



Ysgol Gyfun Bryntirion |     
Bryntirion Comprehensive

# **KEY STAGE 4**

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## **YEARS 9, 10 & 11**

### **OPTIONS BOOKLET 2022**



"Pupils have exceptionally positive attitudes to their learning". Estyn

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# FOREWORD

This booklet contains information on the courses available for study during Years 9, 10 & 11 at Bryntirion Comprehensive School.

As a school we feel it is more important than ever to allow pupils to choose subjects that reflect their clear strengths and interests, but also their career aspirations too. It is our intention that the 'Year 9' year will provide the opportunity for pupils to consolidate, catch up and recover any lost learning in the subjects in which they have a keen interest without the unnecessary burden of continuing with subjects they no longer wish to study. We hope the 'Year 9' year will aid the transition and provide a solid foundation and bedrock of skills to successfully take them into GCSE study.

Pupils will receive a series of presentations and talks from subject leaders, Careers Wales as well as other external providers to assist them with their decisions. This information will supplement and compliment that which will be provided to you in this Key Stage 4 Options Booklet.

Following on from this, Year 8 pupils and parents will be invited to attend a Virtual Options Event during week commencing 14th March 2022. In those subjects that are part of the options system, online subject talks will be available to view in your own time. The subject talks will focus on the nature of their subject, the content and assessment method and also their expectations too.

Please do not hesitate to ask, or encourage your child to enquire, about what a course demands as decisions made during Year 8 will affect the educational opportunities open to them in the future and could influence their career prospects.

Option choice forms should be completed and submitted online via Microsoft Forms by **Friday, 1st April 2022.**

Should you require further clarification please do not hesitate to contact the school. In conclusion, I wish all students and parents success in exercising a wise choice of courses to be studied at Bryntirion in Years 9, 10 & 11.



Ravi Pawar  
Headteacher

## **A. WHO CHOOSES?**

Basically YOU choose your subjects for Years 9, 10 and 11. To help you choose sensibly you will be helped by your parents, teachers and friends. The Careers Service is also available to help you.

## **B. WHY CHOOSE NOW?**

Every day of your life you are choosing things to suit your personal needs, such as what to wear or what to do after school. These are everyday decisions, which you can take without giving the matter much thought, but soon you will have some very special choosing to do. For many of you this means choosing subjects which will, in one way or another, affect the choice of your future career at 16 or later.

### **There are good reasons why you have to choose now -**

- There is so much to know about the world that no-one can be an expert in everything;
- Your skills, talents and interests are beginning to show - you need more time to develop these further;
- Some careers need particular subjects and now is the time to include them in your subject choice. However do not narrow your choices too far. A broad range of subjects is essential for every career so keep your options open as long as possible.

**TAKE CARE!** Do not confine your efforts to those subjects which you believe now to be of importance to your career interests.

**TAKE HEART!** Do not be too worried at this stage if you do not know what you want to do or be.

## **C. HOW TO CHOOSE**

You will need to know about:-

- your own interests, abilities and hopes for the future;
- your own strengths and weaknesses;
- subjects and examinations;
- how your choice could affect your future.

You may not even be aware that you are coming to decisions about your future. Here are some important things that will affect your career choice over the next few years:

- the subjects you choose;
- the talks you attend;
- the guidance given by the School and the Careers Officer;
- the ideas from parents, teachers, friends and relatives;
- the qualifications you get.

You will need to think about groups of careers first, rather than individual jobs. **REMEMBER THAT** your choice of career or job should be gradual rather than instant, and you do not have to commit yourself at this stage.

## **D. WHEN TO CHOOSE**

Option choice forms should be completed and submitted online via Microsoft Forms by **Friday, 1st April 2022**. We hope this will mean that you have been able to make the choices you would like. It may become evident by the end of the term that you have made a mistake and that one of the subjects you have chosen is really too difficult for you. If you contact Mr Beard (Deputy Headteacher) or Mrs Walker (Head of Year 8) it may be possible to alter your option choices. We must stress, however, that this would depend on the availability of places in your new choice of subjects.

## **E. GET TO KNOW YOURSELF – AND YOUR POTENTIAL**

What kind of person are you? This is never an easy question to answer, but it's worth thinking about. The kind of person you are can affect your choice of school subjects and the type of work you might be interested in. For many jobs, what you are like as a person is as important as qualifications. **REMEMBER!** Everybody is different, so there is no right or wrong answer to the question "What kind of person are you?" We all change in time. Other people's views of what kind of person you are may be different from your own.

The more you know about yourself, what you like or dislike, the easier it will be to make decisions about the type of work or training which will interest you.

Consult your subject teachers. They will give you an honest assessment of your ability in the subject. Some of the subjects offered will be new to you; others will be different from your previous experience of them. In this booklet is a guide to courses which will give you some idea of the work involved in each subject in Years 9, 10 and 11. You will certainly find out more by asking staff who teach you now.

## **F. SUBJECTS**

There are certain subjects which are essential for all pupils and are **COMPULSORY** for all pupils. This is your core curriculum.

The core curriculum will include English, Mathematics, Science, Welsh, Religious Education, Health & Wellbeing (including Sex Education) and the Skills Challenge Certificate.

You are able to add to this core curriculum either by choosing extra subjects or by adding to the basic provision to take those subjects to full G.C.S.E. examination level. You are required to make your choices on-line.

You and your parents will be invited to attend a virtual Options Evening with Subject Tutors to discuss your choice of subjects before submitted your completed option form.

## **G. THE OPTIONS**

The school strongly believes that all pupils have the opportunity to receive a broad, relevant, differentiated and balanced curriculum within the parameters of age and ability.

The options available at Bryntirion for Year 9 are included with this booklet. To help you make the final choice, the following members of staff are available to advise you:-

|                 |                        |
|-----------------|------------------------|
| Subject Tutors  | Assistant Headteachers |
| Subject Leaders | Deputy Headteacher     |
| Form Tutors     | Headteacher            |
| Head of Year    |                        |

## **H. EXAMINATIONS AHEAD!**

At the end of Year 11 all pupils will be entered for the General Certificate of Secondary Education (G.C.S.E).

Controlled assessment forms an essential part of the G.C.S.E. examination. Regular attendance and a commitment to the completion of all controlled assessment tasks are essential if pupils are to gain maximum benefits from their chosen courses of study.

A very important aspect of the G.C.S.E. is that whilst final examinations are crucial, not everything will depend on them. Over the period of the three-year course you will be judged on the work you do in class and at home - in both practical and theory work. To gain worthwhile success in the final examinations, you must work hard and consistently throughout Years 9, 10 and 11. You must understand that the G.C.S.E. is a three-year course commitment requiring attendance at all designated lessons. Of course, a poor record of attendance is bound to affect your progress, but, more importantly, because of the continuous assessment element, it will have a direct effect on your final G.C.S.E. results.

Those of you who choose a practical subject to study may be involved in an extra commitment over and above the normal basic requirements.

## **I. WHICH WAY?**

The choices you make now could have a long-lasting effect. They not only concern your school subjects for the next three years, but your life beyond school.

**At 16+ you could -**

- **remain at school for further study;**
- **enter full time education at College;**
- **combine your studies between school and college;**
- **enter full time employment;**
- **enter full time training.**

The decision you make now could have far-reaching effects - for example, by dropping one vital subject, you might close the door to a particular career for which you are otherwise well suited.

**REMEMBER!**  
**YOU MUST WORK HARD TO GIVE YOURSELF**  
**AS WIDE A CHOICE AS POSSIBLE.**

| BRYNTIRION  | OR                           | OR  | OR                   |
|---|------------------------------|---|----------------------|
| YEAR 12<br>AS/A LEVELS<br>L1, L2, L3 VOCATIONAL COURSES | COLLEGE OF FURTHER EDUCATION | SCHOOL & COLLEGE BRIDGEND 14-19 LEARNING PARTNERSHIP<br>AS/A LEVELS; L1, L2, L3<br>VOCATIONAL COURSES | EMPLOYMENT/ TRAINING |

**END OF YEAR 11**

**J. CAREERS ADVICE**

The School, along with Careers Wales, aims to introduce you to the world of work and to give you an idea of the wide variety of jobs that exist. They will also:-

- help you to develop an assessment of yourself so that you gain **REALISTIC** ambitions for the future;
- provide you with exact information necessary for good decision making;
- help you with the mechanics of subject-choice, job application, college and university entrance;
- give you a personal guidance with regard to your choice of subjects, courses and careers;
- keep a close link with local employers;
- provide references for entry into employment and further education.

There are no formal lessons time-tabled in Year 9 for careers advice but the opportunity will be taken during Health & Wellbeing lessons, Year Assemblies and at other times, to outline the work of the Careers Service and to consider subject choices. You will be encouraged to seek individual guidance from various sources including the School Careers Advisor, Careers Wales Online, Teachers and Parents.

At the beginning of Year 9 you will begin a careers course to be followed over three years, when you will be made aware of the decisions you will have to face.

Finally, you and your parents are welcome to contact the Careers Office for further help and guidance. Appointments can be made through the Careers Officer at the school.

**K. INFORMATION FOR PARENTS**

How do people choose a career?

For the majority of people the choice of a career is a long, and often painful process which takes place over a period of years. While a few people know from a very early age what their future jobs will be, such people are very much in the minority.

Many experts believe that there are three stages in the process of choosing an occupation:-

- the early period of **FANTASY** choice - job ideas frequently mentioned during this time include “footballer”, “pop star” and “jet pilot”.
- the period of **TENTATIVE** choice - based mainly on interests or favourite school subjects, with little research into the qualities or qualifications that may be required;
- the period of **REALISTIC** choice - when ideas are explored and put to the test in the real world.

It is important, therefore, that when choices have to be made in Year 8 they are made in such a way as to leave open as many doors for as long as possible.

It should not be a matter of too much concern if, when interviewed at school by a careers teacher or careers officer, your son/daughter does not have definite ideas for a career. This is especially true if they plan to continue in full-time education. However, they do need to be aware that in choosing particular subjects or courses, they may be closing the door on certain jobs.

At the end of the day the final choice of a job or career will be a balance between a person's interests, abilities, values and the opportunities available.

### **Influences on Young People**

- **Parents** have the strongest influence on a child's choice of occupation and so your role is a vital one.
- **School** should be the second most important influence.
- **Peers** have a definite influence which sometimes can be negative or harmful.
- **The Media** should not be underestimated, especially the influence of television and magazines.
- **The Careers Service** exists to help and advise young people [and their parents!] You are welcome to contact the Careers Service at any time via your nearest Careers Centre.

Your child may have abilities and qualities, which cannot be assessed by examinations, but please, ensure that your child is making the most of his/her opportunities.

### **How Can Parents Help?**

- Your child's regular attendance at school is essential for progress to be made.
- Give the best available facilities for homework.
- Keep an open mind about your child's future educational and vocational plans.
- Talk regularly to your child about schoolwork and encourage hard work as much as possible.
- Praise success.
- Show an interest in your child's life - at school and outside.
- Equal Opportunities.

Bryntirion Comprehensive School aims to help each student realise his/her potential. To achieve this aim the school offers equal opportunities to all students in all aspects of school life, promoting equal opportunities and social justice.

### **External Examinations**

All students will be entered for external examinations except in special circumstances when the school and parents agree that it is against the best interests of the student concerned.

### **Data Protection Act**

Information about pupils is kept on computer files. This is only used for school purposes. This information is kept in compliance with the County Regulations and the Data Protection Act.

## **L. GUIDE TO COURSES**

The following pages include information, which will give you some idea of the courses that are offered at Key Stage 4.

It may be that not every subject described will be available to you because each year it will depend on the availability of resources and the demand shown by the pupils.

Each subject area obviously has to set a limit on class size, but this will be done strictly on merit and ability of the pupils concerned. This is why you must make sure that you work as hard as you can in Year 8 in all subjects. There will be occasions when some pupils will be directed to certain subject options because their chosen subject group is full.

# ART & DESIGN

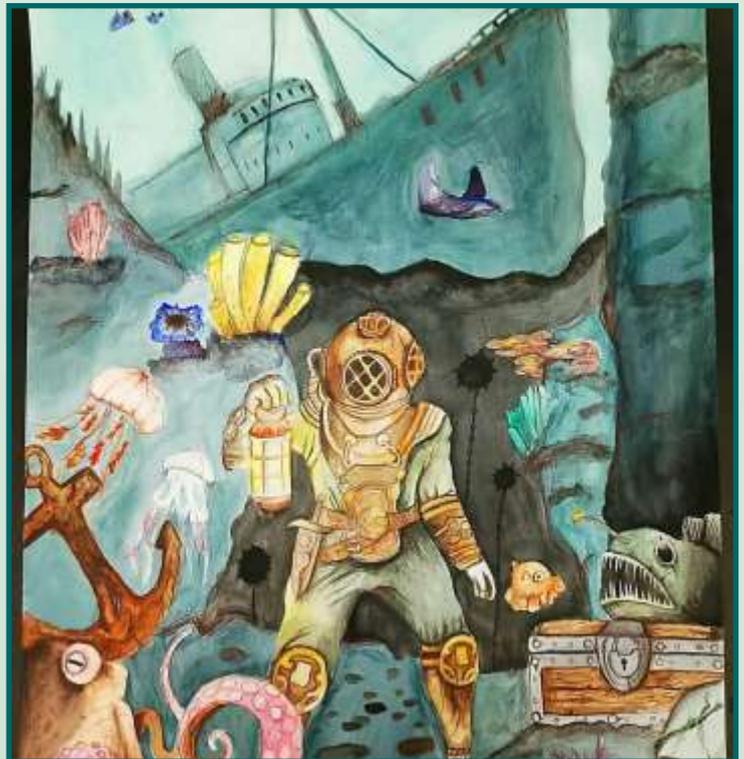
The WJEC GCSE Art & Design course here at Bryntirion is designed to encourage our students to be creative, independent learners.

The course covers a wide range of career pathways and specialist techniques such as: Graphic Design, Fine Art, Textiles, Photography, Three-dimensional Studies, Digital Photo Manipulation, Digital Drawing, Illustration, Graffiti Stencils, Print Making and Critical Studies.

This course is designed for candidates of all abilities. Pupils are assessed using four assessment objectives and 50% of a candidates overall grade is reflective of their literacy capabilities. During lessons pupils study artists designers and craft workers, evaluating this work and linking to their own areas of study. We also take a trip in Year 10 to London to help develop these research and evaluative skills further.

There are two main units for students to complete:-

- Controlled Unit 1 - Coursework Portfolio (worth 60% of GCSE) - this takes place from September Year 9 all the way until December of Year 11. Pupils are encouraged to chose their own themes and topics of investigation during this period.
- Externally Set Assignment - Exam Portfolio (worth 40% of GCSE). The exam paper is released in January Year 11 where pupils choose a question of enquiry, with 11 weeks of gathering research and practical experiments, leading to a 10 hour practical exam, where a final outcome must be made. This course is always completed by May Year 11 and allows time for pupils to focus on revision for their summer examinations.



Following successful completion of the GCSE course, students' can progress to AS and A Level and are advised to apply for an Art Foundation Course, leading to career possibilities in Fine Art, Photography, Illustration, Graphic Design, Film and Television, Architecture, Animation, Jewellery Design, Fashion, Sportswear Design, Games Design etc.

# BUSINESS

The subject content enables learners to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Learners are required to develop an understanding of how these contexts impact on business behaviour. Learners will gain an understanding of the important role played by these business organisations in the economy of Wales and the rest of the UK.

Learners will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity and consider data which relates to the Welsh business environment. Learners will investigate the real business world to develop an understanding of contemporary business opportunities and issues.

Learners are expected to apply their knowledge and understanding of the subject content to business decision-making, including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions

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

1. Business activity
2. Influences on business
3. Business operations
4. Finance
5. Marketing
6. Human resources



The subject content for GCSE Business will be assessed across two examination papers.

| UNIT 1: BUSINESS WORLD  | UNIT 2: BUSINESS PERCEPTIONS   |
|---|--|
| Written Examination - 2 hours<br>62.5% of Qualification<br>Total Marks: 100 | Written Examination - 1 hours 30 mins<br>37.5% of Qualification<br>Total Marks: 60 |

Both units assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

# CATERING & HOSPITALITY

This course is designed to give pupils an introduction to the catering and hospitality industry. It will concentrate on the main areas of food production and service, both theoretically and practically. Developing practical skills and theory knowledge are both very important elements of the course. The course includes demonstrations to add interest and motivate pupils.



## UNIT 1

Pupils will learn the basic skills of cookery, skills that can be developed in the future if pupils go on to choose a career in the Catering Industry. Pupils will learn skills, such as bread making, pastry making, cake making methods, meat cookery, egg and milk cookery, vegetable and fruit cookery, veganism, vegetarianism, intolerances and special diet cookery, this will include preparation and presentation techniques. Pupils will study hygiene, safety and government legislation related to the hospitality and catering industry. The course includes topics that are specifically related to both the hospitality industry and the catering industry. These topics include; the structure of the industry, job requirements, working conditions and factors affecting success of the industry. Pupils will learn how the industry operates and health and safety requirements. With this understanding of the Hospitality and Catering industry pupils will propose a provision that will meet specific requirements. This proposal will be part of their external written examination. The external examination is 90 minutes at the end of the course, pupils will need to have an understanding of all the criteria studied in Unit 1.

## UNIT 2

Pupils will be given a Scenario which they will then research. This could be in the form of a type of food provision e.g. a bistro or restaurant in a specific area with a particular target audience and with certain specifications. Pupils will have to research and produce a 4 recipe menu related to the particular aspects of the scenario. Within this research pupils will study nutritional information of their chosen dishes, look at the needs of the customers and consider aspects of the environment. Pupils will then produce a plan of action for their cooking exam, this will contain detailed information of the timings of their exam and all the steps minute by minute that they have to take. Pupils will then have a 4 hour practical examination, producing the recipes that they have planned and researched, these recipes will be presented and evaluated as part of their exam.

Grades are given for each of the assessment criteria of the controlled assessment. The theory and practical weightings are equally important, pupils must achieve success in their theory to be able to be successful in their practical.

# COMPUTER SCIENCE

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.

The WJEC GCSE in Computer Science provides an opportunity for candidates to apply and consolidate their knowledge of computer programming by carrying out practical tasks that will develop their capacity for innovative thinking, creativity and independence. They will develop the skills of design and evaluation, and they will test and problem-solve when errors occur in both their own systems and those of others.

The GCSE encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.



## Summary of Assessment

|  |
|--|
| <b>Unit 1: Understanding Computer Science</b><br><b>Written examination: 1 hour 45 minutes (50% of the qualification)</b>  |
| This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society. |
| <b>Unit 2: Computational Thinking and Programming</b><br><b>On-screen examination: 2 hours (30% of the qualification)</b>  |
| This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.  |
| <b>Unit 3: Software Development</b><br><b>Non-exam assessment: 20 hours (20% of qualification)</b>   |
| This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution.                       |

# CONSTRUCTION

## What's it all about?

The subject focuses on applied learning i.e. acquiring and applying construction knowledge, skills and understanding through purposeful tasks. It must have characteristics of real work and it's designed to motivate students to understand how buildings are constructed.

The course requires students to consider how the use and application of construction impacts upon individuals, employers, society and the environment.

The qualification's concept is 'Plan, Do, Review'. Plan activities, carry out activities and review outcomes. As you would with a real design and make construction project.

The qualification provides learners with a broad appreciation of work in construction and the built environment and for progression in education, employment or training in this field. The course is built up from separate and distinct units that allows for Synoptic Learning and Assessment.



## **Qualification Structure**

Constructing the Built Environment Unit Titles

| <b>Unit Number</b> | <b>Unit Title</b>                   | <b>Assessment</b> | <b>Guided Learning Hours</b> |
|--------------------|-------------------------------------|-------------------|------------------------------|
| 9811               | Safety and security in construction | External Exam     | 30                           |
| 9812               | Practical construction skills       | Internal          | 60                           |
| 9813               | Planning construction projects      | Internal          | 30                           |

Guided learning are activities such as classroom based learning, tutorials and online learning, which is directly supervised by a teacher. It includes all forms of assessment such as tests, quizzes and exams.

All the Guided Learning Hours (GLH) total is 120 hours.

Pupils are expected to do independent work, research and unsupervised coursework. This additional time, is referred to as the Total Qualification Time (TQT). This is to total 160 hours.

# CYMRAEG

“To have another language is to possess a second soul”. (Charlemagne)

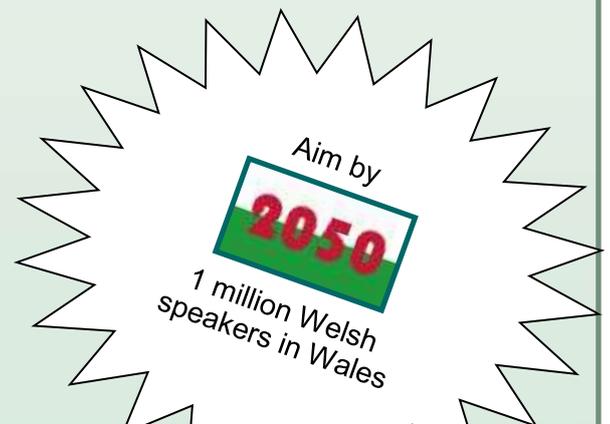
Today, the ability to use Welsh is a sought after skill by many employers. The Welsh Language Act and the Welsh Government's '*Un iaith i bawb*' policy have resulted in organisations actively seeking candidates with a working knowledge of Welsh. Education is central to that vision and digital technologies will be central to the vision within education, helping workplaces become bilingual and supporting social use.

## Course Content

Welsh GCSE is considered to be a very important requirement in the job market and the course is, therefore, designed to be relevant and purposeful both in terms of modern society within Wales as well as vocational situations.

## Assessment - 4 units of study:

- Unit 1 – Pair/group speaking exam 25%
- Unit 2 – Pair/group speaking exam 25%
- Unit 3 – Reading and Writing exam 25%
- Unit 4 – Reading and Writing exam 25%



## Extra Curricular Opportunities

- Pupils will have first hand experience of the language by visiting the Urdd residential centres at Glan-Ilyn to participate in the many and varied activities which the Urdd provides.
- Key Stage 4 pupils work with our feeder primary schools in our annual Cymanfa Ganu .

# DIGITAL TECHNOLOGY

September 2021 sees the launch of the exciting, new qualification, the GCSE in Digital Technology. As well as exploring the Digital world in an exam unit, learners will undertake a practical multimedia project based around designing a website, including a gaming and/or animation element. A second project will be based around a social media campaign and include elements of video, image and text.

The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected and globalised society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

| What will I study?                          | Overview of unit  | How will I be assessed?  |
|---|---|--|
| Unit 1 - The digital world                  | <ul style="list-style-type: none"> <li>Digital technology systems</li> <li>The value of digital technology</li> <li>Perspectives on digital technology.</li> </ul>      | <ul style="list-style-type: none"> <li>On-screen examination: 1 hour 30 minutes</li> <li>40% of qualification</li> </ul> |
| Unit 2 - Digital practices                  | <ul style="list-style-type: none"> <li>Interrogating spreadsheet data</li> <li>Data-informed digital products</li> </ul>  | <ul style="list-style-type: none"> <li>Non-Exam assessment: 30 hours</li> <li>40% of qualification</li> </ul>            |
| Unit 3 - Communicating in the digital world | <ul style="list-style-type: none"> <li>Social media and online marketing communications</li> <li>Creating digital assets and planning digital communications</li> </ul> | <ul style="list-style-type: none"> <li>Non-exam assessment: 15 hours</li> <li>20% of qualification</li> </ul>            |



## What skills will I develop?

WJEC GCSE specification in Digital Technology will enable learners 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
- develop their understanding of the systems development life cycle and how ideas can become products

# SKILLSTART LEVEL 2 ENGINEERING

The Skillstart vocational training course offers an opportunity for a practical hands-on approach to engineering education. Through the completion of a series of carefully designed projects and underpinning knowledge worksheets, candidates can gain a Level 1 or a Level 2 National Vocational Qualification which makes a very good basis for continuance and progression into Level 2 specific or Level 3 general engineering qualifications. This qualification, if passed at Level 2, is worth 2 GCSE B grades.

The qualification and experiences, recognised by industry, are also a potential stepping stone to employment and a career in many technological fields, which could include; mechanical, electrical, construction, marine, agricultural and motor vehicle engineering as well as the medical industry.



Learners will gain specialist skills in the following areas:

**FITTING:** Students will learn to use hand tools and marking out tools to manufacture components with a high degree of accuracy.

**SHEET METALWORK:** Students will learn all the skills necessary to produce both simple and complex shapes in thin sheet metal.

**MECHANICAL ASSEMBLY:** Students will learn to correctly position and secure components using various mechanical fastening devices, tools and techniques. They will be taught to carry out visual and functional checks to confirm that the finished assembly meets the required standard.

## **Years 9, 10 & 11**

Learners will be assessed through a portfolio of evidence to demonstrate their subject knowledge in the following unit areas:

- Working safely in an engineering environment,
  - Working efficiently and effectively in engineering,
  - Using and communicating technical information,
  - Producing components using hand tools and fitting techniques,
  - Producing sheet metal components and assemblies.
- (Level 2 only) Undertaking mechanical assemblies.

# FRENCH

The French Department is following the **WJEC Specification** for GCSE at KS4. The qualification is made up of four units:

**Unit 1** - Spoken Non-Exam Assessment

**Unit 2** - Listening Examination

**Unit 3** - Reading Examination

**Unit 4** - Written Examination

The context for learning the language is organised under **three broad themes**:

1. **Identity and Culture**
2. **Wales and the World - Areas of Interest**
3. **Current and Future Study and Employment**



## **Benefits of Further Study**

- Languages are a life skill.
- Languages teach you communication skills and adaptability.
- Cultural awareness.
- A social skill.
- Languages give you the edge in the job market.
- Greater opportunities to travel and work abroad.
- Languages combine well with virtually any other subject for further study.

## **What Makes a Successful MFL Pupil?**

- Someone who is prepared to have a go.
- Someone who likes a challenge.
- Someone who can work independently.
- Someone who can figure out patterns.
- Someone who appreciates other ways of life.
- Someone who is not afraid of hard work!

# GEOGRAPHY

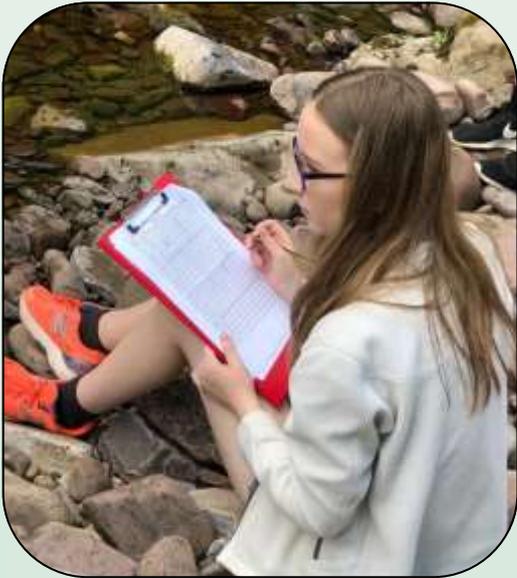
The WJEC Specification is divided into two broad units and a coursework element:-

Component 1 - consists of two core modules and one option topic

Pupils will study Welsh landscapes with reference to rivers and flooding, rural and urban change and either coasts or tectonics.

Component 2 - consists of two core modules and one option topic

Pupils will focus on environmental and development issues, particularly weather and climate, climate change, ecosystems, development and resource issues.



The course is assessed by three examinations of which two are taken at the end of Year 11 and the third is based upon two pieces of fieldwork completed at the end of Year 10. To ensure that the pupils are suitably prepared for their fieldwork skills notebook the department runs a series of fieldwork days through Year 9, 10 and 11. A range of contrasting environments including rivers, coasts, rural and urban studies are completed during the three years of the course. The fieldwork is assessed by internal examination rather than project or portfolio.



The course offers an excellent foundation for those going onto higher education in the Arts or Sciences whilst also providing a sound examination course for all those interested in global issues, including the environmental impacts of human activities.



Geography develops a variety of transferable skills relevant to University or the world of work.

Throughout the course, pupils are given opportunities to refine their skills in ICT, numeracy and communication.

The course is challenging and thought provoking, but interesting and topical.

# GLOBAL BUSINESS COMMUNICATION SPANISH

The Global Business Communication Spanish course is a vocational qualification and is a Level 1/Level 2 award, which is equivalent to a GCSE grade. Pupils will be awarded a pass (Level 1) or a merit or distinction (Level 2) at the end of the course.

The qualification enables students to apply their language skills to real life situations linked to the world of work. The course is designed to show learners how languages are an important tool to operating successfully in global markets, while also developing their intercultural awareness.



The four modules studied will be:-

- ◆ Global opportunities
- ◆ Global travel
- ◆ Global Customer relationships
- ◆ Global Sales and marketing

Three of the four modules will be assessed internally, with one module being assessed through an external exam.

As Spanish is a new language to Bryntirion, the first year will be spent learning the basics of the Spanish language, before moving on to study the vocabulary and structures required to complete the Global Business Communication qualification towards the end of the first year and the remaining second and third year.

# HEALTH & SOCIAL CARE

If you are interested in and ultimately want to work with people this may be the course for you. This course gives you the background knowledge and develops skills needed by anybody considering a career working with people within a health, social care or early years setting or as a base for further education. There are over 60 jobs, which health and social care can introduce you to. This could be the starting point for any career. In particular those relating to nursing, forensic pathology, midwifery, social work including youth worker, teaching, or any other career related to the health and social care sector.

<https://careerswales.gov.wales/job-information/subjects/health-and-social-care>

## Overview

By studying Health and Social Care learners will be able to develop and apply knowledge, understanding and skills to contemporary issues in a range of health and social care contexts. By the end of the course students will become independent learners, reflective thinkers with an enquiring mind in a range of contemporary issues within the various health and social care fields. Students will be able to evaluate and support a sustainable health and care system, whilst developing an awareness of career pathways.

## Curriculum content

### Unit 1 Human growth, development and well-being (worth 40% of award qualification)

Written examination: 1 hour 30 minutes (all questions are compulsory).

### Unit 2: Promoting and maintaining health and well-being (worth 60% of award qualification)

An internally assessed, externally moderated pieces of coursework worth 60% of the overall GCSE grade. Both tasks are compulsory.

## Why chose Health and Social Care?

- It is an ideal preparation for progression to a more detailed study of health, social care and/or early years e.g. A-level
- You have an **interest** in this field and would like to try something 'new'.
- You would like to learn in a subject that is *challenging, interesting and diverse*.
- You see yourself working in health or social related career after school, college or university.



**Some of the topics in the curriculum are sensitive in nature. Please be mindful of this when opting for this subject. Please see Mrs Jones for further information regarding this.**

# HISTORY (GCSE)

GCSE History is a four unit course through which pupils have the opportunity to study aspects of the past in depth and in breadth. It also allows pupils to study history in a variety of geographical contexts: Britain, including from a Welsh perspective, and wider world settings.

## **Unit 1 - Study in Depth - Depression, War and Recovery, 1930-1951**

The unit covers the main features of life in the Depression, of war on the Home Front and of post-war Wales and England. Topics include the causes of the Depression and life during it, the causes of the Second World War, life during wartime and keeping up morale during the war, life after the war and the rebuilding of Britain after 1945.

## **Unit 2 - Study in Depth - The USA: A Nation of Contrasts, 1910-1929**

The unit covers the main problems and challenges facing American society during the period, as well as the development of American culture. Topics include immigration, religion and race, crime and corruption, economic boom and bust, popular entertainment and the role of women.

## **Unit 3 – Thematic Study – Changes in Crime & Punishment, c.1500 – present day**

This unit focuses thematically on the main trends in the history of crime and punishment in Britain from 1500 to present day. It covers the causes and natures of crimes, enforcing law and order, methods of combatting crime, attitudes to and methods of punishment. This unit also includes a case study of the growth of crime in industrial Merthyr in the 19<sup>th</sup> century.

## **Unit 4 - Working as an Historian**

This is a non-examination assessment and will involve the completion of two separate tasks, one with a focus on source evaluation and one on different historical interpretations of history.



## **The Examination**

Unit 1 = 1 hour exam - 25%

Unit 2 = 1 hour exam - 25%

Unit 3 = 1 hour 15 mins exam - 30%

# HISTORY - ENTRY PATHWAY

The History Department is excited to now be offering an Entry Pathway qualification. This course is designed to be inclusive and accessible, so there is flexibility within the course to make it most appropriate for our learners.

## A British society in the past

The unit covers key features that affected people's lives in Britain in the past, focusing on **Britain and the Second World War, 1939–1945**. Topics include evacuation and rationing, coping with the Blitz, the role of women during the war, and keeping up morale.

## A non-British society in the past

The unit covers key features that affected people's lives in the past, focusing on **the USA in the 1920s**. Topics include features of immigration and racial intolerance, features of prohibition and the gangsters, economic boom and bust, and popular culture.

## Historical change over time

The unit concentrates on the process of historical development over time, focusing on **the changes in crime and punishment**. It covers how causes of crime, methods of policing, and methods of punishment have changed from the 18<sup>th</sup> century to the 20<sup>th</sup> century.

## People and protest

The unit concentrates on the reasons why people sometimes resort to protest, the different methods used to protest, and whether protest is ever successful. Topics include the Civil Rights in the USA and Apartheid in South Africa; however, could be subject to change.

## Looking at your history

The unit investigates an historical issue of **local importance**. Possible topics will be discussed with learners and so the focus of study will reflect the interests of learners.

There are no examinations for the Entry Pathway. All units are internally assessed and externally moderated.



# VOCATIONAL AWARD IN ICT

Are you passionate about technology? Do you like solving problems? Are you curious about all things digital, and want to learn some fantastic new skills? **If so, it's time to uncover your potential - find out more about this exciting qualification today!**

## WHAT WILL I STUDY?

The qualification is made up of 2 units:

### Unit 1: ICT in Society

You will:

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

### Unit 2: ICT in Context

- Gain a working knowledge of databases, spreadsheets, automated documents and images
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

## HOW WILL I BE ASSESSED?

You will be assessed through a mixture of exams and controlled assessments.

Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

## WHAT SKILLS WILL I DEVELOP?

You will develop a number of skills which are attractive to employer, colleges and universities including:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management.

## CAREERS WITH ICT?

The ICT industry offers a wide range of exciting opportunities which include:

- Data analyst
- Digital content producer
- Systems engineer
- Web marketing manager.

# YEAR 9 PERFORMING ARTS

Our Year 9 cohort follow a bespoke Performing Arts curriculum where skills of drama, music, theory, performing, dance and ensemble work are developed. In the first term, all students will perform in our Shakespeare for Schools festival, celebrated with a prestigious event in the Sony Theatre in Bridgend. At the end of Year 9, students may opt to take either GCSE Drama or GCSE Music (or in some cases, both).



## GCSE DRAMA

GCSE Drama offers candidates interested in the theatre the opportunity to develop their skills in either acting or production. Candidates explore and improve their skills through a combination of practical work and a written exam. The study course consists of three units:

### Unit 1: Devising Theatre (40%)

Non-exam assessment: internally assessed, externally moderated  
Learners participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by WJEC. They have to complete a written evaluation of the devised performance under formal supervision. Learners will be assessed on either acting or design and work in groups of between two and five performers.

### Unit 2: Performing Theatre (20%)

Non-exam assessment: externally assessed by a visiting examiner  
Learners participate in a performance based on two 10 minute extracts from a performance text of their own choice. Learners will be assessed on either acting or design. Learners work in groups of between two and four performers.



### Unit 3: Interpreting Theatre (40%)

Written examination: 1 hour 30 minutes

#### Section A: Set Text

A series of questions on one set text explored as an actor, designer and director from a choice of five, one of which will be a Shakespeare play. Set texts are due for release in Autumn 2021.

#### Section B: Live Theatre Review

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

# YEAR 9 PERFORMING ARTS



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## GCSE MUSIC

The syllabus is designed to offer candidates a valid and challenging course based on the three primary musical activities of listening, performing and composing. Students must be grade three or above on vocals or an instrument by Year 11 for the performing element of the course.

Candidates are to explore and develop musical skills through four areas of study, into which performing, composing and appraising activities are to be integrated:

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



Candidates will be expected to compose a variety of pieces in various styles and moods, stimulated by the study of the four topics listed above. Two contrasting pieces of music will be selected for submission to the WJEC accompanied by an evaluation written by the pupil outlining the processes involved in producing these compositions (35%).

Candidates will be expected to perform regularly, in solo and ensemble situations, to the other members of the GCSE Music class. At the end of the course candidates will perform a vocal or instrumental solo and will perform as part of an ensemble (35%).

Candidates are to study and listen to music of the four areas of study listed above. At the end of the course, an appraising examination is to be sat in which pupils are to identify and comment on music of the four areas of study (30%).

**All pupils opting to take GCSE Music will be expected to support the extra-curricular activities organised by the Music Department.**

# PHYSICAL EDUCATION

This course allows pupils to build on the experience gained in previous Key Stages and further develop and refine skill levels especially in invasion games, swimming, health related fitness and athletic activities. There is little limitation to the activities the pupils can choose, as activities participated in outside of school can also be assessed

Learners will be assessed in three practical activities, as a performer in an individual sport, team sport and one other. One activity will be chosen as a major activity which will require the learner to construct a personal fitness programme. It is a course requirement that learners involve themselves in the schools extra curricular programme to ensure skills levels are developed and maintained.

Learners will also be assessed through a range of short and extended questions. The questions will be based on audio visual stimuli and other sources.

The theory element of the course is assessed as part of the written examination and 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

**Pupils will be assessed by an examination paper (50%) and through three chosen practical activities (50%)**



## Further Education

Pupils who have followed this specification will have the necessary knowledge, understanding and skills to progress to the more demanding AS Physical Education (although it is not a pre-requisite) or opt to study BTEC Level 3 Diploma in Sport.

**All pupils opting to study GCSE P.E. will be expected to attend the extra-curricular activities organised by the P.E. Department.**

# PRINCE'S TRUST QUALIFICATIONS

## Personal Development and Employability Skills

In 40 years The Prince's Trust has worked with over 825,000 young people giving practical and financial support to develop key work skills helping them move into employment, education and training. The Prince's Trust is recognised by the qualification regulators in England, Wales, Northern Ireland and Scotland to develop, offer and award qualifications.

### Prince's Trust Qualifications seek to:

- ◆ Ensure young people have every opportunity to gain formal recognition of their skills and achievements
- ◆ Develop qualifications that offer flexibility, choice and pathways to progression
- ◆ Provide excellent support and service to our partners to ensure they are best placed to support young people

### Qualification Aim

The Prince's Trust qualifications in Personal Development and Employability Skills recognise a breadth of personal skills, qualities and attitudes required by employers across a range of sectors. They have been developed with the aim of progressing learners into further education and/or employment.

The qualification gives learners the opportunity to:

- ⇒ Develop their own personal growth and engagement in, and through, learning
- ⇒ Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment
- ⇒ Prepare themselves for progression into further education programmes, apprenticeships or other work based learning
- ⇒ Develop their English and mathematics skills



### Units

Prince's Trust

The Personal Development and Employability Skills qualifications cover a range of skills. An overview of the units available are given below.

| Unit Title                               |                                   |
|--|-----------------------------------|
| Career Planning                          | Planning for Personal Development |
| Community Project                        | Practising Leadership Skills      |
| Customer Service                         | Preparing for a Healthy Lifestyle |
| Digital Skills                           | Presentation Skills               |
| Interpersonal and Self-Management Skills | Teamwork Skills                   |
| Managing Money                           | Undertaking an Enterprise Project |
| Participating in Exercise                | Work Experience                   |
| Personal Project                         |                                   |

# PRODUCT DESIGN

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.

The course consists of 2 units, both of equal weighting. Unit 1 is the 2 hour examination which will be on the specific topic of Product Design, this is not a tiered paper so all grades from A\*-G are accessible.

The examination will test the pupils knowledge and understanding of the design process, design history, commercial and industrial processes as well as their designing skills. There is a mixture of short to extended-writing questions to allow pupils of different abilities to access their potential.

The coursework consists of a 35 hour non-examination assessment, whereby the pupils can choose from the exam board provided design briefs.



Unit 2: The design and make element (non-examination assessment) consists of a portfolio approach where pupils will research a given brief, design and model (both physically and virtually) potential outcomes before realising/producing their final design in the suitable/mixed materials.

They will be assessed on skills, such as:

- Their ability to interpret and analyse the brief, to look at existing products and profile a target audience,
- Their level of creativity and innovation in generating creative and original solutions,
- Their expertise in their knowledge and understanding of materials in order to be able to select the most appropriate ones for the task.

Throughout the year, the work undertaken will inform their overall subject knowledge and pupils will also work through a revision guide and work book to build a bank of revision materials.

The first years of the course are spent undertaking smaller skill building tasks such as setting up and using machinery and tools independently as well as modelling and drawing for technical and presentation purposes.

We will also exploring the work of iconic designers and design styles through history and investigate new and smart materials as part of the GCSE specification.

The main product in Year 9 will be a design movement themed Clock, where they will be able to use the skills learned to design and make their own clock based on a design movement of their preference.

The main focus for Year 10 will be modelling, they will developing their ability to model in 3D materials and virtually using 3D software. Their main outcome will be an angle poise lamp.

## Year 11 .

Starting in September, pupils will select the brief of their choice and start their non-examination assessment to be completed by February half term. Then the remainder of the year is spent consolidating subject knowledge in preparation for the external examination in the summer term.

# RELIGIOUS STUDIES

**Religious Studies GCSE is accepted by all universities as an equal and respected academic qualification that develops necessary skills for higher education and the world of work.**

## **Should I choose this subject?**

Do you enjoy discussing and debating? Do you wish to take a subject that will allow and demand you to formulate self opinions with reasoned justifications?

If you answered 'yes' to some or all of these questions, then Religious Studies is the correct choice for you. You do not have to be "religious" to study religion, philosophy or ethics.

## **What Will I Study?**

### **Religion and Ethical & Philosophical Themes**

You will explore: why some people believe in God whilst others do not; the source and role of authority; what it means to be a human and respecting oneself; social justice and fairness; creation of the world; nature of God; good and evil responses to suffering and evil; the Just War theory; issues on wealth and poverty; sexual relationships; treatment of criminals. Medical Ethics will also be examined including abortion and euthanasia.

### **Some issues debated during the course:**

What makes an act 'wrong'?

Can war ever be morally justified?

Is it ever right to use capital punishment?

Is abortion always wrong?

Is euthanasia acceptable?

**(There are no controlled assessments for Religious Studies, it is 100% examination).**

### **Educational Visits & Speakers**

Visit London Imperial War Museum (Holocaust Exhibition)

Visit to Europe (Poland or Prague - concentration camps)

Visit to Rome (Visit to Vatican, Colosseum and various other religious sites)

Visit to Amsterdam (Ann Frank Museum)

Visit London Synagogue

Holocaust Survivors visit the school



### **What can I do with it?**

You could pursue a variety of careers including Medicine, Law, Journalism, Dentistry, Criminology, Teaching, Philosophy, Archaeology, Marketing, Business, Personnel, Nursing, Social Work or Theology, indeed almost anything. Whatever GCSE choices or future career path you intend to follow, Religious Studies could be the choice for you!

# SCIENCE & DOUBLE SCIENCE

At Key Stage 4 Science, there are three GCSE courses available. Each of the WJEC Science specifications provide a broad, coherent, satisfying and worthwhile course of study. They encourage learners to develop confidence in, and a positive attitude towards Science and to recognise its importance in their own lives and to society. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners are taught essential aspects of the knowledge, methods, processes and uses of Science.

At Key Stage 4, pupils are given the opportunity to study Triple Science if suitable.

## Triple Science

Pupils will be awarded three separate GCSEs in Biology, Chemistry and Physics at the end of Year 11. Each GCSE in the Triple Science route is examined with two written examinations and an externally assessed practical examination.

## Double Award Science/Applied Science

Pupils will be awarded two GCSE grades in Science, each comprising of modules in Biology, Chemistry and Physics at the end of Year 11. Double Award Science is examined with six written examinations (two per Science), along with one externally assessed practical examination. Applied Science is three written examinations, 1 task and a practical exam. Both the task and practical exam is externally assessed.



# SKILLS CHALLENGE CERTIFICATE

The central focus of the Skills Challenge Certificate at Key Stage 4 is to provide a vehicle for 14-16 year olds to consolidate and develop essential and employability skills. The qualification will help learners to prepare for their future by developing skills, attributes and behaviours valued by post-16 educators and potential employers. The emphasis in the Skills Challenge Certificate is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills in the context of purposeful tasks and appropriate knowledge and understanding. The Skills Challenge Certificate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.

Through the Skills Challenge Certificate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. The following Skills will be developed, applied and assessed throughout the course.

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking & Problem Solving
- Planning & Organisation
- Creativity & Innovation



Alongside and through the development of skills, the Skills Challenge Certificate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

The **Skills Challenge Certificate**, which is at the heart of the course, consists of four Challenges which are followed by all learners:

- **Enterprise and Employability Challenge** - Develop enterprise skills and qualities which will enhance employability.
- **Global Citizenship Challenge** - Provide learners with an understanding of global issues and how they can respond to them.
- **Community Challenge** - Learners have the opportunity to participate in activities that will benefit the community.
- **Individual Project** - Develop skills, through carrying out a research activity in an area of personal interest.

The combined outcomes of the four challenges will determine whether the Skills Challenge Certificate is awarded at National or Foundation level. The Skills Challenge Certificate National Award will be graded and is a GCSE qualification.

# BTEC LEVEL 2 LEADERSHIP THROUGH SPORT

The BTEC Level 2 Certificate in Leadership Through Sport is a vocational qualification, which is equivalent to two B grades at GCSE.

All the units in these qualifications are assessed through written and practical assignments.

This qualification has mandatory and optional specialist units. Pupils must complete the one mandatory unit and a choice of two optional units to reach a total of 30 credits.

| Unit | Mandatory unit                                    | Assessment | Credits |
|------|---|------------|---------|
| 1    | Planning and Leading Sports Activities            | Internal   | 10      |
|      | Optional units                                    |            |         |
| 2    | Injury in Sport                                   | Internal   | 10      |
| 3    | Technical Skills and Tactical Awareness for Sport | Internal   | 10      |
| 4    | Psychology for Sports Performance                 | Internal   | 10      |
| 5    | Nutrition for Sports Performance                  | Internal   | 10      |
| 6    | Lifestyle and the Sports Performer                | Internal   | 10      |
| 7    | Business Skills in Sport                          | Internal   | 10      |
| 8    | Planning and Running a Sports Event               | Internal   | 10      |

This qualification is designed to mainly support pupils who want to learn about the sports sector and may be interested in pursuing a career in this industry. The sports industry is a diverse sector with a wide range of employment opportunities.

## ***Where can this qualification take you?***

Upon successful completion of this course you will open a variety of career doors such as:  
Further Education – A Levels and BTEC National Awards

Career Pathway – Fire Fighter, Police Force, Leisure Industry/Centres, Personal Fitness Advisor/Trainer, Sports Therapy/Massage/Injuries, Coaching.



# TEXTILES

The GCSE Textiles course aims to develop imagination, enhance pupil's technical skills and foster creativity.

Pupils will be able to explore the following areas:-

- Constructed textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles.

The course is divided into two units throughout the three years.

## **Unit 1: The Portfolio (60% of qualification, internally assessed, externally moderated)**

This is completed in Years 9 & 10 and the Autumn term of Year 11.

This unit comprises a major practical portfolio and outcome/s to be based on teacher set themes and subject matter developed from pupil interest. Pupils will develop their portfolio by:

- Investigating the work of other artists, crafts people and designers to develop a range of ideas. They will bring their own judgement to the work of others and learn to show critical understanding.
- Pupils will be exploring ideas through sketches, as well as selecting and experimenting with appropriate materials, techniques and processes. Pupils will be taught various textiles techniques and will be able to experiment through processes such as stitch, print, dye and CAD.
- Pupils will also be required to record ideas and observations.
- The portfolio also requires pupils to present a personal and meaningful response that realises intentions of each section of work.

## **Unit 2: The Externally Set Assignment (40% of qualification, internally assessed, externally moderated)**

The Externally Set Assignment materials will be available to pupils from January (in Year 11). The Externally Set Assignment materials will consist of a series of assignment choices, comprising five broad themes, five visual stimuli and five written briefs which are to be presented to the student at the start of the preparatory study period. They will choose one to base their assessed piece of work on.



Pupils will be given a set amount of preparatory time to experiment and prepare for the moderated exam. Following this research and preparatory study period, pupils will be allocated a period of 10 hours to carry out their final assessed piece of work.

The course would suit pupils who have an interest in textiles/fashion. It could lead to a career path in costume design for television or theatre, as well as interior design, visual merchandising, fashion promotion, merchandising or buying, print design and pattern cutting.

# TOURISM

This is a vocational award, which makes it both practical and accessible. It looks to develop an understanding of the fastest growing sector of the global economy, the Travel and Tourism Industries.

The WJEC course is divided into three units:-

Unit 1 - Customer Experience (25%) Externally moderated research project.

This Unit examines the importance of delivering a good Customer Service experience within the Travel and Tourism industries, what makes good customer service and the needs of different customers. The Unit concludes with a personal investigation into the level of Customer Service provided by a range of different Travel and Tourism organisations.



Unit 2 - The Business of Tourism (25%) Assessment is through a 75 minute examination using short and extended answer questions based around applied situations.

Tourism Organisations operate in a challenging global market, enterprise and innovation are key for companies to make a profit and survive. This Unit investigates how important tourism is to the UK, what Travel and Tourism Organisations are and how they operate, the issues they face and how they solve their problems.

Unit 3 - Developing UK Tourist Destinations(50%)

This unit is internally assessed and externally moderated.

This Unit looks at the different types of tourists and their requirements, different types of tourist attractions, what makes destinations attractive to people and how resorts or destinations can be managed effectively.



The qualification will be graded:

- Level 1 Pass,
- Level 2 Pass,
- Level 2 Merit or
- Level 2 Distinction

Travel and Tourism develops a variety of transferable skills relevant to the tourism industry. It offers a pathway to higher qualifications in Travel and Tourism, apprenticeships in the industry, as cabin crew or aviation operations on the ground. Throughout the course, pupils are given opportunities to refine their skills in ICT, numeracy and communication.



We hope this Options Booklet provides you with all the information you require.

If you need any further information please do not hesitate to contact the school.

This is a very exciting time at  
**Bryntirion Comprehensive School**

With ever increasing pupil numbers and outstanding results at GCSE and A-Level.



 Ysgol Gyfun Bryntirion |     
Bryntirion Comprehensive



"Pupils have exceptionally positive attitudes to their learning". ESTYN