

FOREWORD

Headteacher

Choosing option subjects for Years 10 and 11 is a critical stage in any child's education. New qualifications today call for greater variety and breadth, while still allowing for academic and vocational specialisation to the highest possible level.

The wider selection process starts now and you will find invaluable advice and information in this booklet to help you make informed decisions. Year 9 gives you the opportunity for the first time to choose the subjects you are particularly interested in, or what you need for a chosen career. Decisions made now are very important.

This booklet is part of the guidance programme that will be given to all pupils in Year 9 at John Beddoes. It sets out what the school hopes to provide and hopefully enables pupils to make informed decisions about future courses. At this stage we ask you to complete an Options Preference Sheet to give us an early indication of subject combinations before the final option choices following the Parent's consultation evening on the 19th March. I am sure that there will be as many questions raised as answered by this booklet. It is just one of the stages involved in the whole process of making the whole choice of subject. Do not hesitate to ask questions at the meetings arranged to discuss options or during the lessons planned to help you.

A good education will give you choices in life. This booklet will begin the process of making the correct choices at this important first stage. So do not be swayed by your friends – make choices for your own future!

G Richards
Headteacher

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INTRODUCTION - THE NATIONAL CURRICULUM AT KEY STAGE 4

At John Beddoes we aim to provide a stimulating curriculum at Key Stage 4, which will ensure pupils receive a balanced and broad base, which promotes the spiritual, moral, cultural, mental and physical development of pupils. In addition, we are confident that our curriculum prepares pupils for opportunities, responsibilities and experiences for adult life. By law we have to provide a core of subjects in Mathematics, English and Science and it is also mandatory that PE, RE and Welsh are taught. Pupils are able to choose, from a wide range of subjects, the courses they will follow for the rest of their curriculum. Clearly this is a very important point of your child's education and decisions have to be made wisely. With this in mind, please note the dates below. If parents want to discuss options in more detail, they are very welcome to make an appointment to see appropriate staff at school.

Please note that any of the courses shown in this booklet may be withdrawn if the group is not viable or for any other unforeseen operational reason.

To the pupil

Please take care over the selection of subjects you would like to study and make sure they are chosen for the right reason. If you need help then ASK. Your Form Tutor, Mrs Washington, Miss Dodd, Mr Wardell, Mrs Coleman, Careers people and myself are all there to give you guidance. It is an important time in your life, so think wisely.

Important dates:

Wednesday 25th
February

Year 9 Key Stage 4 Option Information Evening. Distribution of information booklets and options preference sheet – which should be returned to Mr Wardell or Mrs Washington by Friday 27th February.

Thursday 19th
March

Parents evening. Parents have an opportunity to consult staff individually about their child's progress where the option forms will be distributed.

Thursday 26th
March

Option forms to be returned directly to Mrs Washington in Tech 4

April/May

Individual discussions with year 9 pupils begin

ENTRY LEVEL

The Entry Level is certificated by the WJEC and is an alternative course to GCSE. It is for those pupils who have found “revision of facts” difficult in Years 7 to 9. Much individual work and projects are completed. The work is divided into sections (modules). Tests and continuous assessments take place throughout and at the end of each module and these account for 80% of the final mark in most subjects. Most people who complete the course obtain a ‘pass’ grade and for those who obtain good marks, a ‘merit’ grade, or a ‘distinction’, equivalent to GCSE grades F and G is available. The Entry Level is widely used throughout Wales.

PROGRESS FILES

Since September 2004 we have collected information about all pupils in Year 10 so that we can present them with a Progress File when they finish compulsory schooling at 16.

This will be a positive record of what each pupil has achieved both in and out of school. Areas that will be covered include: attainment in studies; sporting achievements; artistic work; work experience; leisure activities (e.g. Young Farmers, Red Cross); attendance (e.g. punctuality, reliability) and any other aspect of the pupil’s life that can help to give a picture of their strengths. Each pupil will produce a personal statement in their own handwriting, which will be included in the record.

ENGLISH

All pupils must follow a course in English which meets the requirements of the National Curriculum.

GCSE ENGLISH

The Course is a unified course which involves the study and use of English in Speaking and Listening, Reading and Writing.

Assessment takes two forms:

1 Examination (worth 60% of the total marks)

There will be two different levels of papers and Students will be entered according to ability:-

Foundation Tier - Grades G, F, E, D, C

Higher Tier - Grades D, C, B, A, A*

Candidates achieving less than the minimum mark for Grade G on the Foundation Tier or Grade D on the Higher Tier will be recorded as 'U' (Ungraded).

At each level there will be two examination papers:

Paper 1 - 30% (2 hours)

Section A (10%) will test, through structured questions, the reading of an extract from the work of a major writer of fiction from the English literary heritage.

Section B (20%) will test writing skills through two tasks:

- i) to inform, explain, describe
- ii) to explore, imagine, entertain

Paper 2 - 30% (2 hours)

Section A (15%) will test through structured questions, the reading of non-fiction and media texts: e.g. fact sheets, letters, extracts from autobiographies, biographies, diaries, advertisements, reports, brochures and newspaper and magazine articles. Visual material will always be included.

Section B (15%) will test writing skills through two tasks. Together these tasks will cover some of the following purposes: to argue, persuade, advise, analyse, review, comment.

2 Coursework

- a) Oral Work - an integral part of the course rather than a separate assessment.
Assessment will focus on: extended individual contributions; group Discussion or pair work; drama based activities.

- b) Written Coursework - testing writing and response to reading.

Four written assignments:

- i) from the range of writing produced during the course, assessment of the three best pieces:
one which either explores, imagines or entertains or which informs explains or describes;
one which either argues, persuades or advises or which analyses, reviews or comments.

- ii) from a range of texts, two responses to reading. The range of reading must include literary material; prose, poetry, drama and non-fiction, media texts, letters, forms, magazines, leaflets, newspapers.

Presentation

Pupils should be able to:

- a) spell correctly words appropriate to their level of writing;
- b) check and correct final drafts for misspelling and other weaknesses in presentation;
- c) write fluently and legibly;
- d) present finished work appropriately, clearly and attractively.

ENTRY LEVEL CERTIFICATE

IN ENGLISH

This course will continue to cater for pupils at National Curriculum Level 1 - 3 and is consistent with the requirements for GCSE English and for GNVQ core skills in Communication.

The Course aims to develop the ability of the pupil to read, write, speak and listen. The material will include: novels, plays, poetry, autobiographies, newspaper articles, advertisements, brochures, diagrams, instructions and broadcast material.

Assessment

A folder containing the best three pieces of written work (40%), produced during the course; there is an emphasis on the ability to write imaginatively but candidates must also demonstrate the ability to convey information and to express an opinion. e.g. a letter of application, a report or a personal statement.

Oral Work (30%) based on the ability to make a speech, hold a conversation, contribute to group discussion, answer questions and to speak in role, e.g. as a radio commentator or council representative. Taped evidence will be required for moderation purposes.

Reading (30%) based on the ability to read and understand information used in the conduct of everyday life and reading for pleasure of stories and poems. Candidates who wish to obtain the higher grades must have TWO pieces of written coursework. Each piece should be based on a different text and will cover poetry, prose, drama and media texts.

Spelling and Handwriting are important assessment criteria.

A written paper taken in March, which will test the ability to understand and use 'everyday' English, e.g. to read and extract information from advertisements, leaflets, diagrams etc, to write simple instructions, fill in relevant forms, write appropriate letters etc and/or literary material and to write in different forms.

A candidate's achievement is acknowledged through a system of three pass grades.

GCSE - ENGLISH LITERATURE

In addition to English, some students are selected by ability and interest to follow a course in English Literature, as a separate additional examination qualification. Final decisions on entry will be taken in the Spring Term of Year 11.

The Course involves the study of poetry, prose and drama, including at least one text of some substance in each genre published before 1914 and at least one text of some substance in each genre published after 1914.

Assessment takes two forms:

- 1 **Examination** (worth 70% of the total marks) (2½ hours)
 - Section 1 Detailed questions on prose and drama texts specified for examination.
 - Section 2 Questions on unseen poetry.

- 2 **Coursework** (worth 30% of the total marks).

A folder containing written work which shows that the candidate has studied and appreciated a range of poetry, prose and drama, including texts published pre- and post- 1914.

Failure to produce the required coursework will jeopardise the chance of GCSE entry

There will be two different levels of papers and students will be entered according to ability:

Foundation Tier - Grades G, F, E, D, C
Higher Tier - Grades D, C, B, A, A*

Mrs C Northwood

GCSE MATHEMATICS

As a core subject, Mathematics is compulsory for all students at Key Stage 4, leading to a GCSE qualification (or an Entry Level in exceptional cases) awarded by the WJEC. There are four main areas of study as prescribed in the National Curriculum, and students will simply continue to develop skills in these areas at higher levels from where they left Key Stage 3. These areas being:

Using and Applying Mathematics
Number and Algebra
Shape, Space and Measures
Handling Data

Tiers of Entry

There are two tiers of entry which provide access to the following grades:

Higher Tier	-	Grades A*, A, B, C, D
Foundation Tier	-	Grades C,D, E, F, G

The tier of entry is not finalised until Year 11, and is made on the recommendation of the teaching staff. This is based on students work in Years 10 and 11.

Examination (100% of total marks)

All students sit two written papers at the end of Year 11.
Each paper is worth 50% and is two hours long. The first is non-calculator.

Equipment

Students are expected to provide their own equipment for all exams – internal and external – and we have a strict policy of not lending anything for these. We believe that students should take responsibility for this. They should also bring this equipment to all their Maths lessons as a matter of course.

The list of equipment required is – Ruler, compasses, protractor, calculator (scientific recommended) and appropriate pens, pencils, erasers etc. All these items may be purchased from the school shop based within the Maths Faculty.

Students may also be issued with textbooks from time to time, when appropriate, which should be looked after carefully.

Further Study

For those students who intend to pursue Mathematics at AS Level or beyond, it is expected that they will have successfully completed the Higher Tier course, and preferably have gained a grade A or better – although each case is considered carefully on its merits.

Mr K Collins

GCSE SCIENCE

Science GCSE courses have undergone a radical rethink over the last few years and new criteria have been developed which place a far greater emphasis on the skills, knowledge and understanding of how science works and less emphasis on knowing scientific facts.

The science faculty has decided to adopt the Edexcel specification, 360Science, which allows us to offer GCSE Science and GCSE Additional Science.

GCSE Science (YEAR 10)

GCSE Science is a stand alone qualification and is roughly equivalent to the present single award GCSE. It is the minimum study requirement at GCSE. Most students will have sat this examination before the end of year 10.

By the end of this course students should be able to answer questions such as:

Is evolution still taking place?

Why are so many people worried about GM technology?

How can cows make drugs in their milk?

When travelling in a car, why do I duck down when a bird flies low over me?

What chemicals do they use in laser light shows?

How can sweeteners taste like sugar but have no 'calories'?

Why do some scientists need to work in exotic locations like Hawaii and Antarctica?

How do you make beer?

How can I make the batteries in my MP3 player last longer?

What if all the electricity in the world went off and stayed off?

Why does helium make your voice go high?

How do we know black holes exist when they're completely black?

Assessment of GCSE Science

Internal Assessment (40%) – (Ongoing throughout the year)

10 % - Teacher assessment of practical skills (following instructions, collecting data, using ICT and presenting results of experiments).

30 % - Assessment activities provided by Edexcel, marked by the teacher but externally moderated.

External Assessment (60 %)

Six tiered multiple-choice tests, each worth 10 %, available in June.

We will be starting GCSE Science in the summer term of year 9. It is therefore essential that students have a good attendance during the summer term of year 9.

GCSE Additional Science (YEAR 11)

GCSE Additional Science is also a stand alone qualification and is roughly equivalent to the second qualification of the present double award GCSE. Most students will have sat this examination before the end of year 11. Studying Additional Science provides sufficient background for students wishing to continue their science education to AS and A2 level.

By the end of this course students should be able to answer questions such as:

Why do I get cramp?

Why don't I keep on growing forever?

Can we set up a biosphere on Mars?

Why is there a variety of birds in the park and not just one species?

If homeopathy works, why don't scientists believe it?

If particles in a solid are closer than in a liquid, why doesn't ice sink?

Are there actual flesh eating bacteria?

Can chemical reactions be undone?

People have survived a fall from 20 000 feet – how?

If you could design a roller coaster ride, what would it look like?

Irradiating food makes it last longer, so why don't supermarkets sell it?

What does $E = mc^2$ really mean?

Assessment of GCSE Additional Science

There are several different assessment routes available offering up to 70 % internal assessment. We will follow the simplest of these.

Internal Assessment (40%) – (Ongoing throughout the year)

This follows the same pattern as GCSE Science.

External Assessment (60 %)

There are three tiered multiple-choice tests and three structured tiered papers each worth 10 %, available in June.

Mr D Livesley

CBAC: TGAU CWRS BYR MEWN CYMRAEG AAITH **WJEC: GCSE SHORT COURSE WELSH SECOND LANGUAGE**

Minimum requirement.

It is recommended that 2.5 hours per fortnight should be allowed for studying a GCSE short course in Welsh Second Language.

The examination is intended for candidates:

- Whose first language is not Welsh.
- Where Welsh is not the everyday language of the home.
- Who have not followed the Welsh Programme of Study Key Stage 3.

Aims

To ensure that students have the opportunity to:

- Show interest, pleasure and enthusiasm while studying the Welsh Language:
- Contribute substantially to discussions, using language that is suitable for the purpose and the audience.
- Respond to a wide range of reading materials, including some published material:
- Write in a wide range of forms for a variety of purposes, giving attention to purpose, audience and accuracy.

Assessment Summary

Oral Examination 20% (5 – 10 minutes)

Pair/Group activities

Listening Examination 10% (approx ½ hour)

Written Examination 30% (1 hour)

Reading – 15%

Writing – 15%

Internal Assessment of coursework 40%

Oral – 20%

Reading – 10%

Writing – 10%

Topics

The course will concentrate on three specific contexts: **The Square Mile, Leisure** and either **Work** or **Literature**.

1 THE SQUARE MILE	2 LEISURE	3 WORK	4 LITERATURE
<ul style="list-style-type: none"> • The family • Family occasions • Family holidays • The home • Conflict • The area • Local attractions • Facilities for young people • Local schools <li style="text-align: center;">& • The area's Welshness • The local environment (litter/vandalism) • Local media (<i>papurau bro</i> / radio / television) 	<ul style="list-style-type: none"> • Socialising / going out • Sport • Television and radio • Films and video • Computers and the web • Pop singing / music • Friends (school/best / pen / new) • Interests / hobbies <li style="text-align: center;">& • Tension between friends / bullying • Chat rooms • Sport – players' wages, hooliganism 	<ul style="list-style-type: none"> • The future (6th form college, work, careers) • Applying for a job - The advertisement - The form and the letter of application - The interview • GCSE / vocational qualifications • Work experience • Part – time jobs • Welsh and Work <li style="text-align: center;">& • Voluntary work (different organisations, raising money, arranging an event) • Unemployment • Equal opportunities 	<p>Picture</p> <ul style="list-style-type: none"> • Television programmes • Films (cinema / video / DVD) • Plays / shows (theatre) • Computer games <p>Literature</p> <ul style="list-style-type: none"> • Letters • Magazines and books • Poems / pop songs • Short stories • Scripts / Playlets • Novels

Mrs L Davies

Philosophy and Ethics is a compulsory subject for all students in years 10 and 11. Unless you choose the full course GCSE option, you will cover topics from the OCR Syllabus B Philosophy and Ethics over five terms with an average of 1.5 lessons per fortnight.

You will cover the following topics:

- Religion and Human Relationships
- Religion and Equality
- Religion and Medical Ethics
- Religion Poverty and Wealth
- Religion, Peace and Justice

The topics will be covered with regard to various Christian views and with reference to at least one other religion. There will be assessment in the form of GCSE-style essay questions at the end of each topic.

You may also choose to obtain a GCSE in Religious Studies as one of your options. Because of our shrinking world and diverse society, it can be a significant advantage to have a Religious Studies qualification. It is a requirement for entering some professions and especially an advantage when working in any occupation that involves interaction with the general public.

GCSE Religious Studies follows the Edexcel Religious Studies specification over five terms with five lessons per fortnight.

In year 10, you will study Religion and Life Based on a Study of Christianity. This unit requires students to study the relationship between Christianity and life in the UK. There are four sections covering:

- Believing in God
- Matters of life and death
- Marriage and the family
- Community cohesion

You will need to be aware of a range of responses addressing religious and/or non-religious beliefs. Assessments will be through a 90-minute examination at the end of year 10.

In year 11, you will study the nature of Islam and its effects on the lives of Muslim believers in the UK. There are four sections covering:

- Beliefs and values
- Community and tradition
- Worship and celebration
- Living the Muslim life

You will need to be aware of a range of responses addressing religious and/or non-religious beliefs. Assessment will be through a 90-minute examination at the end of year 11.

Religious Studies papers are designed to give access to the full range of grade and are not tiered.

Mr D Holford

COMPULSORY PHYSICAL EDUCATION

All students participate in physical education throughout Key Stage 4. This is normally in the form of three lessons per fortnight. Students are given the opportunity to improve their fitness, experience a variety of roles within their chosen activities, and given the chance to participate in recreational activities that they might not have experienced previously.

Students will experience health, fitness and well being activities and an activity, or activities selected from at least one other area of experience (from creative activities, adventurous activities and competitive activities).

Students select an activity, from a wide range, which they then pursue for a six week period (half term). In addition, there will be clubs and teams run on an extra-curricular basis and those excelling in their sports will have the opportunity of gaining School, County, and National representative honours.

Some of the activities students may experience are:

- Rugby / Touch Rugby
- Football
- Netball
- Hockey
- Badminton
- Basketball
- Squash / Racquet Ball
- Fitness Suite
- Table Tennis
- Volleyball
- Athletics
- Tennis
- Cricket
- Rounders
- Danish Long Ball
- Dodgeball
- Swimming

School kit is expected to be worn, black kit for outdoor activities and white kit for indoor activities. For health and safety reasons no jewellery or school uniform can be worn during physical education lessons.

Mr. B Dugdale

GCSE PHYSICAL EDUCATION

This specification reflects the philosophy underpinning the National Curriculum orders in Physical Education and allows candidates to build on the experience gained in the previous key stages particularly in relation to the areas of experience in physical education, namely Adventurous activities, Creative activities, Competitive activities and Health, Fitness and well-being activities.

It is designed to:

- Encourage the purposeful and enjoyable practice and study of physical education;
- Allow candidates the opportunity to participate in a broad and balanced course in physical education;
- Allow candidates to select practical activities that take account of previous achievement, personal interest, and individual levels of motivation;
- Enable candidates to acquire self esteem, respect for themselves and others and develop a commitment to an active lifestyle;
- Enable the teaching of the theory elements of the course to arise from and during the practical activities.

Aims and Learning Outcomes

Following the GCSE course at John Beddoes should encourage students to:

- Become increasingly physically competent through being actively involved in a range of physical activities;
- Become increasingly effective in their performance in different types of physical activity such as player/participant, leader and official;
- Develop their ability to engage independently and successfully in the processes of different types of physical activity;
- Develop and maintain their involvement in physical activity as part of a healthy active lifestyle

The examination:

A summary of this assessment is given below:

Unit 1: Factors affecting exercise, performance, health, well-being and lifestyle choices

Written Paper: 1 hour 30 minutes
100 marks

Section A (20%)

Compulsory questions to test knowledge and understanding of physical fitness, its assessment and factors affecting participation, provision and performance in sporting, health and well-being activities.

This will be assessed through a series of short answer and extended writing questions.

Section B (20%)

Compulsory questions to test knowledge and understanding of physical, psychological and tactical/technical factors that have an influence on performance, health and well-being.

This will be assessed through a combination of short answer and extended writing questions.

This examination will be available either as an electronic assessment or as a traditional written paper.

Unit 2: Performance in Physical Education (60%)

Practical Controlled Assessment
120 Marks

Assessment of four practical activities.

The Course

In addition to compulsory P.E. lessons, students who opt for GCSE Physical Education will have an additional 5 lessons per fortnight: **3 practical lessons and 2 theory lessons**

Practical Components of the course

Pupils must opt for any **four** activities in which to be assessed chosen from the following box:

Health Fitness and Well-being Activities	Creative Activities	Adventurous Activities	Competitive Activities
Yoga Weight Training Circuit Training Step Aerobics Aerobics Machine Rowing (non competitive) Cycling (non competitive) Power Walking	Gymnastics Activities Olympic (formal) Rhythmic Thematic Acrobatic Martial Arts Trampolineing Diving Dance Activities Contemporary Street Hip Hop Folk Historical Theatrical Jazz Social	Hill walking Rock Climbing Sailing Canoeing Kayaking Skiing Snowboarding Water Skiing Wind Surfing Scuba Diving Life Saving Mountain Biking Horse Riding Surfing	Games Activities Football Rugby League Rugby Union Netball Basketball Hockey or Ice Hockey Lacrosse Badminton Table Tennis Tennis Squash Volleyball Cricket Baseball or Rounders or Softball Bowls Golf Water Polo Swimming Activities Swimming Life Saving Athletic Activities Athletics (track & field) Cross Country Running Rowing Weight Lifting Cycling Combat Activities Judo Fencing

Mr B Dugdale

GCSE DESIGN TECHNOLOGY – RESISTANT MATERIALS

Those students who choose to follow a GCSE Course in Design and Technology will develop awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluation.

This is essential as the course requires a high level of design and innovation; the examiners require imaginative well-made products that solve a real need.

So can you draw in 3D and produce interesting designs that reflect the changes in taste and style which we all enjoy and demand from new products?

Equipment

The course requires you to provide your own drawing tools and folder storage. You need pencils, colouring pencils and fine liner black pens plus Flip folders that cost £3 and the Revision Guide which costs £2. You will need to buy all of these. Some of these items can be bought in school.

Material

The best products often use high quality materials such as brass and oak. These materials require you to save and buy them. All materials are now expensive but we have pine at £2.47 per metre. All components are increasing in price and you will need to calculate the cost of your products and pay for them. £20 is not an uncommon price to pay for your product at GCSE.

GCSE Design and Technology (WJEC)

Controlled Assessment Unit 2	Examination Unit 1
60 %	40%

Unit 2 Controlled Assessment Task (CAT)

The Basics

- This replaces the coursework element of the present course.
- Start to think in terms of Control Assessment Task **not** project work.
- In simple terms a design and make task in 30 hours.
- All the work is to be done school.
- It is work that is done under supervision.
- It is to be completed in **Year 11 only**.
- The **Project Briefs** are set by the board. (Principal Examiner for each focus area sets the briefs.)
- These will change each year.
- The work is to be done in the controlled assessment work book.
- The controlled assessment workbook is to be downloaded from the WJEC website.
- The **controlled assessment workbook** is to **A3 in size**.
- There is a space on each page for a comment and mark.
- The work will be moderated each year.

Unit 1 Examination

The Basics

- It is now one focus area specific examination.
- It is split into two sections.
- Section A will have questions specifically about design issues.
- Section B will have questions about the respective focus area resistant materials.
- It is now a 2 hour examination.
- The students will need extended practice to be able to the examination
- The examination can be done in year 10 and or 11; the best mark being carried forward.

Further study

This course can lead to A Level and AS product design in the sixth form.

Mr P Kucharsky

GCSE INFORMATION COMMUNICATION TECHNOLOGY

The course is aimed at pupils who have a specific interest in computing and information systems. The coursework weighting requires a consistent approach to both theory and practical tasks. This course is very demanding and involves a detailed knowledge of application software, for example, in Microsoft excel you will be required to produce realistic spread sheets with formula which you have designed and then tested. How good is your maths because you need to understand algebra and binary systems!

You do not surf the net etc. because you're too busy working on your portfolio in year 10 and then your project in year 11.

Do you know somebody who runs a small business; you need their help to develop a computer based business system based on an existing real business!

The coursework is your own work with guidance and you need to work with out copying others work because it is individual and the person sitting next to you will be often doing something different.

To gain a C grade at GCSE requires a 65% pass rate this is much higher then many other subjects and reflects the quality and quantity of high quality individual work submitted.

Home work tasks include

- multiple choice exercises, and a lot of background reading
- examination style questions which you need to practise
- terminology spellings & definitions which you need to know

You need to be researching and planning the coursework task you will undertake each term.

While coursework is being carried out, you need to check and record work carried out in lessons and then plan the tasks to be carried out in the next practical session.

The coursework component consists of a portfolio of work which assesses your ability to use Communicating information (word/publisher/PowerPoint) in term 1 yr10. Spreadsheet modelling (Excel) is the task in term 2 yr10 and Information handling (database) is the task in term 3.

The full GCSE course includes a project in which you must submit a report on the solution to a problem that demonstrates your information systems capability, this is mostly unaided and is based on the work covered in year 10.

The overall assessment weighting is as follows: Coursework 60% (project 30%,portfolio 30%). Written papers 40% (two papers, 20% each)

Mr P Kucharsky

WJEC GCSE in HOME ECONOMICS: **CHILD DEVELOPMENT**

The specification is designed to give candidates an opportunity to extend and apply their skills, knowledge and understanding of the development and care of children from conception to the age of five years within a variety of contexts. It will enable interdisciplinary skills including all six key skills. Their capacity for imaginative, innovative thinking, creativity and independence relating to their personal interest will also be developed.

The specification will provide opportunities for candidates to develop their critical thinking and to manage a range of resources in order to develop items which are suited to the needs of individuals or families, and to recognise the influence of current trends, the market economy and technological change. It promotes an understanding of the social, emotional, physical and intellectual development of the child which is inter-linked through the study of the family, community and the responsibilities of parenthood. It will offer opportunities for candidates to develop an understanding of citizenship through the relevant issues of the subject.

The specification provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses including GCE Home Economics, GCE Health and Social Care, National Diplomas/Certificates in Health Studies/Care and CACHE Courses. It could enhance career opportunities or provide a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in the subject.

Summary of Assessment

Written Paper: 1 hour 30minutes (40%)

One paper which will be externally set and marked, targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from all areas of the specification and will assess the quality of written communication.

Child Study: Controlled Assessment (30%)

One task to be selected from a bank of three tasks set by WJEC, to include investigation and production focusing on a child's development. Duration: 15 hours to commence in the first half of the course. Internally assessed using WJEC set criteria and externally moderated.

Child Focused Task: Controlled Assessment (30%)

One task to be selected from a bank of two tasks set by WJEC, to include researching, planning, making and evaluating. Duration: 15 hours to commence in the second half of the course. Internally assessed using WJEC set criteria and externally moderated.

The controlled assessment is a compulsory component of GCSE Home Economics: Child Development. It complements the external examination by offering a distinct means of assessment.

It enables candidates to:

- Plan investigations and tasks

- Carry out investigations and tasks
- Apply skills in the context of Child Development
- Analyse and evaluate evidence
- Make reasoned judgements and present conclusions

The specification content is divided into six compulsory core areas of study which must be interrelated whenever possible. The following content should be taught in the context of the assessment objectives.

1. Family and Child
2. Food and Health
3. Pregnancy
4. Physical Development
5. Intellectual Development
6. Social and Emotional Development

Mrs J Washington

WJEC GCSE in HOME ECONOMICS: **FOOD AND NUTRITION**

The specification is designed to give candidates an opportunity to extend and apply their skills, knowledge and understanding of food and nutrition within a variety of contexts while maintaining the coherence inherent in this subject area. It will enable candidates to extend their design and technological capability in order to meet human needs and opportunities which have direct implications on the lifestyle and environment of all people. It will provide opportunities to develop interdisciplinary skills including all six key skills and their capability for imaginative, innovative thinking, creativity and independence relating to their personal interest.

The specification will provide opportunities for candidates to develop their critical thinking and to manage a range of resources in order to develop food items which are suited to the needs of individuals or families, and to recognise the influence of current trends, the market economy and technological change. It will offer opportunities for candidates to develop an understanding of citizenship through the relevant issues of the subject. The course reflects the view that GCSE Home Economics: Food and Nutrition should provide a variety of experience whilst focussing on concepts, themes and issues relevant to the subject content.

The specification provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses including GCE Home Economics, Design and Technology (Food) and GCE's in Manufacturing/Health and Social Care/Leisure and Tourism. It could enhance career opportunities or provide a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in the subject.

Summary of Assessment

Written Paper: 1 hour 30 minutes (40%)

One paper which will be externally set and marked targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from all areas of the specification and will assess the quality of written communication.

Food and Nutrition Practical Tasks (60%) Controlled Assessment

- I. Task 1: (20%) One task to be selected from a bank of three tasks set by WJEC. Duration: 10 hours to commence in the first half of the course. Internally assessed using WJEC set criteria and externally moderated

- II. Task 2: (40%) One task to be selected from a choice of two tasks set by WJEC. Duration: 20 hours to commence in the second half of the course. Internally assessed using WJEC set criteria and externally moderated.

The controlled assessment is a compulsory component of GCSE Home Economics: Food and Nutrition. It complements the external examination by offering a distinct means of assessment.

It enables candidates to:

- Plan investigations and tasks
- Carry out investigations and tasks

- Apply skills in the context of food and nutrition
- Analyse and evaluate evidence
- Make reasoned judgements and present conclusions

The specification content is divided into four compulsory areas of study which must be interrelated whenever possible. The following content should be taught in the context of the assessment objectives.

1. Nutrition, Diet and Health Throughout Life
2. Factors Affecting Consumer Choice
3. Nutritional, Physical, Chemical and Sensory Properties of Foods in Storage, Preparation and Cooking
4. Food Hygiene and Safety

Food and Nutrition (Home Economics) is a practical subject. Candidates develop and demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding of the topic areas.

Mrs J Washington

GCSE MODERN FOREIGN LANGUAGES

Learning a foreign language is important to YOU!

- It will enrich your life and help you to understand the world beyond the UK
- It may improve your job prospects; employers like people with language skills
- It will increase your enjoyment of holidays abroad
- Some universities will not accept you without a foreign language GCSE

Don't put yourself at a disadvantage! Take French or German or both!

- Results in first modern foreign language are consistently good
- Results in the second language are also always good

The syllabus for both languages consists of a number of topic areas, all of which are relevant to the experience that our pupils are likely to have in a foreign country. We offer pupils the chance to visit the country whose language they are studying.

Topics:

Personal & Social Life

Self, family, friends, home life, shopping, meals, healthy living, illness & accidents, free time, fashion, relationships, future plans.

Local Community

Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.

The word of work

Work experience, part-time jobs, future careers, technology (sending messages, accessing information etc)

The wider world

Travel & holidays, media, social issues (e.g. life of young people today, homelessness, crime, drugs, religion, politics), life in countries and communities where the language is spoken.

There are two tiers to the GCSE exam:

- Foundation Tier: Grades G-C
- Higher Tier: Grades D-A*

The examination tests the following four skills:

Listening (20% of the marks)

Pupils will be expected to give evidence of understanding of French or German by

- a) non-verbal response (box ticking)
- b) multiple choice and matching
- c) verbal response in English

in response to, for example, the comprehension of public announcements, instructions and requests, interviews, news items, short dialogues and monologues such as weather forecasts.

Reading (20% of the marks)

Pupils will be expected to give evidence of understanding of French or German by

- a) non-verbal response (box ticking)
- b) multiple choice and matching

c) verbal response in English
in response to, for example, the comprehension of written public notices and signs, magazines & newspaper articles and personal information such as that found in letters, notes, e-mails and messages.

Speaking (30% of the marks)

This comprises of two tasks taken with the teacher and recorded.

1. A structured conversation (4-5 minutes). Frameworks will be provided or may be based on each candidate's subject of interest.
2. A presentation (5-7 minutes). A free choice of topic presented by the candidate followed by discussion of the presentation with the teacher.

Writing – coursework (30% of the marks)

Candidates must complete two tasks chosen from different contexts, 20 marks each, which are provided by the teacher. These tasks are taken under test conditions within a lesson, following preparation of that topic. Dictionaries will be allowed and candidates will have access to short notes which they have prepared prior to the session and which will be submitted with their work. These pieces are marked by WJEC.

Candidates may be entered for Higher or Foundation level in each skill, and this will be decided after consultation between you and your subject teacher. Entry level may be offered to those for whom GCSE is not appropriate.

Mrs C Victor/Mrs R Kirkby

GCSE - GEOGRAPHY

The subject at GCSE aims to continue the development of an interest and enjoyment of the subject, allowing you to show knowledge and understanding of the interactions between people and environments. You will develop a sense of place and gain knowledge and understanding of physical and human processes that affect places, environments and geographical patterns. The subject aims to give opportunities to acquire and apply appropriate skills and techniques including mapwork, fieldwork, ICT and to conduct geographical enquiries.

Syllabus Content

Unit 1 – The Core

A. The Physical World

1. Water
 - River processes and landforms
 - Managing rivers
2. Climate Change
 - Causes and effects
 - Reducing its impact
3. Living in an Active Zone
 - Hazards at plate margins
 - Reducing the risk

B. A Global World

4. Changing Populations
 - World population distribution
 - Future changes in distribution and structure
5. Interdependence
 - Trends in globalisation
 - Impacts of globalisation
6. Development
 - Measuring patterns of development
 - Achieving the Millennium Development Goals



Unit 2 – The Options

The department will choose 3 themes – one physical, one human and one other.

A. Physical Options

7. Our Changing Coast line
 - Coastal processes and landforms
 - Managing coasts
 - Future coastlines
8. Weather and Climate
 - Climate patterns in the UK
 - Weather hazards
 - Reducing the risks
9. Living Things
 - The living planet
 - Management
 - Alternative futures

B. Human Options

10. Tourism

- The changing nature of tourism
- The impact of tourism
- Sustainable growth of tourism

11. Retail and Urban Change

- The changing city centre
- Changing patterns of retailing
- Alternative futures

12. Economic Change and Wales

- Current patterns of work and employment
- Future employment
- Future for energy in Wales

ASSESSMENT

The scheme of assessment will consist of:

75% external assessment through two written papers, and an internal controlled assessment component of 25%.

- The papers are divided on a basis of content.
 - Unit 1 - assesses the Core themes in the Specification
 - Unit 2 - assesses the Optional themes in the Specification
- Each paper has two tiers
 - Unit 1 (40%) - Higher Tier targeting grades A*-D (1 hour 45 mins)
 - Foundation Tier targeting grades C-G (1 hour 45 mins)
 - Unit 2 (35%) - Higher Tier targeting grades A*-D (1 hour 15 mins)
 - Foundation Tier targeting grades C-G (1 hour 15 mins)
- Candidates enter for a single tier and take both Units 1 and 2 for that tier.

Unit 3 – Geographical Enquiry (25%) Controlled Assessment

An enquiry based on fieldwork (10%) and a problem solving decision-making exercise (15%)

All candidates will cover the same topics and decisions about tiers will be made during the course.

Please come along and ask for further information.

Mrs I Morris

GCSE HISTORY

This new unitised course will be introduced for teaching in September 2009.

The course will consist of the following:



Two In-Depth Studies



Unit 1

The USA: A nation of contrasts, 1910-1929—the age of gangsters, the Ku Klux Klan and racism, Wall Street Crash, Jazz, movies and the Ford T. (25% - 1 hour exam)

Unit 2

Germany in Transition, 1929-1947—The rise of the Nazis, life in Germany and World War 2 and its impact on Germany. (25% - 1 hour exam)

One Outline Study

Unit 3—The development of the USA 1929-2000— Changing life in the USA, the race issue, Martin Luther King, Malcolm X , popular culture and the cold war including Vietnam. (25% - 1 hour exam)

One Internally controlled Assessment

An investigation into an issue of historical debate or Controversy (25%)

This will be focussed on Welsh and British history.



The course is designed to allow pupils to develop their use of sources of all kinds, e.g. written, pictorial, audio-visual and lessons are designed to help develop pupils preferred learning styles. Many of the skills developed in understanding and interpreting information are relevant to later careers, especially in management and the professions (law, journalism, banking, education).

Mr M Barnaby

GCSE ART

The GCSE Art and Design course at John Beddoes is a specialised Fine Art course that involves most aspects of Art and Design, from drawing, painting, printmaking and sculpture, to digital photography and manipulation.

Students are encouraged to experiment with a wide range of media and techniques, working to a given theme, building a portfolio of evidence that shows depth and breadth in their explorations. Linked to this will be the appreciation and critical analysis of contemporary and historical aspects of Art that may influence the student's production of a final piece.

Students who opt for this Fine Art course are serious in rising to the challenges of developing a high standard and range of skills, which fully prepares them to continue their studies at a higher level , at AS and A2.

Two units make up this Fine Art course. They are:

Unit 1: a portfolio of work (coursework)	60% of total mark
Unit 2: an externally set task (10 hour exam)	40% of total mark

Unit 1 – coursework

The purpose of coursework is to provide candidates with the opportunity to demonstrate their ability to investigate, explore, modify, develop and realise ideas. Students will be expected to show knowledge and understanding which will be developed through practical and critical responses gained from studying the work of professional artists and designers.

Students will be required to present for assessment **TWO PROJECTS OF WORK**. A project of work is anything produced from a theme to the submission of the final item or group of items. All supportive studies, research and investigations leading up to the final item must be included in the unit of work. This is a vital and integral part of the unit.

Unit 2 – Exam

The final examination requires students to produce a unit or work from conception to realisation over a fixed period of time.

The Exam paper, containing 7 open-ended themes will be handed out 4 weeks prior to the test. This period is to be spent researching and preparing ideas. Teacher guidance can be given during the preparatory period before the commencement of the 10 hour exam. All research and preparatory studies must be included with the final piece(s) for assessment.

Mrs J Vaughan

GCSE DRAMA

A new syllabus for the GCSE Drama course is now being introduced. The new course has a more practical base with coursework being removed and fewer texts being studied. The balance is now practical work (60%) and written papers (40%).

Who is the course for?

Drama is essentially a 'performance' art, so students who opt for this course should enjoy performing, taking part in all aspects of a production and working in a PRACTICAL way, in groups. Performance work is both scripted and improvised, and students are examined on their own devised productions. However, students who opt for this subject should be aware that there is also a theory component to the course and homework is set each week.

Aims of the course:

- to learn how to develop a character through a rehearsal process and present this successfully in performance using a range of staging and performance conventions
- to build on presentation skills developed at KS3, in particular, learn about different genres and performance styles
- to be able to discuss and evaluate how the sign system of theatre works, from the point of view of a director, performer and audience and the way in which meaning is communicated through drama

How will I be marked?

<u>DR1</u>	<u>Devised practical performance (Dec Year 11)</u>	
Task 1	Devised performance	40%
Task 2	Devised performance report	20%
<u>DR2</u>	<u>Performance from a text (May Year 11)</u>	20%
<u>DR3</u>	<u>Written examination (June Year 11)</u>	20%
Task 1	Analysis of a text	
Task 2	Evaluation of practical work in DR2	

What will I get out of it?

Students will be taken on several theatre visits throughout the course and they will be encouraged to accompany the group on as many of these visits as possible. Professional workshops are included in the course wherever possible in an effort to encourage students to see their studies in the wider context of media work and to help them understand the practical application of their studies within the industry. Students often progress to study the subject at A/S & A Level and we can boast several degree students and two qualified Drama Teachers and a television actress among our successes!

Apart from the qualifications, the main benefits of the course are what Drama can do for you in the form of social skills and key skills. You will find you are required to negotiate, organise and lead within the group. You will gain confidence in those awkward situations, such as speaking to a group, giving a good account of yourself in interviews and coping with the unfamiliar. Industries and services often use Role Play in their training. In many areas, experience in Drama is now a valid qualification to offer a prospective employer. It demonstrates a high level of self confidence and an ability to work as a team. Drama students also have to demonstrate a high level of commitment, self-motivation and independent study skills.

But have I got what it takes?

Most students find this a thoroughly enjoyable course. It requires not so much an ability to act (that can be taught!) as a lively and enthusiastic interest in the subject. You must be willing to work with others and get involved. If you can do that, the rest will follow!

Mrs G Bennett

GCSE MUSIC

Whatever your musical tastes and experiences, the 'OCR' GCSE music course is designed for you.

The course is based on three skill areas –

- Performing
- Musical Invention (Composing)
- Perception and Understanding

Each of these skills provide a focus for four Areas of Study:

- Playing on your own and in a group using instruments and / or voice
- Writing your own music
- Traditions and Innovations (different types of modern music)
- Dance Music with a focus on disco music of the 1970's and 1980's

Much of the work is coursework and accounts for 60% of the marks and will be completed during lessons and for homework. There is a listening exam (25% of final marks) testing perception and understanding and a timed performing task (15% of final marks).

You will be provided with a course guide, other support material and plenty of guidance and help. You will also have access to an increasing range of electronic and ICT resources including sequencing software, mini-disk recording equipment and sophisticated keyboards. Equipment is often available on short-term loan to enable you to work at home.

The school is also able to offer free tuition from highly qualified and experienced teachers on piano, saxophone, clarinet, guitar, flute, singing and drum-kit. This free tuition is subject to teachers and instruments being available and it is expected that GCSE students will contribute to musical activities.

This course is available to all students and it is not necessary to have had instrument lessons in the past. Many students go on to careers outside music but benefit from the organisation, presentation and communication skills that music develops. Those considering a career in teaching, working with children, community work, advertising, the media or arts administration and management will find this course particularly useful in their career aims.

For any further information or to discuss particular issues please speak to Mr Wardell.

Mr P Wardell

PARTNERSHIP COURSES WITH COLEG POWYS NEWTOWN

All Year 9 students have had the opportunity to attend a 'taster day' at Coleg Powys to gain an insight into vocational courses on offer. These courses require attendance one day per week at college, beginning in the latter part of the summer term 2009 and continuing throughout Years 10 and 11.

The courses are run and assessed differently from school-based GCSE courses. They are based on practical and written assignments completed throughout the course and, in order to be successful, must cover a minimum number of 'Guided Learner Hours' in addition to the assessed tasks.

The qualifications on offer depend on the course being followed but common pathways are shown below:

Pathway 1 (Dependent on ability / aptitude / attendance)

Year 9 / 10	Level 1 Introductory Certificate - Pass, Merit or Distinction (equivalent to 2 GCSE grades from G up to D) progressing to:
Year 10 / 11	Level 2 First Certificate - Pass, Merit or Distinction (equivalent to a further 2 GCSE grades from C up to A*)

Pathway 2 (Dependent on ability / aptitude / attendance)

Year 9 / 11	Level 2 First Certificate - Pass, Merit or Distinction (equivalent to 2 GCSE grades from C up to A*)
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Pathway 2 (Dependent on ability / aptitude / attendance)

Year 9 / 10	Level 2 First Certificate - Pass, Merit or Distinction (equivalent to 2 GCSE grades from C up to A*) progressing to:
Year 10 / 11	Level 3 First Diploma - Pass, Merit or Distinction (equivalent to a further 2 GCSE grades from C up to A*)

For your information

A school-based GCSE course is allotted 5 hours of teaching time per fortnight, therefore the time allocated to college-based courses is equivalent to 2 GCSE subjects. It is most important that students (and their parents / carers) understand the commitment, determination, and regular attendance required in order to fully complete the course and achieve a successful outcome.

CAREERS

The School boasts a well-stocked Careers Resource Centre within the main school Library, which is open for access during school hours throughout the year. Resources include a number of computer packages designed for use by pupils of all ages, video library, books, prospectuses and up to date labour market information.

Careers Wales are resident in the resources centre with a designated Careers Adviser providing support in career development and offering individual interviews and group sessions throughout Year 10. If parents wish to attend these interviews with their child please contact Mrs Smith to arrange a mutually convenient time. These interviews are planned to take place during the Spring and Summer terms.

Pupils in Year 10 are given the opportunity of work experience during the Summer term with an employer of their choice. Group sessions on how to plan and get the most out of work experience, Equal Opportunities and Health and Safety in the Workplace and delivered by the Careers Adviser.

The Work Experience Programme at John Beddoes has been highly acclaimed and the RoQA logo that appears on our letters is an acknowledgement of this achievement.

Careers Wales Careers Adviser can be reached on 01544 262953 during school hours Monday to Wednesday.

AND FINALLY – a personal note for pupils

You have attended John Beddoes for nearly three years, during which time you have studied a wide range of subjects. This is important because it not only gives you experience of all aspects of learning, but has also given you the chance to discover your strengths and weaknesses, likes and dislikes.

Now you are ready to start on courses, which will lead to public examinations. To prepare successfully for them, it is important to spend more time on a detailed study of each subject. It is not possible to continue with Year 9 work and thus it becomes necessary to make some choice of subject.

Where you have made decisions, they may be difficult. We will try to be as helpful as possible and I urge you to read this booklet carefully. Do discuss your plans with your teacher and your parents so that you obtain as much information as you possibly can. **Your aim must be to choose the subjects which best suit your likes and dislikes, strengths and career hopes, whilst maintaining a balance between the different areas of the curriculum.** School leavers of the future will need to be much more versatile and adaptable than was previously the case. You may be expected to update your knowledge regularly, learn different skills as and when required, or even to retrain for an entirely new job. All the more reason not to restrict your career choice by over specialising at this stage.

You have a few weeks to give serious thought to this decision, so use the time wisely, and remember – if in doubt ASK.

You will receive your option form at the parents evening on **Thursday 19th March**. Please return it to Mrs Washington by **Thursday 26th March 2009 at the latest**.

**G Richards
Headteacher**