enough interest.

While you will have made your final choices by early March 2023, it is important that you continue to work hard in all of your subjects even those you will not be continuing with beyond year 9. You have all worked so hard this year in incredibly difficult circumstances and you deserve to finish this year with great success!

**BEFORE you choose…**

* CONSIDER the subjects you enjoy and are good at
* FIND OUT about the NEW courses on offer
* If you have a particular career in mind, CHECK if any particular subjects are required
* DISCUSS your choices with as many adults as you can. They can advise and support you: Your parents/carers, subject teachers, Form Tutor, Head of Year and Careers staff are willing to help.
* Do not opt for a subject because you like the teacher, they may not be teaching you!

**I hope you find this booklet helpful in making decisions that are right**

**FOR YOU!**

**THE CURRICULUM AT KEY STAGE 4**

All pupils study a CORE of subjects at KS4:

* English Language and English Literature
* Mathematics and Numeracy
* Science
* Welsh (Full Course)
* Equality and Diversity
* Skills Challenge
* Physical Education

Pupils will be taught in sets alongside pupils of similar ability in these subjects. Additionally, pupils choose subjects in 3 Option Blocks. PSE is delivered to all pupils throughout the academic year as part of form time with collapsed timetable days.

* Our curriculum meets the statutory requirements of the National Curriculum
* It has breadth and balance whilst giving maximum choice
* It recognises the different needs and abilities of individual pupils

The school offers a broad range of courses within its local curriculum.

**Whilst every effort will be made to allow pupils to take the subjects they choose, it is important to understand that not every course that is offered will eventually run or be available to any individual pupil.**

**QUALIFICATIONS**

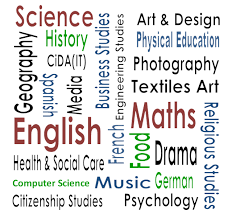
**GCSE- General Certificate of Education**

This is the qualification that you are most familiar with. We offer a number of GCSE’s at Cwmbran High School. At GCSE grades A\*-G are all pass grades. For further progression, some schools, colleges or employers will ask for grades A\*- C in some subjects.

**BTEC**

BTECs are high- quality vocational qualifications that blend the needs of the classroom with those of the world of work. Many BTEC’s require pupils to work through a number of different units. The BTEC grades are Pass, Merit, Distinction and Distinction\*

A BTEC is equivalent to a GCSE at A\*- C grade.



**ART AND DESIGN GCSE**

**LEVEL OF STUDY**

GCSE Art and Design is a practical course which offers the opportunity to experience creativity with a range of 2D and 3D materials and build upon skills learnt at Key Stage 3.

Please be aware that this course requires pupils to demonstrate previous skills so pupils must be able to demonstrate a good level of control over materials, techniques and processes before starting the course. Pupils are required to demonstrate a mature attitude and dedication in order to work independently at home as well as in lesson time to complete practical class work and homework tasks.

**The course is split as follows:**

* *Controlled Assessment* - Portfolio 60%, completed over 4 terms.
* *Exam Unit* - 40%, completed over 1 term culminating in a 10 hour, 2 day exam where a final outcome of the unit is created.

**Controlled Assessment**

In year 10 and the first term of year 11, pupils will create and complete a portfolio of work (60%). During the first term a range of 2D and 3D projects will be undertaken where they can develop new ideas and techniques and refine their creative skills. The remainder of year 10 will allow them to experience what a controlled assessment unit will be like. They will be given the opportunity to pick a subject they would like to study and create a project ensuring they address all of the success criteria. In the first term in year 11 they will complete the second of their controlled assessment units and will lead up to a 5 hour mock exam, where they will create a final outcome/piece for the project. Both units will form their portfolio of work.

**Exam Unit**

Their exam will start in the January of year11. They will be given an exam paper with multiple starting points, which they will need to pick 1. The starting points will consist of one-word themes, picture inspiration or a task. They will then build a unit of exploration, experimentation and idea development from that starting point. This will lead up to a final exam which will be 10 hours, where They will create a final outcome.

**Equipment required**

It would be beneficial to have their own equipment. The school has a range of equipment but pupils are encouraged to purchase their own equipment to promote independence in the subject. They will need two sketchbooks over the 2 years, one for Unit 1 - coursework and one for unit 2 - exam. These will need to be ordered and paid for in September and January of yr11.

Further information can be found at [www.wjec.com](http://www.wjec.com)

Email contact: [carolyn.smith@chs.schoolsedu.org.uk](mailto:carolyn.smith@chs.schoolsedu.org.uk)

**BUSINESS STUDIES BTEC**

**LEVEL OF STUDY**



BTEC Business Studies will enable students to develop knowledge and understanding of business through the investigation of a range of business organisations.

**TOPICS STUDIED**

The course consists of four units:

1. Introducing Business

You will explore different types of business ownership and how they relate to the size of a business. You will investigate what businesses do, examining their aims, objectives, and stakeholders and gain an understanding of how they carry out market research and apply the marketing mix.

1. Finance for Business

You will learn about types of costs, revenue, expenditure, break-even analysis and analysing accounts including profit and loss, balance sheets, cash flow forecasts and budgets.

1. Enterprise in the Business World

You will explore business enterprise ideas including the trends that affect them and the factors that influence their success. You will develop your own business idea and assess its suitability using market research you conduct.

1. Promoting a Brand

This unit includes what is meant by a brand and why businesses use branding. You will prepare a promotional campaign for your business idea.

**ASSESSMENT**

During the course you will be expected to complete three units of coursework which are internally assessed. Each coursework project is worth 25%. The unit Finance for Business is assessed through an external exam worth 25%.

**ADDITIONAL INFORMATION**

If you are successful in your study of Business it opens many doors for your future development, including the following career and educational pathways

**Email contact**

|  |  |
| --- | --- |
| * BTEC Level 3 Business Army/Navy/Air Force * Training schemes. Sales/Retail | * Degree in Business / Accounting/Marketing * Local Authority work |

Email contact: ceri.shaw@chs.schoolsedu.org.uk

**COMPUTER SCIENCE GCSE**



**LEVEL OF STUDY**

GCSE

**What is Computer Science all about?**

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself is growing rapidly. Pupils need to develop skills that will enable them to pursue a career in Computer Science, if they choose. Computer Science is also, importantly, a subject which will also help them gain valuable skills for life - for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity.

This exciting course revolves around how computers work and how we can program them. We use Python as the main programming language, but also learn about a variety of high and low level languages. Pupils on this course will learn to be developers and not just consumers of technology.

The main topics covered are:

Computer Systems, Data Representation, Computer Software, Networks,

Internet and Communications, Algorithms and Programming.



Assessment is made up of 3 components:

**50%** 1.5 hour examination.

**30%** 2 hours of focussed tasks which are created on a computer/tablet and sent electronically for marking.

**20%** 20 hours coursework task based on a programming

language (Python, Java Script or Visual Basic).

Access to a PC at home and some programming software installed would be very helpful but not essential. **You must have gained at least a level 7 in Mathematics to choose this option.**

A course in Computer Science offers pupils a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes relating to their own personal interests.

Computer Science develops valuable programming and computational thinking skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

Email contact: [ceri.shaw@chs.schoolsedu.org.uk](mailto:ceri.shaw@chs.schoolsedu.org.uk)

[](https://www.google.co.uk/imgres?imgurl=https://static.wixstatic.com/media/e8b4f4_6996d92a2c12483d918ee84af88b1bec.gif&imgrefurl=https://www.motherofchristcatholicschool.net/drama-club&docid=2jneCcFo7ygrcM&tbnid=9-7Y6cfRv_lWLM:&vet=10ahUKEwisl6rz24bYAhUFtRQKHXVEB_kQMwhkKB0wHQ..i&w=479&h=327&safe=strict&bih=652&biw=1366&q=drama&ved=0ahUKEwisl6rz24bYAhUFtRQKHXVEB_kQMwhkKB0wHQ&iact=mrc&uact=8)**DRAMA GCSE**

**LEVEL OF STUDY**

GCSE (WJEC)

**TOPICS/ASSESSMENT**

|  |
| --- |
| **Unit 1: Devising Theatre**  **Non-exam assessment: internally assessed, externally moderated**  **40% of qualification** |
| Learners will be assessed on **either** acting **or** design. Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus **set by WJEC.**  Learners must produce:   * a realisation of their piece of devised theatre * a portfolio of supporting evidence * an evaluation of the final performance or design. |
| **Unit 2: Performing from a Text**  **Non-exam assessment: externally assessed by a visiting examiner**  **20%** |
| Learners will be assessed on **either** acting **or** design and study **two** extracts from the **same** performance text chosen by the centre. Students participate in **one** performance using sections of text from **both** extracts.  **Unit 3: Interpreting Theatre**  **Written examination: 1 hour 30 minutes**  **40% of qualification**  **Section A: Set Text** A series of questions on **one** set text from a choice of five:  1. **Romeo and Juliet** (William Shakespeare)  2. **100 Imaginary Body** (Nick Hern)  3. **1984** (George Orwell)  4. **Two Faces** (Manon Steffan Ros)  5. **The Shadow of the Sickle** (Islwyn Ffowc Elis)  **Section B: Live Theatre Review One** question from a choice of two requiring analysis and evaluation of a given aspect of a live theatre production seen during the course. |

**ADDITIONAL INFORMATION**

Studying drama at GCSE level will prepare you either for further study in the 6th form or will help you to enjoy drama more fully in your leisure time. During the course you will develop your creative and analytical skills which will assist you in your chosen career path.

Whatever career path you choose, the confidence, communication skills and inter-personal skills you develop in GCSE Drama will prove invaluable.

Email contact: [paul.osborne@chs.schoolsedu.org.uk](mailto:paul.osborne@chs.schoolsedu.org.uk)

**French GCSE**

**LEVEL OF STUDY**

Pupils will follow the **GCSE** course and obtain a full GCSE grade. This course gives a qualification meeting the expectations of future employers and colleges.  This course is essential for pupils who would like to continue French at A-level.

In languages, you are assessed on four key skills – reading, writing, listening and speaking – these will be important skills to have when you apply for college, university and the workplace.  All four skills are assessed at either foundation or higher level.

**TOPICS STUDIED**

* **Personal and Social Life –** Self, family home life, shopping, meals, healthy living, illness and accident, free time, fashion and future plans.
* **Local Community –** Hometown, school, environment, pollution and recycling, local facilities, weather and seasons.
* **The World of Work –** Work experience, part-time jobs, future careers and technology.
* **The Wider World –** Travel and holidays, media, social issues of young people, life in France.

**ASSESSMENT**

All 4 skills are assessed by examination in the Summer of Year 11.

**Listening** – understanding information you hear.

Foundation   - 35 minutes

Higher          - 45 minutes

**Speaking** – one role play, one photo card discussion and one conversation.

Foundation   - 7-9 mins

Higher        - 10-12 mins

**Reading** – understanding information you read & includes one translation task from French into English.

Foundation   – 1 hour

Higher          – 1 hour 15 mins

**Writing** – includes one translation task from English into French.

Foundation   – 1 hour 15 mins

Higher            – 1 hour 30 mins

Email contact:  [catherine.adams@chs.schoolsedu.org.uk](mailto:catherine.adams@chs.schoolsedu.org.uk)

**GEOGRAPHY GCSE**

**LEVEL OF STUDY**

The content of WJEC GCSE Geography is organised into core and options. Within each theme, learners are encouraged to take an enquiry approach to a range of overarching geographical concepts.

The content of each unit is summarised below.

[](https://www.google.co.uk/imgres?imgurl=http://geography.name/wp-content/uploads/2015/09/banner_human_geography_copy-640x404.gif&imgrefurl=http://geography.name/human-geography/&docid=Jv_nAUkqyFdBgM&tbnid=LlRYssBuE2Gk6M:&vet=10ahUKEwjGr4Gv-4vYAhXJI8AKHa8BCX0QMwibAig_MD8..i&w=640&h=404&safe=strict&bih=652&biw=1366&q=geography&ved=0ahUKEwjGr4Gv-4vYAhXJI8AKHa8BCX0QMwibAig_MD8&iact=mrc&uact=8)**TOPICS STUDIED**

**Unit 1**: Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes: 40% of qualification

Core themes: Learners study both core themes.

Landscapes and Physical Processes

Rural-urban Links

Options: Learners study one of these options in addition to the core.

Tectonic Landscapes and Hazards

Coastal Hazards and their Management

[](https://www.google.co.uk/imgres?imgurl=http://www.blackwateric.org/images/subject_images/geography_icon_400.gif&imgrefurl=http://www.blackwateric.org/curriculum/subjects/geography&docid=IZVuWSfFB3VufM&tbnid=8AyM337L1djWwM:&vet=10ahUKEwiBqe3p3YbYAhWJ1RQKHf0kBzUQMwjSAihQMFA..i&w=400&h=400&safe=strict&bih=652&biw=1366&q=gepgraphy&ved=0ahUKEwiBqe3p3YbYAhWJ1RQKHf0kBzUQMwjSAihQMFA&iact=mrc&uact=8)

**Unit 2:** Environmental and Development Issues

Written examination: 1 hour 30 minutes: 40% of qualification

Core themes: Learners study both core themes.

Weather, Climate and Ecosystems

Development and Resource Issues

Options: Learners study one of these options in addition to the core.

Social Development Issues

Environmental Challenges

**Unit 3:** Fieldwork Enquiry

Non-examination assessment: 2 hours 30 minutes: 20% of qualification

Students will be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment: -

In one environment the focus of the fieldwork will be on methodology.

The second fieldwork experience should take place in a contrasting environment. The focus of the fieldwork enquiry should be into geography's conceptual frameworks.

Studying Geography for GCSE will prepare learners for further study at A level and will develop skills which are in demand with employers. Geographers become:

* Good communicators with strong presentation skills
* Competent with use of ICT
* Independent researchers and enquiring minds
* Effective team members
* Able to use data and develop statistical skills and
* Able to analyse and interpret information and data

Careers with a geography background include:

* Travel and tourism
* Weather forecasting
* Cartography and town planning
* Environmental agencies
* Teaching
* Accountancy
* Armed forces and police
* Civil service
* Business and Finance
* Project management
* Research

Email contact: [richard.morgan@chs.schooledu.org.uk](mailto:richard.morgan@chs.schooledu.org.uk)

**HEALTH AND SOCIAL CARE and CHILD CARE GCSE**

[](https://www.google.co.uk/imgres?imgurl=http://alevelpolitics.com/wp-content/uploads/2012/06/White-paper-blog1.jpg&imgrefurl=http://alevelpolitics.com/the-health-and-social-care-act-2012/&docid=8bgs07At9FaYEM&tbnid=PIUUbfCQqfxwhM:&vet=10ahUKEwjmtpGv44bYAhULvhQKHbfdBUoQMwibAigOMA4..i&w=769&h=474&safe=strict&bih=652&biw=1366&q=health%20and%20social%20care%20&ved=0ahUKEwjmtpGv44bYAhULvhQKHbfdBUoQMwibAigOMA4&iact=mrc&uact=8)**WHO IS THE QUALIFICATION FOR?**

The GCSE in Health and Social Care, and Childcare is suitable for learners aged 14-16 who are interested in learning about the development and care of individuals throughout the life cycle from conception to later adulthood.

There are no previous learning requirements for this qualification. It is suitable for learners who have achieved a Level 1 qualification or who have no previous knowledge of the children's care, play, learning and development sectors.

**WHAT DOES THE QUALIFICATION COVER?**

The qualification enables learners to develop and demonstrate their knowledge, skills and understanding within the context of health and social care, and childcare.

The following issues are included in the specification:

* human growth, development and well-being
* promoting and maintaining health and well-being
* health and social care, and childcare in the 21st century
* promoting and supporting health and well-being to achieve positive outcomes

### Qualification structure

* The GCSE in Health and Social Care, and Childcare is available as a single and double award. Units 1 and 2 define the subject content for the single award qualification. Units 1, 2, 3 and 4 define the content for the double award qualification.

|  |  |  |
| --- | --- | --- |
| **Unit** | **Unit Title** | **Assessment** |
| 1 | Human growth, development and well-being | External |
| 2 | Promoting and maintaining health and well-being | Internal |
| 3 | Health and social care, and childcare in the 21st century | External |
| 4 | Promoting and supporting health and well-being to achieve positive outcomes | Internal |

**ASSESSMENT**

The GCSE in Health and Social Care, and Childcare, and Childcare is assessed through 40% internal assessment and 60% external assessment. Candidates must successfully complete: externally set, internally marked assignments and external examinations Email contact: [daniel.baribeault@chs.schoolsedu.org.uk](mailto:daniel.baribeault@chs.schoolsedu.org.uk)

**HISTORY GCSE**

[](https://www.google.co.uk/imgres?imgurl=http://www.st-marys-whitstable.kent.sch.uk/_files/images/page/HistoryZone/07808F21838CD6CB3426CB537F770397.jpg&imgrefurl=http://www.st-marys-whitstable.kent.sch.uk/page/?pid%3D128&docid=_4KiXxWnqvLjiM&tbnid=87O6S3b6_L3CvM:&vet=10ahUKEwjbgaOJ5YbYAhVDSBQKHSd0DGwQMwiQAigcMBw..i&w=400&h=276&safe=strict&bih=652&biw=1366&q=history&ved=0ahUKEwjbgaOJ5YbYAhVDSBQKHSd0DGwQMwiQAigcMBw&iact=mrc&uact=8)

**LEVEL OF STUDY**

**GCSE**

**TOPICS STUDIED**

The GCSE course is made up of 4 units. One of these is a controlled assessment unit. The course looks at world history including the history, Britain following the Second World War, the USA and a study looking at change across time. The course develops a wide range of skills including analysis, evaluation and communication.

* USA 1910 -1929
* Austerity, Affluence and Discontent in the United Kingdom, 1951-1979
* Controlled Assessment
* Medicine through time

**ASSESSMENT**

The course is assessed through a mixture of examination and controlled assessment.

Controlled assessment is a required element of this course.

Controlled assessment includes two pieces of work which represent 25% of the final grade.

**ADDITIONAL INFORMATION**

History is a valued subject for many occupations, particularly those which involve people, good oral and written communication skills and the evaluation of evidence. These include:-

• Law – solicitor, barrister, legal secretary

• Human Resource management

• Media – broadcast journalist, newspaper journalist

• Museum work

• Teaching

• Heritage/Tourism

• Police force – cadet/graduate entry

• Accountancy

• Armed forces – army, navy, air force

• Cinema/film production

• Civil service

Email contact: [samantha.collins@chs.schoolsedu.org.uk](mailto:samantha.collins@chs.schoolsedu.org.uk)

**HOSPITALITY & CATERING BTEC**

[](https://www.google.co.uk/imgres?imgurl=https://www.tmrec.com/uploads/images/Catering.jpg&imgrefurl=https://www.tmrec.com/sectors/catering/&docid=JFqyKGcdBcX1qM&tbnid=XbfmxoZoL3wTZM:&vet=10ahUKEwjt9Kjy5obYAhWEvhQKHQqvAuoQMwhuKBkwGQ..i&w=1732&h=1155&safe=strict&bih=652&biw=1366&q=Hospitality%20and%20catering&ved=0ahUKEwjt9Kjy5obYAhWEvhQKHQqvAuoQMwhuKBkwGQ&iact=mrc&uact=8)

**LEVEL OF STUDY**

Level 2 BTEC AWARD

**WHY STUDY BTEC HOSPITALITY?**

The rationale for all qualifications in the BTEC First suite in Hospitality is to:

● inspire and enthuse learners to consider a career in the hospitality industry,

rather than just being a customer or patron.

● support progression to a more specialised level 3 vocational or academic

hospitality and catering course or an apprenticeship in hospitality and catering.

● give learners the opportunity to gain a broad understanding and knowledge of

skills in the hospitality industry.

● give learners the potential opportunity to enter employment within a wide range

of junior job roles across the hospitality industry, for example waiter/waitress,

assistant front-of-house staff, temporary events/match day hospitality staff,

concessions catering assistants, fast food servers.

The **core** units are:

*Unit 1: Introducing the Hospitality Industry*

*Unit 2: Working in the Hospitality Industry*

The **mandatory** unit is:

*Unit 3: Food Safety and Health and Safety in Hospitality*

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of the hospitality industry, depending on their interests and motivation.

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of the hospitality industry, depending on their interests and motivation.

The **optional** specialist units include the underpinning knowledge required for a broad understanding of the hospitality industry.

The units are:

● *Unit 4: Costing and Controlling Finances in the Hospitality Industry*

● *Unit 5: Enterprise in the Hospitality Industry*

● *Unit 6: Planning, Preparing, Cooking and Finishing Food*

● *Unit 7: Food and Beverage Service in the Hospitality Industry*

● *Unit 8: Front Office Services in the Hospitality Industry*

**Assessment approach**

The Edexcel BTEC Level 1/Level 2 First Award in Hospitality includes one externally assessed unit in the core unit, *Unit 1: Introducing the Hospitality Industry*, to introduce externality into vocational programmes of study.

The remaining units are internally assessed. Internal assessment enables learners to receive feedback on their progress throughout the course as they gather and provide evidence towards meeting the unit assessment criteria.

The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the hospitality industry, typical employment opportunities may include working as a:

* bar person/manager
* chef
* cleaner
* concierge
* conference and banqueting manager
* hotel porter/ hotel receptionist
* receptionist
* waiter/waitress.
* assistant chef,
* waiter/waitress,
* assistant front-of-house staff,
* temporary events/match day hospitality staff,
* concessions catering assistants
* fast food services
* apprenticeships in hospitality and catering,

**Breadth and Progression**

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways within a sector. This gives learners the opportunity to:

● gain a broad understanding and knowledge of a vocational sector

● investigate areas of specific interest

● develop essential skills and attributes prized by employers, further education

colleges and higher education institutions.

The qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways at level 3.

Email contact: [daniel.baribeault@chs.schoolsedu.org.uk](mailto:daniel.baribeault@chs.schoolsedu.org.uk)

**INFORMATION TECHNOLOGY BTEC**

**BTEC Level 2 Information and Creative Technology**

[](https://www.google.co.uk/imgres?imgurl=http://www.eduprime.com/images/eduprime-subjects/information-technology-eduprime.jpg&imgrefurl=http://www.eduprime.com/information-technology&docid=rsU_tZ4m2wbVUM&tbnid=3hxbpk9H-94wIM:&vet=10ahUKEwjii7bjtInYAhUBuhoKHZP3A3kQMwjaAihJMEk..i&w=1200&h=882&safe=strict&bih=652&biw=1366&q=information%20technology&ved=0ahUKEwjii7bjtInYAhUBuhoKHZP3A3kQMwjaAihJMEk&iact=mrc&uact=8)

**Year 10**

* The Online World
* A Digital Portfolio part 1

**Year 11**

* A Digital Portfolio part 2
* Website Development

This IT BTEC qualification reflects the latest developments in Computing and Information Technology. The course contains more challenging technical requirements than the previous BTEC, this will foster an in-depth understanding of the hardware and software being used.

The course is demanding and challenging, but will offer a substantial grounding in the skills needed to progress to a variety of avenues in IT from further study to employment.

If any student is considering this course as an option it is important to approach it with a conscientious and determined attitude, an interest in programming (games/apps) and web design would be useful but not necessary as all skills required will be taught.

**ASSESSMENT**

Unit 1 “The Online World” is an external assessment which is sat as an on-screen examination. This is a change from previous BTEC’s which were purely coursework based.

The other units are assessed by coursework and moderated externally.

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**LIFE SKILLS AND EMPLOYABILITY VOCATIONAL**

**BTEC Sweet**



**BTEC Sweet**

Sweet is a range of innovative resources that supports you to develop important life and employability skills, you will gain valuable skills in wellbeing, confidence and resilience.

**TOPICS STUDIED**

1. Fitter, Healthier, Happier

You will look at what contributes to a healthy lifestyle and the importance of living healthily. You will research the effects of unhealthy behaviours and plan a food and activity diary for yourself.

1. I’ve Got a Feeling

You will look at what gives you your identify, the factors that can influence self-esteem and confidence and explore how the media can influence personal identity.

1. Skills for Social Success

You will discuss developing social health and wellbeing looking at relationships and positive and negative behaviours.

1. Let’s Talk About…

In this unit you will explore relationships and the importance of communication and developing empathy and negotiation skills.

1. This is Me!

You will think about factors affecting your personal identify and how personal identity impacts yourself and others.

1. Our World, Our Future

You will explore environmental issues and its impact and consider how to raise awareness of and engage people in environmental issues.

1. Making Money Work for Me!

You will explore financial products available to you and how to budget your money. You will look at wants vs needs and how to carry out a range of transactions.

1. Future Roles and Setting Goals

This unit is about your future and setting your own goals. You will plan how to achieve your goals and motivate yourself to succeed.

**ASSESSMENT**

This is a 100% coursework qualification. You will be given a pack of 8 coursework booklets which you will complete throughout your lessons. Your books will be externally moderated.

Achieving the BTEC Sweet qualification is equivalent to 2 GCSEs Grade B.

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**MUSIC GCSE**

[](https://www.google.co.uk/imgres?imgurl=https://thumb7.shutterstock.com/display_pic_with_logo/418786/143976949/stock-vector-love-music-heart-musical-instruments-on-heart-shape-background-isolated-icon-set-143976949.jpg&imgrefurl=https://www.shutterstock.com/search/music%2Bheart&docid=uex_snyCvlQFiM&tbnid=yF8yDQbZVLupMM:&vet=10ahUKEwibt4LYtYnYAhVG6xoKHVe1CM84ZBAzCBooGDAY..i&w=450&h=410&safe=strict&bih=652&biw=1366&q=music&ved=0ahUKEwibt4LYtYnYAhVG6xoKHVe1CM84ZBAzCBooGDAY&iact=mrc&uact=8) **LEVEL OF STUDY**

GCSE – (WJEC)

**TOPICS**

Areas of study comprise; Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

**ASSESSMENT**

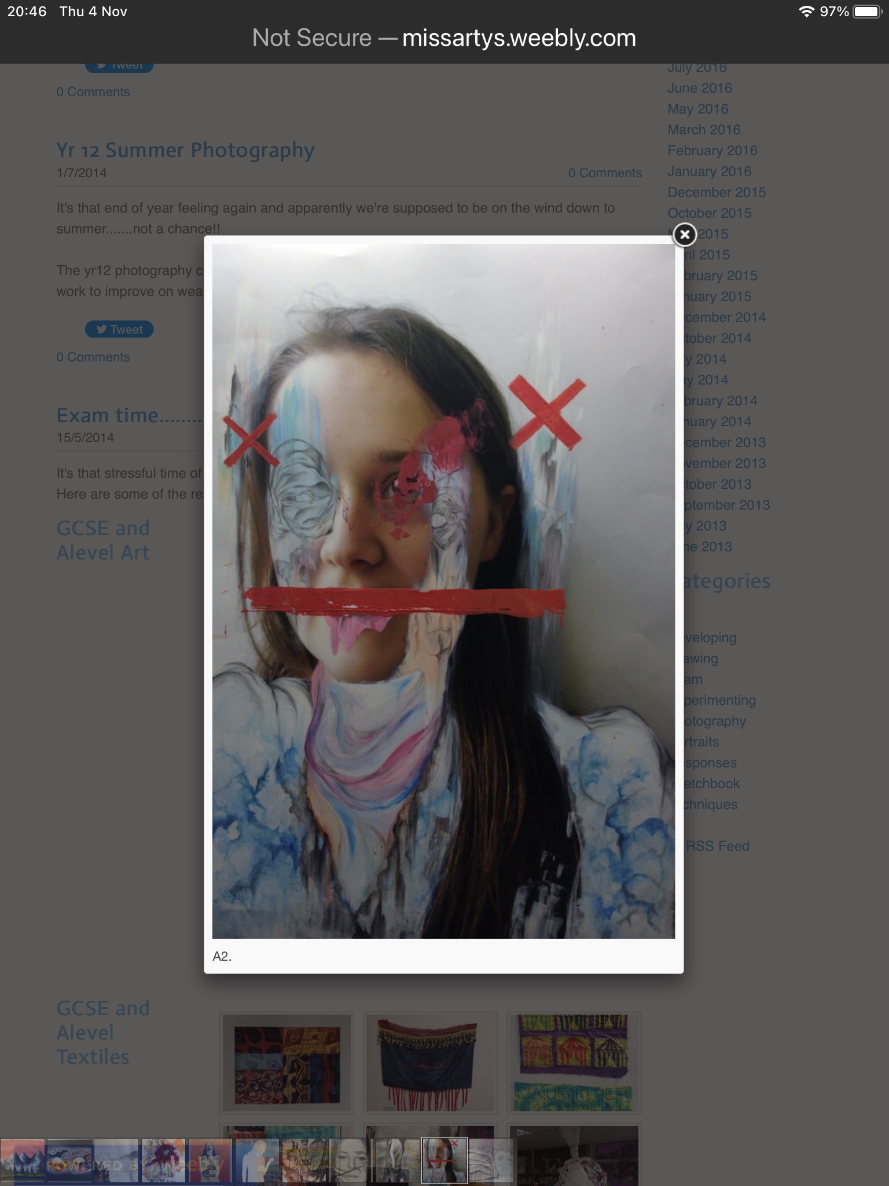
|  |
| --- |
| **Unit 1: Performing** Total duration of performance: 4-6 minutes  35% of qualification |
| A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either** solo **and/or** ensemble. **One** of the pieces performed must link to an area of study of the learner's choice. |
| **Unit 2: Composing**  Total duration of compositions: 3-6 minutes  35% of qualification |
| **Two** compositions, **one** of which must be in response to a brief **set by WJEC.**  Learners will choose one brief from a choice of four, each one linked to a different area of study. The **second** composition is a free composition for which learners set their own brief.  **Unit 3: Appraising**  Written examination: 1 hour  30% of qualification  This unit is assessed via a listening examination. **Eight** questions in total, **two** on each of the four areas of study.  **Area of study 1:** Musical Forms and Devices  **Area of study 2:** Music for Ensemble  **Area of study 3:** Film Music  **Area of study 4:** Popular Music |

**ADDITIONAL INFORMATION**

GCSE Music is suitable for all students with a love of and interest in music. In addition to developing music based skills, students also develop many general skills such as independent learning, research, planning and problem solving. Music qualifications are highly regarded by colleges of further education and employers alike as musicians are trained to work methodically and to be self-disciplined.

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**PHOTOGRAPHY GCSE**

**Art and Design (Photography)**

****GCSE Photography (digital lens media) is a practical course which offers the opportunity to experience creativity within a digital and practical way and builds upon creative thought processes learnt at Key Stage 3.

WJEC GCSE consists of two units:

*Controlled Assessment* - Portfolio 60%, completed over 4 terms.

*Exam Unit* - 40%, completed over 1 term culminating in a 10-hour, 2-day exam where a final outcome of the unit is created.

**Controlled Assessment**

In year 10 and the first term of year 11, pupils will create and complete a digital portfolio of work (60%). The areas of study within the portfolio can include:

* Documentary photography
* Photo-journalism
* Studio photography
* Location photography
* Experimental imagery
* Installation

During the first term a range of digital projects will be undertaken where they can develop new ideas and techniques and refine their creative skills. The remainder of year 10 will allow them to experience what a controlled assessment unit will be like. They will be given the opportunity to pick a subject they would like to study and create a project ensuring they address all of the success criteria. In the first term in year 11 they will complete the second of their controlled assessment units and will lead up to a 5-hour mock exam, where they will create a final outcome/piece for the project. Both units will form their portfolio of work.

**Exam Unit**

Their exam will start in the January of year11. They will be given an exam paper with multiple starting points, which they will need to pick 1. The starting points will consist of one-word themes, picture inspiration or a task. They will then build a unit of exploration, experimentation and idea development from that starting point. This will lead up to a final exam which will be 10 hours, where They will create a final outcome.

Pupils will need to have access to a digital photographic device for this course. This can be a camera, a good smart phone or tablet.

Further information can be found at [www.wjec.com](http://www.wjec.com)

Email contact: carolyn.smith@chs.schoolsedu.org.uk

**PHYSICAL EDUCATION GCSE**

[](https://www.google.co.uk/imgres?imgurl=http://prec.edu.in/assets/images/slides/sp.jpg&imgrefurl=http://prec.edu.in/physical-education/&docid=KatLDBjwI75Y6M&tbnid=TOPNKdQZGspOGM:&vet=10ahUKEwi89qiVuInYAhVJDxoKHXPJAk8QMwjmAihOME4..i&w=750&h=185&safe=strict&bih=652&biw=1366&q=physical%20education&ved=0ahUKEwi89qiVuInYAhVJDxoKHXPJAk8QMwjmAihOME4&iact=mrc&uact=8)

**LEVEL OF STUDY**

GCSE Physical Education

This WJEC GCSE specification in physical education will enable learners to engage in a practical course, designed to encourage learners to be inspired, motivated and challenged by the subject.

Through studying GCSE Physical Education learners will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

**TOPICS STUDIED**

**The subject content focuses on five key areas:**

**1.** Health, training and exercise

**2.** Exercise physiology

**3.** Movement analysis

**4.** Psychology of sport and physical activity

**5.** Socio-cultural issues in sport and physical activity.

All of the subject content is assessed in Unit 1 as part of the written examination and

in Unit 2 as part of the personal fitness programme.

**Unit 1**

* Learners are assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources.
* The written exam contributes 50% of the final mark.

**Unit 2**

* Unit 2 is the Non-exam assessment where pupils are assessed practically.
* The practical assessment contributes towards 50% of the final mark.
* Learners will be assessed in **three** different activities in the role of the performer.
* They must perform in at least **one individual** and **one team sport** and **one other** from the approved lists of activities.
* Students are also required to complete a personal fitness programme linked to the chosen major activity.

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**PRINCES TRUST VOCATIONAL**

**LEVEL OF STUDY**

The Achieve programme is a vocational subject where you will achieve 2 equivalent GCSEs Grade B.

**ASSESSMENT**

This is a 100% coursework based course with NO external exams. You will complete 6 coursework portfolios.

**TOPICS STUDIED**

Depending on the topics chosen you could have an understanding of:

* Presentation Skills
* Managing Money
* ****Cooking and Healthy Lifestyle Skills
* Team work skills
* Online Safety
* Leadership Skills
* CV Skills
* Participating in Exercise
* Enterprise

While you are on the course you will have the opportunity to:

* Meet new people
* Challenge yourself
* Improve your confidence
* Get support to help you reach your goals
* Work towards an accredited qualification
* Engage in learning that is relevant to you
* Prepare yourself for progression into further education programmes, apprenticeships or other work-based learning
* Develop your literacy, language and numeracy skills

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**PRODUCT DESIGN GCSE**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjFouPtoJPYAhVDnRQKHcrbAAgQjRwIBw&url=http://www.printmag.com/editors-picks/how-to-make-a-product-product-design-checklist/&psig=AOvVaw36kZ2S5UH_oFuRDqdyXvER&ust=1513675979173626)

**LEVEL OF STUDY**

GCSE

**TOPICS STUDIED**

This WJEC GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

develop an appreciation of the importance of creativity and innovation to good design practice

actively engage in the processes of design and technology to develop as effective and independent learners

understand the key principles of designing and making

use their knowledge, skills and understanding to make design decisions in order to make a quality prototype

analyse existing products and produce practical solutions to meet needs, wants and opportunities, recognising their impact on quality of life

critically analyse links between the principles of good design, existing solutions and technological knowledge and understand the underlying technical principles within design and technology within their chosen endorsed area, with emphasis on emerging technologies, materials and practices.

**ASSESSMENT**

**Unit 1** **Unit 1: Design and Technology in the 21st Century**

**Written examination: 2 hours**

**50% of qualification (Examination at end of year 11)**

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of Product Design.

**Unit 2: Design and make task**

**Non-exam assessment: approximately 35 hours**

**50% of qualification**

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

* identify, investigate, analyse and outline design possibilities.
* design and make prototypes and evaluate their fitness for purpose.

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**PUBLIC SERVICES BTEC**

**LEVEL OF STUDY**

****

*The UK's Public Service industry is one of the largest employers in the country. Public Services provides students with an opportunity to explore the uniformed services such as Police, Fire, Ambulance, Civil Service and the Army. It enables you to understand the role of government and have the knowledge and skills to be informed citizens and public service employees.*

**TOPICS STUDIED**

The course consists of four units:

The Role and Work of the Public Services

Do you ever think about how your rubbish is collected every week, who maintains our roads and streets and provides street lighting, how you are able to go school every day and benefit from an education, how you can go to the doctor to get treatment when you are ill, or how you are protected from crime?

This unit will enable you to explore how the public services are grouped and their roles and work. You will find out the ways in which the public services are funded, and how they are delivered.

Working Skills in the Public Service Sector

This unit is designed to give you an understanding of public service customers and the working skills public service personnel use to meet the needs of their customers. It will also give you the opportunity to explore the importance of having effective working skills and give you the tools you need to deal with a range of situations effectively and with confidence. You will get a chance to develop your working skills in a range of different activities.

Employment in the Public Services

You will explore the main work that the public services undertake. You will get the opportunity to look at both non-uniformed and uniformed services, and what they do as part of a typical working day, how much they get paid, how many holidays they get. You will look at various application and selection processes of the different public services. You will discover the various entry requirements you must meet as well as how to apply for jobs within the public service sector.

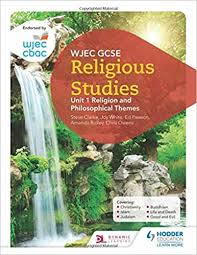
Public Services and Community Protection

You will investigate how the public services work together to manage hazards and risks. You will look in more detail at the type of hazard or risk they protect us from and will explore some of the organisations that help to protect us and the way they go about it. You will think about many issues, including who is involved in a flood, how we tackle environmental issues, chemicals and safe disposal of waste, and which organisations work together to protect the elderly and those with disabilities.

**ASSESSMENT**

During the course you will be expected to complete three units of coursework which are internally assessed. Each coursework project is worth 25%. The unit Working Skills in the Public Sector is assessed through an external exam worth 25%.

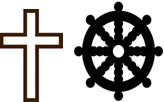
Email contact: ceri.shaw@chs.schoolsedu.org.uk

**Religious Studies**

Level of study

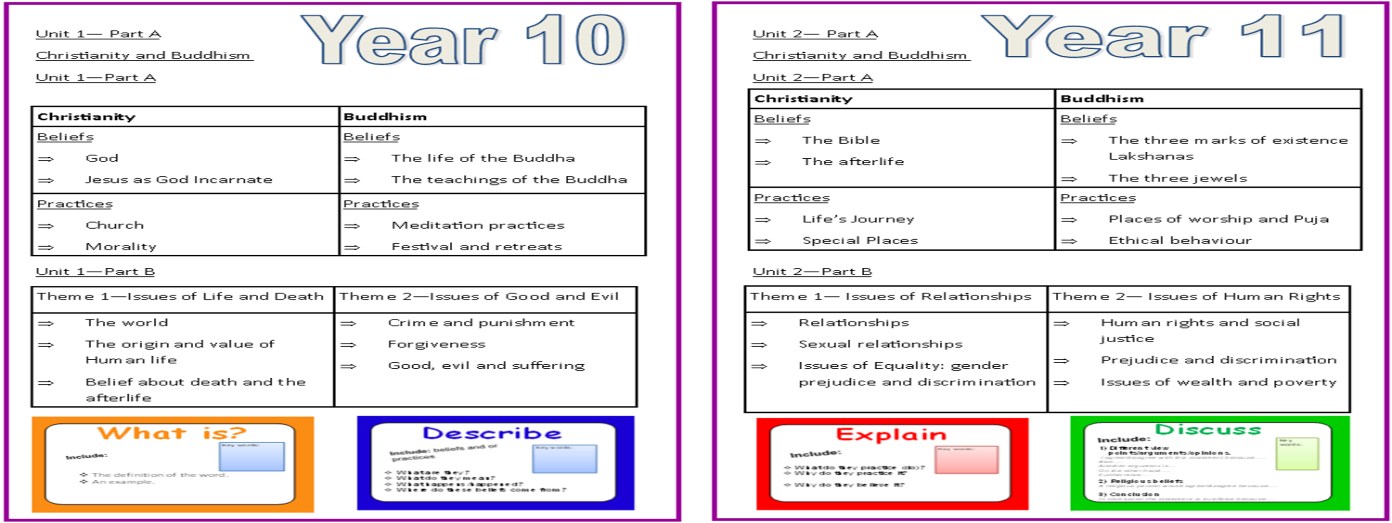
GCSE Religious Studies allows learners to investigate and evaluate a range of religious beliefs and practices, and to apply these beliefs and practices to a range ethical and philosophical themes.

Topics of study

Learner will have the opportunity to study religious beliefs and practices from within Christianity and Buddhism. Investigating what these religions believe about the world, the nature of life, and key teachings from within these world views.

GCSE Religious Studies will also allow learners to experience studying a range of philosophical and ethical themes such as: good and evil, the nature and aims of punishment, medical ethics, the afterlife, relationship, human rights, extremism and conflict.

Assessments

There are two units to be assessed in GCSE Religious studies. Both units are assessed through the use of an exam. Unit 1 is assessed in Year 10 and Unit 2 is assessed in Year 11.

**Additional information**

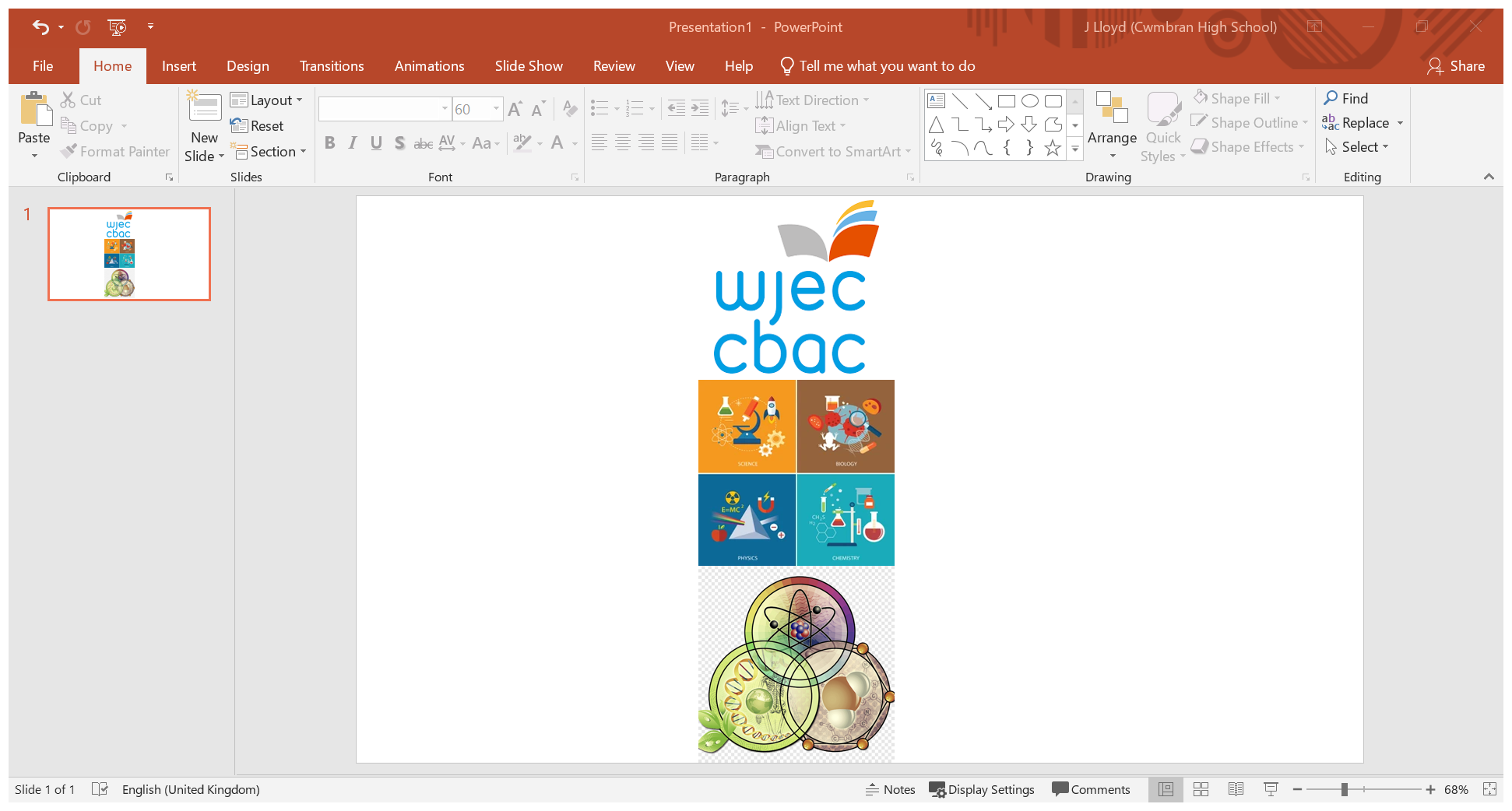
Through the study of GCSE Religious Studies learners develop analytical thinking, evaluative skills, and the ability to understand their own beliefs and worldviews. The study of GCSE Religious Studies may allow learner to go onto further study in Theology, Law, History, Philosophy, Ethics, English literature, Medicine and many more.

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**Science Triple GCSE**

**LEVEL OF STUDY**

The content of WJEC GCSE Triple Science is very similar to Double Science but with 3 extra modules (1 module for Biology, Chemistry and Physics). Triple Science contains more content compared to Double and Applied Science and this is reflected in slightly longer exams for each Science. The Physics topics for Triple Science also have an increased Mathematics component.



**Level 6 in Science is a requirement for this option.**

**TOPICS STUDIED**

**Biology**: Cells, digestion, photosynthesis, circulation, respiration, transpiration, kidney, genetic profiling, microorganisms, DNA, genetics, evolution, genetic modification, monoclonal antibodies, infectious diseases, ecosystems, classification, biodiversity.

**Chemistry:** The nature of substances and chemical reactions, atomic structure, periodic table, water, ever-changing Earth, rates of chemical change, limestone, bonding and properties, neutralisation, extracting metals, energy of reaction, crude oil, industrial chemistry.

**Physics:** circuits, generating electricity, using energy, waves, kinetic theory, distance, speed, acceleration, Newton’s laws, work and energy, motion, radioactivity, stars, planets and the universe.

**Assessments**

3 exams in year 10 (Biology, Chemistry, Physics) 1hour 45 mins each

3 exams in year 11 (Biology, Chemistry, Physics) 1hour 45 mins each

3 practical exams in year 11 (January) 2 lessons each.

(NB Double Award Science groups have the same number of exams but 1 hour 15 mins each and 2 practical exams).

Studying Science for GCSE will prepare learners for further study at A level Biology, Chemistry, Physics or Applied Science. B grade at GCSE is needed in either Double or Triple/Separate Science in order to progress to A level.

In science you will become:

* Good communicators with strong presentation skills
* Able to analyse and interpret information and data
* Competent in the use of ICT
* Able to explain information in a range of contexts
* Confident in literacy and numeracy skills

Careers with a Science background include:

* Medicine
* Veterinary science/nursing
* Forensics
* Environmental Science
* Teaching
* Research
* Biochemistry
* Nursing
* Psychology
* Archaeology
* Pharmacy
* Astrophysics

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**SPORT BTEC**

**LEVEL OF STUDY**

Edexcel Level 2 BTEC Certificate in Leadership Through Sport.

The BTEC Level 2 Certificate in Sport is from the BTEC Specialist range of qualifications has been designed to provide highly specialist work-related qualifications in a range of vocational sectors.

They give learners the knowledge, understanding and skills that they need to prepare for employment and further education. The qualifications also provide career development opportunities for those already in work.

**TOPICS STUDIED**

The qualification is awarded to students that successfully complete the following units:

**Core Unit:**

* Unit 1 – Planning and Leading Sports Activities

[](https://www.google.co.uk/imgres?imgurl=http://cdn.ttgtmedia.com/rms/editorial/sports-290px.jpg&imgrefurl=http://www.computerweekly.com/microscope/feature/Sports-sponsorship-opportunities-for-channel-businesses&docid=4KIxGUnrbLf15M&tbnid=gUQdBcCnV4IKZM:&vet=10ahUKEwitxv7sxonYAhWKWxoKHXmvB7oQMwh9KA4wDg..i&w=5177&h=3622&safe=strict&bih=652&biw=1366&q=Sport&ved=0ahUKEwitxv7sxonYAhWKWxoKHXmvB7oQMwh9KA4wDg&iact=mrc&uact=8)**Optional Units: (2/7 optional units to be complete)**

* Unit 2 – Injury in Sport
* Unit 3 – Technical Skills & Tactical Awareness
* Unit 4 – Psychology for Sports Performance
* Unit 5 – Nutrition for Sports Performance
* Unit 6 – Lifestyle for Sports Performance
* Unit 7 – Business skills in Sport
* Unit 8 – Planning and Running a Sports Event

**Assessment:**

* Students are required to complete 3 units of work to achieve the qualification. (1 core unit and 2 out of the 7 optional units).
* All units are continually assessed via coursework assignments and tasks that target areas of the grading criteria for each unit.
* All assignments, tasks and units must be complete to achieve the qualification and work must be submitted on or before the submission deadline.
* The tasks for each assignment brief will range from practical assessments, written tasks and presentations.
* All assessments are graded as a Pass or Fail.
* Students must satisfy all the grading criteria for each unit to achieve the qualification.
* Overall Pass - Equivalent to 2 GCSE’s at C grade.

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**TRAVEL AND TOURISM BTEC**

**What is travel and tourism?**

The Travel and Tourism Industry is a fascinating and real topic to study.

We investigate a wide range of elements of the industry, with the bulk of assessment (75%) being via assignments which are internally assessed.

The external examination is worth 25% and can be repeated if necessary.

* Vocational - Graded: Pass, Merit, Distinction, Distinction\*
* Applied learning related to a vocational sector
* Range of internally assessed tasks
* External exam

**What you will learn**

* **Unit 1**: The UK Travel and Tourism Sector – This unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector. (**External examination**).
* **Unit 2**: UK Travel and Tourism Destinations – This unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes. (**Internal assessment)**.
* **Unit 3**: The Travel and Tourism Customer Experience – In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation (**Internal Assessment**)
* **Unit 4**: International Travel and Tourism Destinations – In this unit we will look at international travel and tourism destinations and gateways and reasons for their appeal to different visitors. (**Internal assessment**).

**Is this course right for me?**

Have you ever wanted to learn more about the world? Have you ever fancied understanding new parts of the world and how tourism has helped improve the lives of thousands of people and even whole countries? If so Travel and Tourism could be the subject for you! With a BTEC in Travel and Tourism, you can explore the aims of different tourist organisations, explore different countries and reasons to visit, explain how organisations meet customer requirements and explain the influences on global travel and tourism

You will also:

• Plan and organise trips for a number of different people.

• Research and locate many countries and cities across the world.

• Develop a range of life skills which will enable you to confidently plan any future holidays.

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