

COURSES & OPTIONS  
2021-2023



**Ysgol Uwchradd** **Prestatyn High School**

**Cyfnod Allweddol 4**  
**Key Stage 4**

### **Non-formal Learning**

Organised programmes leading to accreditation but normally outside the national qualification framework. Duke of Edinburgh's Award and similar awards, Millennium Volunteers, First Aid or Food Hygiene certificates, etc

### **Formal Learning**

Organised learning opportunities leading to approved qualifications. Approved qualifications such as: GCSEs, BTECs, AS & A Level, Welsh Baccalaureate.

### **Compulsory Subjects & The Learning Core**

English, Numeracy, Science and Welsh Baccalaureate are compulsory for all. Organised learning opportunities leading to approved qualifications.

Drama

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# Booklet Contents

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Two practice sheets have been written to help pupils and parents get it right . So, let's get started .

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## 14 – 19 LEARNING PATHWAYS AT PRESTATYN HIGH SCHOOL KEY STAGE 4 (14-16 YEARS)

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14-19 Learning Pathways provides a framework by which learners can follow a National Curriculum which provides some choice for learners and is designed to meet their individual needs. At Key Stage 4 (Years 9 to 11) there is greater flexibility for students, though some subjects and experiences remain compulsory for all. In making their choices, students will select from a range of courses and should aim to develop their interests and strengths, taking full advantage of all the advice available to them from a wide range of sources.

English, Maths, Numeracy, Science and Welsh Baccalaureate are compulsory for all. All students will study Double Award Science, counting for two GCSEs.

Those with the necessary skills and aptitude will also have the opportunity to study English Literature as well as English Language at GCSE.

Physical Education, Religious Studies and Welsh must be taken by everyone. At Prestatyn High School, Religious Studies is taught as part of the Learning Core entitlement which includes aspects of Personal, Social and Moral Education. The skills, knowledge and experiences outlined in the Learning Core must be made accessible to all students. The means by which students achieve this will vary depending on the pathway chosen.

**The school will work with students and parents to ensure that the individual pathway chosen is the most suitable for each student and that the legal requirement of access to the Learning Core is met, in all cases, by maximising the effectiveness of curriculum time.**

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A Learning Pathway should promote inclusion by providing opportunities for all learners to have access to a broad and balanced range of experiences. This will enable all learners to develop the skills they need for life and work.

**Source: Learning Pathways 14-19 Guidance - Welsh Assembly Governmentsw**

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### The Options Menu

In addition to the study of the compulsory subjects and the Learning Core, students will also study **three** other courses from the options menu. The qualification they achieve at the end of the three year course will vary and this is shown above each course description.

#### General Courses/Subjects

All the GCSE courses offered at Prestatyn High School are in this group. Depending on their progress, nearly all students should expect to achieve a Level 2 qualification (GCSE grades A\*-C) in Year 11 or in some cases a Level 1 qualification (GCSE grade D to G).

#### Experiential or Vocational Courses / Subjects

All other courses offered are in this group and are also aimed at a Level 2 qualification for the great majority of students at the end of Year 11. A small number of students who do not achieve Level 2 in Year 11 will be awarded a Level 1 accreditation which they can build on post-16.

#### Collaborative Courses

Some experiential courses are taught with our partners. Coleg Llandrillo Rhyl. Only one of these courses may be chosen and students will spend one day each week following the course either in Coleg Llandrillo Rhyl during Year10

**In all cases, acceptance on these courses is subject to approval by the school and interview with providers.**

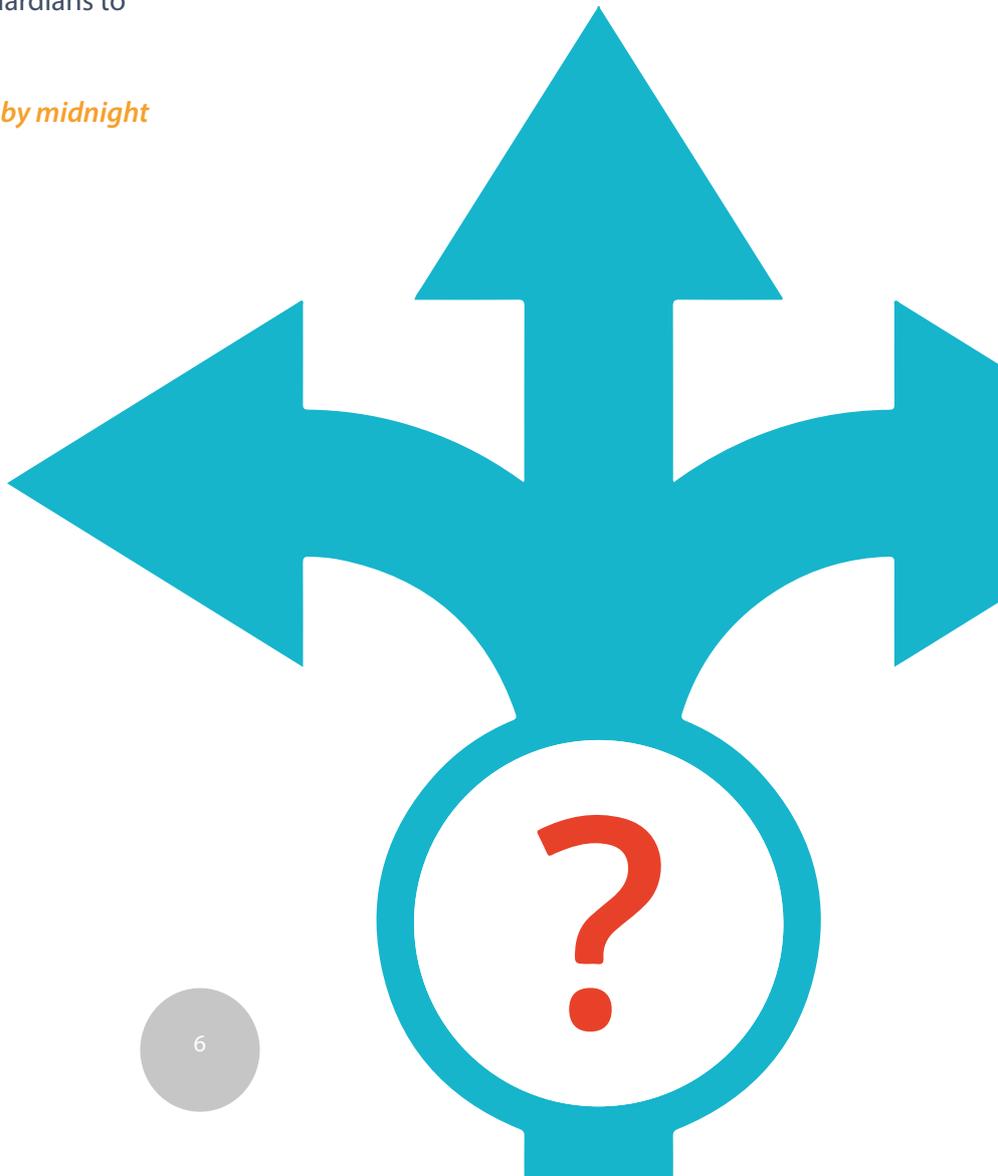
## Guidance on courses

Great care should be taken in making decisions about subjects in the options menu. Guidance and further information can be obtained from the members of staff indicated in the subject course descriptions in this booklet, Learning Coaches and from Careers Wales. An introduction to the options process will take place at the

Key Stage 4 Options is the 23rd February. Students should then consider their choices carefully, taking into consideration their performance throughout Year 8 and other factors such as likes and dislikes, strengths and challenges. A practice copy of the option form is included on the last page of this booklet. This practice option form should be used to help you make your decisions before you complete your final choices in school.

This will enable you and your parents/guardians to be involved in this process.

*Please make sure your choices are made by midnight  
Monday 1st March 2021*



## Careers guidance

From Year 9, students receive on-going careers advice through the careers adviser in school as well as via Careers Wales online. Throughout Year 11, careers advice is again made available through pastoral sessions. Students are encouraged to speak to their Learning Coach or Head of Learning in order to arrange a careers interview. Our Careers Wales advisor, Mrs M. Williams, is available in the library every Tuesday between 3-5pm for pupils and parents by prior appointment through the main reception.

There is a comprehensive careers section within the school library and all pupils are encouraged to take the opportunity to obtain information and knowledge from this source.

### Further Information:

**Ms L Larter,**  
*Careers and World of Work Coordinator*

**Mrs M Williams**  
*Careers Wales*

**Mrs A Luke**  
*Work Experience Administrator*

## Examinations policy

Some of the courses are accredited by means of continuous controlled assessments rather than external examinations. Where examinations apply, all students who complete the courses will be entered for relevant examinations. In a small number of instances, students may be withdrawn or not entered for an examination. Reasons for withdrawal include poor attendance, lack of controlled assessment or other issues at the discretion of the school.

The information in this brochure is correct at the time of publishing, but may be subject to change owing to the need to maximise the effectiveness of curriculum time, the viability of group sizes, staffing or other timetabling restrictions.

## Core Curriculum

The compulsory parts of Year 9 to 11 curriculum which all learners follow.

## Optional Curriculum

A range of non-compulsory courses. Learners will be able to select up to three of these courses at the start of Year 10.

## GCSE

The General Certificate of Secondary Education. Pass grades range from A\*-G, with A\*-C usually regarded as the grades required to entry to higher education.

## BTEC

Business and Technology Education Council. These courses are part of the optional curriculum.

## Coursework or controlled assessment

Most GCSE and BTEC courses include compulsory coursework or controlled assessments which count towards the final grade in that subject. Failure to produce this work may result in a learner not being entered for the exam in that subject.

## Exam boards

Most examinations taken at Prestatyn High School are conducted through the following exam consortia: AQA, Edexcel, Pearson and WJEC.

## Ten frequently asked questions about Year 9 options

- 1. Do I have completely free choice over my options?**  
The school will look carefully at your choices and talk with you and your parents if we believe you have selected subjects that are not appropriate for you.
- 2. Will I get my choices?**  
Probably. The majority of learners will, but some subjects may not run if there are insufficient numbers; others may get too full (which is why you must put your choices in order of preference).
- 3. Are there combinations of subjects that are not allowed?**  
No. You may select the subject that interest you.
- 4. Will I have the same teachers as this year?**  
Probably not. The timetable is very different in Year 10. Do not pick a subject just because you like/dislike your current teacher.
- 5. Will I be in the same classes as my best friends next year?**  
Not necessarily. Do not pick a subject just because your friend has.
- 6. I enjoy PE/Music but I am not actually very good at them. Should I select these subjects?**  
No. Some courses demand a degree of "natural talent" and you will struggle if you do not have it.
- 7. How should I choose the subject I should study in KS4?**  
Use this curriculum booklet, options evening and talk to your teachers to find out about the subjects you are interested in.
- 8. Will I have subjects chosen for me if I miss the deadline for completing my options?**  
No, but be aware that learners that who complete their options will get priority and you may miss out on any subjects that may already be full.
- 9. Will I be able to change my mind after the completing my options?**  
Possibly, but be aware it may be difficult to reorganise your options later in the year once the timetable has been created.
- 10. Should I assume that if I hear nothing directly, I have got my options?**  
Yes, assume no news is good news. We will talk to you and your parents if there are any issues. You will not get final confirmation of your choices until well into the summer term.

## **Creative Arts & Culture**

Art, Craft & Design  
Dance  
Drama  
Music

**Pages 10-13**

## **Humanities & Languages**

Cymraeg/Welsh (compulsory)  
English Language-  
(compulsory)  
English Literature  
French/Spanish/German  
Geography  
History  
Sociology  
Psychology

**Pages 14-21**

## **The Learning Core**

PE - (compulsory)  
Religious Studies (compulsory)  
Welsh Bacallaureate (compulsory)

**Pages 22-24**

## **Mathematics Science & Technology**

Animal Care  
Construction  
Computer Science  
Digital Technology  
Maths & Numeracy  
Motor Vehicle Technology  
Product Design  
Science - (GCSE-compulsory)  
Science - (Triple)

**Pages 25-33**

## **Vocational and Services to People**

Business Studies  
Child Development  
Hospitality  
Physical Education  
Public Services

**Pages 34-39**

**Subject:** Art, Craft & Design **Subject Leader:** Miss C Jones

**Head of Department:** Mrs H Bennett

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

The main aim of the course is for pupils to develop an understanding and knowledge of Art, Craft and Design. They develop a wide range of skills and the ability to express themselves. The programme of study should contribute to their future development including further and/or higher education and life beyond school.

The portfolio of coursework covers a selection of the following areas of study:

- **fine art** – drawing and painting, sculpture, print making and installation;
- **graphic design** – visual communication, advertising, package design, computer graphics, illustration, letter form;
- **three dimensional design** – ceramics, jewellery, product and functional design, theatre design.
- **textiles** – woven, knitted, embroidered, printed and fashion design, constructed, embellished, sewn and dyed;
- **photography** – lens-based media, video, digital and film;
- **critical and contextual studies** – Arts and Design history, theory, personal investigation;

### How you will learn:

- Research and recording.
- Understanding artists.
- Creative making.
- Personal presentation.

### How you will be assessed:

**Portfolio of work** - showing a wide range of skills and techniques – 60%.

**Final examination** – 40%.

### Additional information / skills:

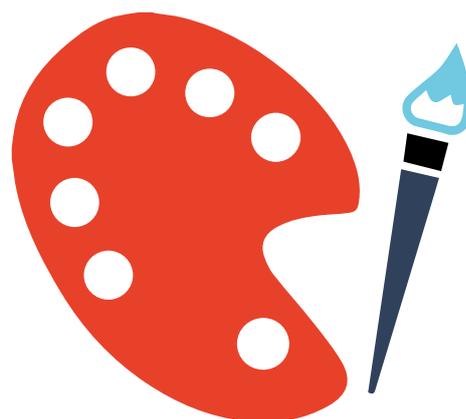
The study of Art, Craft & Design gives a useful background for a very wide range of careers. The skills of researching, planning, designing, problem solving, communicating and evaluating your ideas can be applied to many career pathways and lifelong learning.

Students following this course may be required to provide some materials such as sketchbooks themselves.

### Job ideas using Art, Craft & Design:

Animating, marketing and advertising, architecture, interior design, fashion, fine art, painting and sculpture, graphic design, industrial design, photography, film making, teaching and many others in this modern media based world.

**For further information see:**  
Miss C Jones



**Subject:** Dance **Subject Teacher:** Mrs A Davies

**Head of Department:** Mrs H Bennett

**Qualification:** BTEC First Award in Dance

**Exam Board:** EDEXCEL

### **Course Content:**

If you have a love for dancing and performance, BTEC Dance is the course for you! Practical dance lessons are at the heart of the BTEC and students will learn a minimum of 3-4 styles of dance throughout the course. They will be taught dances and throughout the duration of the course, will understand how to choreograph dance. Students will develop their own individual showcase, prepare for a performance and perform regularly. No previous experience of dance is required to take the course, but an enjoyment of performance is needed.

### **How you will learn:**

Students, throughout the duration of the course, will learn different styles of dance (e.g. hip hop, contemporary, ballet etc.); understand how to choreograph a dance, and learn about different dance companies and choreographers. All lessons are practical and will include a warm up, practical learning of a style and how to perform to an audience. The course takes place in our dance studio with purpose built mirrors. Students will perform regularly to one another, so as to help build confidence, and all students are assessed formally in the annual dance show.

### **How you will be assessed:**

#### **Unit 1: Individual Showcase**

This unit is assessed externally through a set practical task of two dances with the stimulus set by the exam board and a controlled written examination.

#### **Unit 2: Preparation,**

#### **Performance and Production**

Internally assessed unit that is sent away to the exam board for external verification. The dance will be performed in the school production as a practic looking at performance

skills on the stage. You will also need to keep a structure log book of the progress

#### **Unit 4: Dance Skills**

Internally assessed unit where you will perform two contrasting styles of dance in the annual school dance show alongside a log book to record your progress.

### **Additional information / skills:**

Students will have many opportunities for extra-curricular including taking part in the school musical, the annual dance show, will work with outside dancer companies and choreographers and will watch live dance. Students with extensive experience have always benefited hugely from taking the course, often going onto dancing professionally or taking the skills into a different career path. Students are required to wear leggings/ jogging pants and a change of top to the lessons, and can wear dance gear if they have it. We do not expect students to buy specialist clothes/costumes/shoes for the course.

### **Job ideas using Dance:**

This course will provide students with an excellent foundation for higher level dance/ performing arts courses in the sixth form which could lead to careers in Musical Theatre, dance companies, pantomime, Local/National Theatre or dance teaching, which many past pupils from Prestatyn High have moved onto. Knowing how to teach dance is an additional skill that could help in primary school teaching or working with young people or in the community.

### **For further information see:**

Mrs A Davies

**Subject:** Drama **Subject Teacher:** Mr M Williams

**Head of Department:** Mrs H Bennett

**Qualification:** GCSE

**Exam Board:** WJEC



### Course Content:

GCSE Drama is all about understanding what it is like to put yourself in someone else's shoes. You will learn many different drama techniques. You will have the opportunity to create your own work as well as look at plays written by other people. The course is in three parts:

- use drama to express feelings and ideas about a range of issues;
- look at a play to see how playwrights express their ideas about a theme or topic, and explore ways of making the play work on stage;
- performance - you will have the choice of being involved in the performance of a play from a script or one you create yourself.

### How you will learn:

- work creatively and supportively with groups of varying sizes showing imagination and understanding;
- adopt, sustain and develop a variety of roles with imagination and depth;
- demonstrate a creative use of language, movement and space;
- use drama form to explore issues;
- discuss and evaluate the work, its meaning and form;
- pupils will participate in teacher led workshops exploring the three units. Pupils will create a detailed portfolio of work to support their teacher assessed marks.

### How you will be assessed:

**UNIT ONE:** Unit 1 - 40%

based on a theme, linked with a practitioner or genre. Candidates may choose either acting or a theatre design skill. Teachers record the work on DVD/Video. Internally assessed and externally moderated with task two.

Devised performance: 5-14 minutes

Supporting Evidence: 750-900 words

Evaluation: 1 hour 30 minutes

### **UNIT TWO: Performance from a Text (20%)**

External Assessment

Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play. Candidates to work in groups of between 2 to 5 members. No more than two additional design candidates per group, each working on a different skill.

Externally assessed by a visiting examiner in April/May. Two extracts from the same text

combined: 5-12 minute performance.

### **UNIT THREE: Written Examination (40%)**

Written Paper: 1½ hours

Candidates will be assessed on their ability to analyse one set text as an actor, designer and director and a live theatre review.

### For further information see:

Mr M Williams

**Subject:** Music

**Head of Department:** Mrs H Bennett

**Qualification:** GCSE **Examination Board:** WJEC

### Course Content:

The course is designed to offer students a broad and interesting course based on the three primary musical activities of Performing, Composing and Listening. It is taught through four areas of study:

- Musical Forms and Devices
- Musical for Ensemble
- Film Music
- Popular Music

Students will be required to reach Grade 3 standard on an instrument or voice for the performance exam and the use of technology is encouraged for the composition folio. Students will be expected to take part in extra-curricular music and to facilitate this, peripatetic instrumental / voice lessons are offered at a reduced price to GCSE students. (Pupils must attend extra-curricular sessions to qualify.)

### How you will learn:

- listening to and appraising music from a wide range of genres;
- performing as a class or small group;
- specialist instrumental/voice lessons;
- strategies for developing and refining ideas for compositions;
- use of computer software / multi-track recording techniques to write/record compositions;
- preparing for concerts both in school and within the community;
- going to concerts;

### How you will be assessed:

- performance exam, solo and ensemble 35%;
- composition folio 35%;
- listening paper 30%.

### Additional information / skills:

The music course gives students an opportunity to adopt 'skills for life,' not only in 'Performance' but also in personal, social and communication skills.

### Job ideas using Music:

Classical/rock performer, professional singer, musician in the armed forces, conductor, sound engineer, music therapist, classroom teacher, peripatetic instrumental/voice teacher, music librarian, broadcasting, publishing, record business, advertising, agent, arts promotion, choreographer, composer/song-writer, cruise-ship entertainer, DJ, film music editor, music instrument maker, musician, music journalist, radio producer, music retailer.

### For further information see:

Mrs H Bennett



**Subject:** Cymraeg/Welsh 2nd Language - (COMPULSORY)

**Head of Department:** Mrs S Bennett

**Qualification:** GCSE    **Examination Board:** WJEC

### Course Content:

The contents of the new syllabus will relate to all areas of experience familiar to students and will aim to develop them in the skills and expertise required to become confident and competent Welsh speakers and writers at a level suitable for everyday life. Students begin their GCSE studies in Year 9. The context for learning the language is organised under three broad themes of EMPLOYMENT, WALES AND THE WORLD and YOUTH.

### How you will learn:

Pupils will learn through a combination of individual and pair/group work, listening to fellow pupils, reading relevant material, watching DVD clips, speaking and writing about their own experiences and responding to external stimuli.

### How you will be assessed:

here are four units of study and each unit will be assessed in year 11.

**Unit 1:** Oracy response to visual stimulus. A single task for a pair or group of three. 25% of the qualification. Speaking (10%), Listening (15%).

**Unit 2:** Communicating with other people. Also a single task for a pair or groups of three. 25% of the qualification. Speaking (20%), Listening (5%).

**Unit 3:** Narrative, specific and instructional written examination: 1 hour 30 minutes. 25% of the qualification. Reading (15%), Writing (10%).

**Unit 4:** Descriptive, creative and imaginative written examination: 1 hour 30 minutes. 25% of the qualification. Reading (10%), Writing (15%).

### Additional information/skills:

Knowledge of another language can enhance your job and career prospects. All sorts of employers will be interested in you because it will demonstrate that you are adaptable, resourceful and possess good communication skills.

This GCSE course progresses to AS or A Level post 16 for those students who wish to continue the study of the language.

### Job ideas using Welsh:

Any job where you are dealing with the public, travel and tourism, leisure, hospitality, catering, banking and finance, information technology, education and journalism.

### For further information see:

[Mrs S Bennett](#)



**Subject:** English Language – (COMPULSORY)

**Head of Department:** Miss E Davies

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

Language in its many forms, both spoken and written, is ever present in our daily lives. Central to this course is the study and development of reading, writing and oracy.

Not only are these skills essential in many careers, they also underpin successful study at all levels, and can also provide enjoyment and relaxation for a great number of people.

### How you will learn:

- oracy – communicating with people clearly, through a group discussion and an individual researched presentation;
- reading – reading with understanding and enjoyment, analysing a wide variety of non-fiction and fiction texts;
- writing – writing clearly, confidently and accurately in a variety of styles and for different purposes.

### How you will be assessed:

**Examinations** – two x 2-hour papers to test reading and writing skills (each paper is worth 40%).

**Non-examination assessment** - two tasks to assess speaking and listening skills: a group discussion and an individual researched presentation (worth 10% each).

### Additional information / skills:

GCSE English Language is a qualification required for many jobs and occupations. A pass of C or above is often essential for entry to further and higher education courses. The course equips students for life beyond the classroom, as it significantly enhances vital oracy skills. In addition, the emphasis on the accuracy of reading and writing ensures that students are effectively equipped for the next stage of their learning journey.

### Job ideas using English Language:

The study of English Language provides students with a useful background for a wide range of careers. The English Language GCSE is an essential requirement for careers in the medical profession, theatre, politics, business and journalism.

**For further information see:**  
[Miss E Davies](#)



**Subject:** English Literature

**Head of Department:** Miss E Davies

**Qualification:** GCSE

**Examination Board:** WJEC

**Course Content:**

**The course aims to enable students to develop their literary interests and become enthusiastic and knowledgeable readers. Students will be required to read and respond to a range of literary texts and to appreciate the ways in which authors achieve their effects. In doing so, they should also develop their own literary skills and expertise.**

**How you will learn:**

- oracy - communicating with people clearly, through discussions, debates and drama;
- reading – reading with understanding and enjoyment, analysing novels, poetry and plays from different cultures and traditions;
- writing – writing clearly, confidently and accurately, in a variety of styles and for different purposes.

**How you will be assessed:**

There are two written examinations:

Unit 1 (35%) focuses on John Steinbeck's *Of Mice and Men* and an unseen poetry comparison (two-hour examination).

Unit 2b (40%) focuses on Willy Russell's *Blood Brothers* and Charles Dickens' *A Christmas Carol* (two-hour examination).

The examinations are 'closed text', meaning students are not permitted to take copies of their set texts into their examinations.

In addition, there are non-examination assessments (25%) based on the study of a play by Shakespeare and a selection of poetry (Welsh Writing in English). Students will be entered either for Foundation Tier (Grades G to C) or Higher Tier (Grades D to A\*)

**Additional information / skills:**

GCSE English Literature is generally studied by the majority of students in the P and H bands.

Students will need to have studied GCSE English Literature in order to embark on the AS Level in Year 12.

**Career ideas using English Literature:**

The study of English Literature, combined with English Language GCSE, gives you a useful background for a wide range of careers. Both provide students with a useful background for careers in theatre, politics, business and journalism.

**For further information see:**  
[Miss E Davies](#)



**Subject:** French/Spanish/German

**Head of Department:** Mrs V Vick

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

The GCSE course covers the following contexts:

- **Youth culture, lifestyles, customs and traditions;**
- **Home and locality, global sustainability;**
- **Current study, world of work, jobs and future plans;**

### How you will learn:

You will develop the skills of **listening, speaking, reading** and **writing** through a variety of activities including pair work, group work, and independent study. You will use a wide range of resources, including online videos and webpages, magazines and textbooks, as well as interactive learning resources and games. You will have opportunities to discuss issues, give presentations and to write for a variety of purposes.

### How you will be assessed:

#### Component 1: Speaking (25%)

- One role play
- One photo card discussion
- One conversation

#### Component 2: Listening (25%)

Written exam 35 minutes (Foundation tier) 45 minutes (Higher tier)

Listening comprehension tasks with non-verbal and written responses.

#### Component 3: Reading (25%)

Written exam 1hr (Foundation tier) 1hr 15 minutes (Higher tier)  
Reading comprehension tasks with non-verbal and written responses from French/Spanish/German into English.

#### Component 4: Writing (25%)

Written exam 1hr (Foundation tier) 1hr 15 minutes (Higher tier)  
Writing tasks including one translation from English into French/Spanish/German.

### Additional information / skills:

#### Language learners are:

Good communicators - Problem solvers  
Computer literate - Work well individually or as a team.

#### Language learners have:

Skills appropriate to the global economy. An awareness and appreciation of the similarities and differences between cultures. Languages are becoming increasingly important if you intend to apply to the Russell Group universities.

### Job ideas using languages:

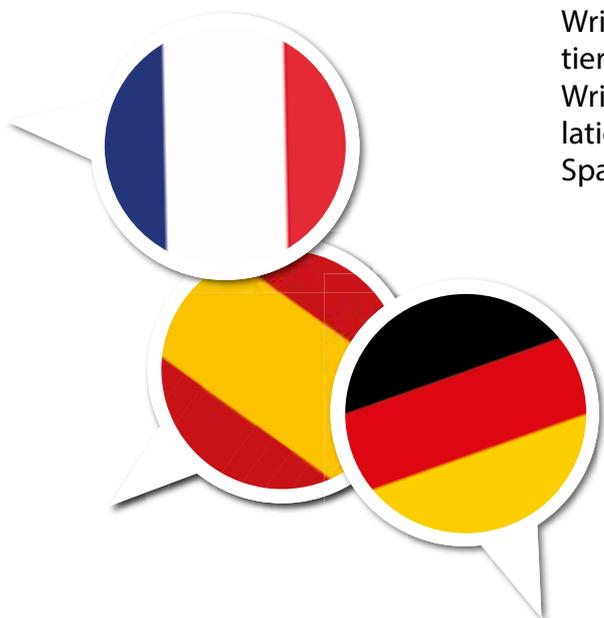
Knowledge of a language can enhance your job and career prospects.

Career paths include:

- Travel and Tourism
- Leisure Hospitality
- Catering
- Education
- Journalism
- Translation and Interpreting
- Diplomatic Service
- Banking
- Import and Export Law.

### For further information see:

Mrs V Vick



**Subject:** BTEC French

**Head of Department:** Mrs V Vick

**Qualification:** BTEC in Global Business and Communication

**Examination Board:** WJEC

**Course Content:**

If you enjoy languages and want to use them in the world of work, this is the course for you!

The vocational Level 1/Level 2 award in Global Business Communication is a vocational MFL qualification that will develop the learner's ability to work more effectively in the global economy.

This qualification is designed to create independent learners who will not only develop skills associated with language learning such as; communication skills, literacy, problem solving and, creativity, but also gain an understanding of the personal benefits of language competence and the importance of cultural awareness in the world of work.

Learners will develop skills in the foreign language to be able to undertake activities such as:

- **International work and travel**
- **Building global customer relationships**
- **Global sales and marketing**

**How you will learn:**

You will develop the skills of listening, speaking, reading and writing through a variety of activities including pair work, group work, and independent study. You will use a wide

range of resources, including online videos and webpages, magazines and textbooks, as well as interactive learning resources and games. You will have opportunities to discuss issues, give presentations and to write for a variety of purposes.

**How you will be assessed:**

**Unit 1 – Global Opportunities (Internal Assessment)**

- Understand the importance of languages for an individual and for business
- Be able to research job opportunities in French
- Be able to apply for jobs in French
- Understand work-related information in French

**Unit 2 – Global Travel (External Assessment end of Year 11)**

- Know the factors that need to be considered when travelling globally
- Be able to plan work related travel in French
- Be able to make work related travel arrangements in French
- Understand travel information in French

**Unit 3 – Global Customer Relationship (Internal Assessment)**

- Understand the importance of developing global customer relationships

- Be able to understand customer enquiries and

- complaints in French
- To be able to make/respond to customer enquiries and complaints in French
- To be able to develop positive customer relationships in French

**Unit 4 – Global Sales and Marketing (Internal Assessment)**

- Understand the benefits of developing a global market
- Understand how companies can promote their products/ services in French
- Be able to market a product/ service in French
- Present sales and marketing information in French

**Additional information / skills:**

Language learners are: Good communicators - Problem solvers - Computer literate - Work well individually or as a team.

**Job ideas using languages:**

Knowledge of a language can enhance your job and career prospects. Career paths include:

- Travel and Tourism
- Leisure Hospitality
- Catering
- Import and Export
- Tourist Services
- Customer Service
- Technology/IT

**For further information see:**  
[Mrs V Vick](#)

**Subject:** Geography

**Head of Department:** Mrs K Skeffington

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

In Year 10 pupils study 6 short units. These are:

- Distinctive landscapes in Wales
- Rivers and flooding
- Coastal management
- Population
- Urban change
- Global cities
- Tectonics (volcanoes & earthquakes)

In Year 11:

- Weather and ecosystems
- Development
- Environmental challenges

### How you will learn:

Analysing and evaluating environmental controls.  
Discussing and recognising the environmental issues relating to the sustainable use of resources Using satellite imagery and synoptic charts to develop the skill necessary to forecast the weather  
Research details about an issue/country on the internet  
Plan, organise and undertake a fieldwork component to describe, analyse and interpret data critically

Have the opportunity to take part in a field visit Develop new statistical techniques of analysis.

### How you will be assessed:

**Paper 1** - Changing Physical & human landscapes 1hr 30min exam worth 40% of GCSE

**Paper 2**- Environmental & Development Issues 1hr 30min exam worth 40% of GCSE

**Paper 3** - Non-examination assessment 2hrs 30min  
Fieldwork enquiry 20% of GCSE

The GCSE Geography course is now a linear assessment: papers 1&2, exams in Y11. There are no longer tiered exam papers.

### Additional information / skills:

#### Geographers can:

make a concise report;  
handle data; think scientifically by collecting and recording evidence from a range of sources including fieldwork;  
ask questions and find answers;  
make decisions about an issue;  
analyse material;  
manage themselves;  
solve problems.

### Geographers are:

- good communicators;
- spatially aware;
- environmentally aware;
- problem solvers;
- good team players;
- computer literate;
- well rounded, flexible thinkers.

### Job ideas using Geography:

Geography graduates are among the most employable, possibly because they possess the skills employers are looking for. This may be because the subject is a combination of the facts of science and the understanding of the arts. Career destinations include Environment Agency, emergency planning, meteorologist, teaching or lecturing, work in the financial and retail sector, other professions including media.

### For further information see:

Mrs K Skeffington



**Subject:** History

**Head of Department:** Mr G Bennett

**Qualification:** GCSE

**Examination Board:** WJEC

**Course Content:**

History teaches us what it means to be human. It provides pupils with a record of human achievement and experience, improves judgement, supports cultural understanding, identity and dialogue; it makes us better thinkers. In choosing History, you will complete a controlled assessment on British history as well as the 3 examination modules listed below.

**1. Crime and Punishment -**

**2. The USA: A Nation of Contrasts**  
1910-1929

**3. Depression, War and Recovery**  
1930-1951

**How you will learn:**

- analysing and evaluating
- different historical
- interpretations;
- using historical evidence to help you find out about the past;
- considering the contribution made to society by key individuals;
- using a range of materials such as ICT, written and visual sources, artefacts and music;
- own independent research.

**How you will be assessed:**

Three units will be examined, the fourth will be a controlled assessment. One exam and the controlled assessment unit will be completed in Year 10, which is half of the GCSE.

**Additional information / skills:**

The study of History will help you to consider and appreciate the experience and perspective of others, the ability to identify, respond to and influence social, moral and political challenges and situations.

**Job ideas using History:**

Antique trade, archaeologist, archive work, author, barrister, heritage work, museum work, history teacher, journalist, librarian, security service (MI5 & MI6), solicitor, tour guide.

**For further information see**

[Mr G Bennett](#)



**Subject:** Psychology

**Head of Department:** Miss S Reed

**Qualification:** GCSE

**Examination Board:** WJEC

**Course Content:**

The GCSE in Psychology is designed for learners to acquire knowledge and an understanding of psychology; developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena. They will cover a range of topics: memory, perception, development, mental health and the individual within social groups. They will become familiar with how psychological research is conducted, including the role of scientific method and data analysis. Learners will also develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.

**How you will learn:**

This GCSE specification in Psychology is divided into two units allowing learners to develop their understanding of psychology through a range of skills:

- demonstrating knowledge and understanding of psychological ideas, processes, procedures and

theories

- analysis and evaluation of psychological ideas, information, processes and procedures
- making judgements and drawing conclusions
- evaluation of therapies and treatments
- demonstrating the contribution of psychology to an understanding of individual, social and cultural diversity
- Knowledge and understanding of research methods
- practical research skills (designing and conducting)
- analysing data

**How you will be assessed:**

**Year 10**

**Paper 1 - Cognition and behaviour:**

Learners will draw on their knowledge of the processes of memory; the different elements of perception and factors effecting it; the development of the brain alongside theories of the development of education; and research methods. Assessment will be through a range of multiple choice, short and extended questions.

**Written examination: 1**

**hour 45 minutes. 100 marks**

**50% of GCSE**

**Year 11**

**Social context and behaviour:**

Learners will draw on their examination of individual behaviour, such as conformity and obedience, in social groups; language, speech and communication in humans and animals; the structure and function of the brain; and mental health. Assessment will be through a range of multiple choice, short and extended questions.

**Written examination: 1**

**hour 45 minutes. 100 marks**

**50% of GCSE.**

**For further information see:**

[Miss S Reed](#)

**Subject:** Sociology

**Head of Department:** Mrs K Garside

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

The WJEC Eduqas GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues. Learners will be encouraged to explore and debate contemporary social issues to enable them to challenge taken-for-granted assumptions and to question their everyday understanding of social phenomena. By following this course, learners will develop their own sociological awareness through active engagement with the contemporary social world. This specification will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are able to play a positive, active and informed role in society.

### How you will learn:

- This WJEC Eduqas GCSE specification in Sociology requires learners to:
- •• apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- •• critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions

- •• use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- •• use sociological theories to understand social issues, debates, social changes and continuities over time
- •• understand and evaluate sociological methodology and a range of research methods.

### How you will be assessed:

**Year 10 Component 1:** learners will consider how human beings acquire their identity and examine the process of passing on culture from generation to generation and in diverse settings.

**Year 11 Component 2:** learners will enhance their awareness of the social world through an examination of social structures and their influence on human behaviour.

**Students will sit 2 examination papers at the end of year 11. These will be 1hr 45 minute papers on two separate days.**

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**Job ideas using Sociology:** Social Services, Community Work, Law, Health Services, Business, Publishing and Teaching.

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### For further information see:

Mrs K Garside

**Subject:** PE - COMPULSORY

**Head of Department:** Mr C D Evans

**Qualification:** National Curriculum KS4

**Examination Board:** N/A

**Course Content:**

All pupils in Yr 10 and 11 must follow the PE National Curriculum, and take part in PE on a regular basis.

Pupils are able to choose from three differing activities every half term. Pupils must take activities, from Games, Fitness, Adventurous and Creative strands. Pupils will have one lesson per week. There will also be an opportunity to develop leadership skills.

**How you will learn:**

As well as improving skills, techniques and tactics from Key Stage 3, pupils are expected to develop their knowledge of health and well-being. An active lifestyle is promoted, and pupils are encouraged to try a range of new activities. Pupils should develop personal and social skills through taking part.

**How you will be assessed:**

Although there is no formal assessment, pupils will be graded on their level of effort and their record of participation.

Pupils following the exam courses can use this time to refine skills.

**Additional information / skills:**

Areas of experience will include weight training, circuit training, aerobics and toning, competitive team games, climbing, athletics and racquet sports.

**For further information see:**

Mr C Evans



**Subject:** Religious Studies - COMPULSORY

**Head of Department:** Mrs K Garside

**Qualification:** GCSE

**Examination Board:** WJEC

**Course Content:**

This course explores the relevance of religious beliefs, values and traditions. The GCSE course will explore Christianity and Hinduism, and will include units on religion, philosophy and ethics, including:

**Relationships** – Why get married? Is it OK to use contraception? What causes divorce? What is the Big Bang theory?

**Life and Death** – Is there an afterlife? Is it ever right to take a life?

**Good and evil** – What causes suffering? What are the aims of punishment?

**Human Rights** – Why do they matter? The work of Martin Luther King.

**How you will learn:**

In lessons you will experience a variety of learning opportunities including: Thinking skills - Decision making exercises - Class debates - Circle time - Active learning, re-enacting marriage ceremonies - Internet research, virtual tours of places of worship and pilgrimage - Group work to produce displays on topics such as suffering in the news - Religion in the media, exploring religious themes in the Simpsons, soap operas and movies.

**How you will be assessed:**

Two written examination papers: one to be taken at the end of Year 10, the second at the end of Year 11.

**Additional information / skills:**

Students will develop knowledge and understanding of religious and non religious beliefs, such as atheism and humanism.

The course provides opportunities for students to learn and understand more about the world and how religion affects society, enabling them to become thoughtful and engaged citizens.

Religious studies is NOT about making you 'religious' – it is about enabling you to think for yourself about religious, social, moral, political and cultural issues.

**Job ideas using Religious Studies:**

The course will give a good grounding for many careers that require an understanding of other cultures, and an insight into ethical and moral issues. These include medicine, social work, the police, health service professionals, lawyers, teachers, management training, customer services, journalism.

**For further information see:**  
Mrs K Garside

**Subject:** Welsh Baccalaureate  
The Skills Challenge (COMPULSORY)

**Head of Department:** Mrs P Hill

**Qualification:** GCSE

**Course Content:**

The emphasis in the Welsh Baccalaureate 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. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive initiative, preparing them to enter, succeed and progress in the world of work.

Learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens in a diverse society. Alongside and through the development of skills, the course provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and awareness of global issues, events and perspectives.

The Skills Challenge Certificate consists of four components, which are followed by all learners:

- individual project;
- enterprise and employability challenge;
- global citizenship challenge;
- community challenge.

The combined outcomes of the four components will determine whether the Skills Challenge Certificate is awarded at National and Foundation level.

**How you will learn:**

Through a combination of formal lessons, mentoring sessions and individual/group activities and events.

The Welsh Baccalaureate qualification actively promotes independent learning and some emphasis is placed on enabling students to show motivation and initiative to develop themselves as active learners.

**How you will be assessed:**

There are no formal examinations for the Welsh Baccalaureate. The projects are completed under controlled assessment conditions.

**Additional information/ skills:**

The Welsh Baccalaureate aims to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and next stage educators value and which learners need for learning, work and life.

The seven essential and employability skills are:

- literacy;
- numeracy;
- digital literacy;
- critical thinking and problem solving;
- planning and organisation;
- creativity and innovation;
- personal effectiveness.

The Welsh Baccalaureate will:

- enable learners to consolidate and formalise learning of skills;
- provide a theoretical underpinning of knowledge and techniques related to skills;
- encourage reflection, analysis and articulation of the learner's own proficiency in the skills;
- engage learners in exploring, developing, practicing and applying the skills;
- increase confidence and effectiveness in the use and application of the skills in a range of meaningful and 'real-life' context and purposes.

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**Future Career Opportunities:**

The Welsh Baccalaureate enables students to develop the skills and attitudes which will be of benefit in any future employment or walk of life.

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**For further information see:**  
Mrs P Hill

**Subject:** Animal Care **Subject Leader:** Mrs J Parry

**Head of Department:** Mrs M Morecombe

**Qualification:** BTEC First Award in Animal Care

**Examination Board:** Edexcel

**Course Content:**

The course consists of 2-3 lessons per week, mainly in our specialist Animal Care facility, and is delivered through a practical, 'hands on' experience. Students will have direct contact with a variety of living animals, including mammals, birds, reptiles, insects, fish and others.

**How you will learn:**

**Assessment is by written assignments and course work, for example:**

- Students may be asked to describe the types, properties and uses of bedding for animals and to confidently clean and maintain a range of animal housing on regular basis, with limited supervision.
- They may have to safely demonstrate appropriate use of hygiene and waste disposal. Students are encouraged to take care of an animal independently, e.g. by taking it home for the holidays (although this is not essential).

One unit is assessed by external examination during Year 10. Students will be fully prepared for this through classwork and practical experience.

There are 4 units of study covering areas such as:

- maintaining animal accommodation;
- animal health;
- animal behaviour and handling;

**How you will be assessed:**

Students wanting to opt for this course should be hard working and ready to produce written or word-processed assignments. Students will be constantly working hard on assignments and course work.

**Additional information / skills:**

The course is a good option for anyone interested in a possible career in the animal care field. It will allow you to progress to college courses or into work-related areas.

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**Future Career Opportunities:**

You may find work placements in animal care establishments, such as pet shops, rescue centres, vets or animal care centres.

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**For further information see: Mrs J Parry**



NOT AVAILABLE UNTIL YEAR 10

**Subject:** Construction

**Head of Department:** Coleg Llandrillo Rhyl

**Qualification:** BTEC First Level Certificate

**Examination Board:** Year 10-City & Guilds, Year 11-WJEC

**Course Content:**

The course is intended for students who have decided on a career in the construction industry and covers the basic knowledge and skills required for later specialisation in a number of trades within the industry.

Good communication and teamwork skills are essential for this course.

Six units must be completed in order to achieve the Extended Certificate in Construction.

**Three Core units:**

- introduction to the construction industry;
- investigating health, safety and welfare;
- construction science and mathematics.

**Three Investigations:**

- investigating carpentry & joinery;
- investigating trowel operations;
- investigating painting & decorating.

**How you will learn:**

This course will consist of theory, classroom based sessions and practical workshop based sessions.

**How you will be assessed:**

Assessment is carried out through a range of assignments based upon the theory and practical sessions.

**Additional information / skills:**

- students will spend the equivalent of 1 day per week at the Coleg Llandrillo Rhyl site studying this course;
- all applicants will be interviewed by the college and suitability for the programme will be assessed;
- references from the school will also be required;
- safety equipment will be supplied by the college (safety boots and overalls), which must be brought to each practical session;

**Job ideas using Construction:**

Following this two year course, successful students could progress to further study of a specialist area within the construction industry and combine this with on the job training by way of an apprenticeship.

**For further information see:**

Mrs P Hill, Mr A Hall or Rhyl, Coleg Llandrillo staff



**Subject:** Digital Technology

**Head of Department:** Mrs D James

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

The Digital Technology course is a broad-based qualification that allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives. 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.

### How you will learn:

- you will be taught to use several software packages through interactive and engaging lessons. You already possess many of the skills required through computer use at home and in school;
- theory lessons will be delivered using a variety of resources to ensure maximum interest and understanding.

### How you will be assessed:

**Coursework** - Two Non-exam assessments (NEAs) over the two years. Unit 2 involves the use of spreadsheets, webpage, animation and game creation; it is worth 40% of the qualification. Unit 3 focuses on marketing digital assets using social media and is worth 20% of the qualification

**Examinations** - Unit 1 'The digital world' an on-screen examination worth 40% of the qualification covering content related to digital technology systems, the value of digital technology and perspectives on digital technology.

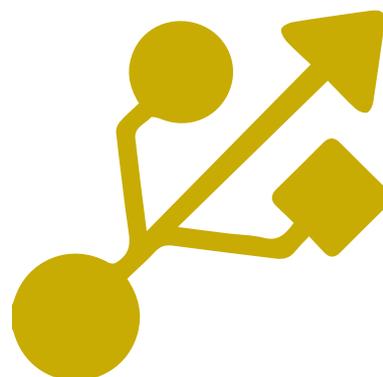
### Additional information / skills:

This qualification replaces the GCSE ICT course and incorporates skills that were taught in the previous qualification with updated digital technology skills that are used every day in this digital era. Many of the skills that you already possess will help you be successful on this course and virtually every skilled job involves the use of digital technologies in some way; this course will give you a recognised qualification in this area.

### Job ideas using ICT:

The qualification is designed for learners who wish to begin their journey towards a career that utilises digital technologies such as animation, graphic design, web design, sales, marketing, systems analyst or software developer to name but a few. It will also help learners who wish to progress onto advanced level programmes of learning involving digital technologies.

**For further information see:** [Mrs D James](#)



**Subject:** Computer Science

**Head of Department:** Mrs D James

**Qualification:** GCSE

**Examination Board:** WJEC

**Course Content:**

Students will learn how computers work and how to create and troubleshoot computer programs. Computer Science develops valuable programming and computational training skills, which are increasingly important in a variety of jobs. Recent educational reports have highlighted the concerns to industry and universities regarding the need for qualified computer scientists. This course is more technical and scientific than the ICT GCSE.

**How you will learn:**

- explore how computers work and how computers communicate;
- develop your own programs;
- expand and enhance your skills for design and creativity;
- learn how to debug (fix) programs.

**How you will be assessed:**

Examinations: Unit 1 - a written exam which investigates topics including hardware, logical operations, data types, operating systems and software engineering; it is worth 50% of the qualification. Unit 2 – an on-screen computational thinking and programming worth 30% of the qualification

**Coursework: Unit 3 - a non-exam**

assessment (NEA) requiring learners to produce a programmed solution to a problem worth 20% of the qualification

**Additional information / skills:**

This is the course for you if you want a career or further education course in computing. To be successful requires a genuine interest in computers and their workings. You will need to be good at problem solving and logic so this is well suited to students with a liking for science and/or maths. Because of this students need a minimum target grade of B in Maths. \*

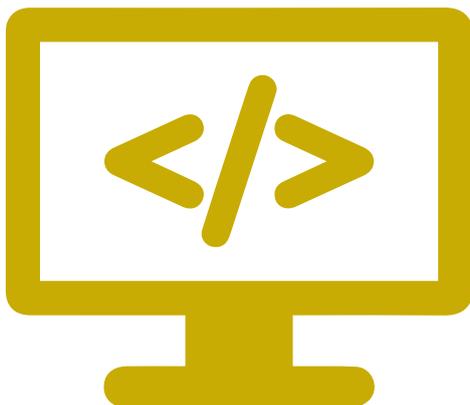
**Job ideas using ICT:**

Software or games developer, network administrator, development engineer, technical consultant and systems analyst. Did you know that Computer Science graduates now get more offers of employment than any other degree?

**For further information see:**

Mrs D James

\*Restrictions may apply for entry onto this course.



**Subject:** Maths & Numeracy - (COMPULSORY)

**Head of Department:** Miss E B Morley

**Qualification:** GCSE

**Examination Board:** WJEC

### Course Content:

All students in Year 9 follow the National Curriculum course in Mathematics and Numeracy at a level appropriate to their ability. As a result of homework, classwork, teacher assessment and assessment tests during Key Stage 3 each pupil is assigned a place at the appropriate level.

During the GCSE course, pupils build on the maths they have already learned. The course covers topics ranging from how to solve practical problems using maths to equations and formulae, two and three dimensional shapes, probability and handling data.

### How pupils will learn:

Pupils follow the WJEC Mathematics and WJEC Numeracy courses. All maths classrooms have interactive projectors, which are used alongside textbooks and worksheets, and lessons include individual, paired and group work. Students are set homework every week online, as worksheets or past papers.

### How you will be assessed:

There are three tiers of entry for both GCSE Mathematics and GCSE Numeracy. Students who intend to study maths at AS/A level need to pass GCSE

Mathematics at Grade B or at higher and their suitability for the course will be considered on an individual basis.

All pupils sit both GCSE Numeracy and GCSE Mathematics in the summer. Each examination consists of two written papers - Unit 1 (non calculator) and Unit 2 (calculator).

Higher tier (Grades A\*-C) - each examination lasts 1 hour 45mins.

Intermediate tier (grades B-E) each examination lasts 1 hour 45mins.

Foundation tier (Grades D-G) - each examination lasts 1 hour 30 minutes.

It is important that every student has a calculator, protractor, pair of compasses, ruler and pencil, which they should bring to every lesson.

### Additional information/ skills:

Most jobs require at least basic numeracy; it is difficult to think of a job which never involves the use of numbers. Many employers look for a high grade pass at Maths as a basic entry requirement. For some jobs, such as teaching and nursing, Grade B or above is required.

Skills gained in mathematics and numeracy help people think clearly and precisely

and solve problems. Everyone needs to be able to budget money, handle bills, pay rent, etc.

### Job ideas using Maths:

Practical work in construction crafts, such as tiling, carpentry, shop work, office jobs involving database work and accounts, work in banks, buildings, societies and financial institutions, surveying, engineering, planning.

### For further information see:

Miss E Morley



NOT AVAILABLE UNTIL YEAR 10

**Subject:** Motor Vehicle Technology

**Head of Department:** Coleg Llandrillo Rhyl

**Qualification:** BTEC First Certificate, Level 2

**Examination Board:** IMAL+Edexcel

### Course Content:

The course is designed for those students who might be interested in a career in the motor industry in some capacity. The course is made up of five modules:

- vehicle engine system principles;
- vehicle layout and operation of vehicle systems;
- routine vehicle maintenance;
- engineering skills.
- vehicle valeting.

### How you will learn:

Emphasis is placed on investigations using real situations and problems. Part of the day is dedicated to carrying out practical exercises in the workshop.

### How you will be assessed:

Assessment is on the basis of course based assignments to include practical and written work.

### Additional information / skills:

Students will spend the equivalent of 1 day per week at the Rhyl College site studying this course.

References from the school will be required and to qualify for the course students must have a good attendance and behaviour record. Students will need to be interviewed by the college.

### Job ideas using Vehicle Maintenance & Repair:

This qualification would form a useful basis for a range of careers in the automotive industry, e.g. motor sports, agriculture, armed forces, car mechanic, body repair, vehicle refinishing, manufacturing, car sales, travel industry.

### For further information see:

Mrs P Hill, Mr A Hall or Rhyl, Coleg Llandrillo staff

**Subject:** D&T Product Design **Subject Leader:** Mr D Nuttall

**Head of Department:** Mrs P Hill

**Qualification:** GCSE

**Examination Board:** WJEC

### Course content:

Design and Technology offers an opportunity for students to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. Design and Technology develops candidates' interdisciplinary skills, all six of the key skills, and their capacity for imaginative, innovative thinking, creativity and independence.

### How will you learn:

#### Year 9-

Experimental year making full use of the impressive facilities here at Prestatyn High School. Students will undertake a mini GCSE project based around the theme of new Technologies. Students will produce a portfolio including analysis, research, initial design, developing ideas, final design work and finish with an evaluation. This will follow the same format as the GCSE Controlled Assessment task.



#### Year 10-

Students will undertake a range of practical exercises developing their confidence using equipment in a workshop environment. This will be backed up with theory work to support their exam preparation.

#### Year 11-

The main Controlled Assessment task starts in September of Year 11 and will run through until March. The students will pick a brief and complete a 35 hour design and make task. This will also be backed up with theory work to support their exam preparation. The student will have the option to sit the exam at the end of year 10.

### How will you be assessed:

**Unit 1:** Product Design Written Paper (50%)

**Written Paper:** 2 hours

**Unit 2:** Controlled Assessment Task Task (50%)

Controlled Assessment Design and make task

### Job ideas using Product Design:

Electrician, gas fitter, technician, maintenance engineer, telecommunications engineer, health and safety officer, engineer, product designer, architect, virtual reality and a surveyor.

### For further information see:

Mr D Nuttall

**Subject:** GCSE Science (Double Award)

**Head of Department:** Mrs M Morecombe

**Qualification:** Qualification: GCSE Double Award Science (equivalent to 2 GCSEs) **Examination Board:** WJEC

### Course Content:

**Double award GCSE Science is compulsory for all students from 2016 onwards. It is a single course taken over two years but is worth 2 GCSEs.**

The course consists of 7 units of work; 2 of Biology, 2 of Chemistry, 2 of Physics and one practical skills unit. Each unit is worth 15% of the final qualification except the practical test which is worth 10%. Each subject will be taught by specialist teachers. Practical skills will be taught along side the theory. Examinations at the end of Year 10 and more at the end of Year 11 give you the marks needed for your final GCSE grades. Topics studied will include: Cells, Respiration, Digestion, Ecology, Atomic structure, Types of chemical reactions, Electricity, Waves, Genetics, Evolution, Disease, Astronomy, Radiation, Laws of motion, Acids, Metals and Crude oil.

### How you will learn:

You have already started the GCSE work in Year 9, so you have a pretty good idea of how the lessons are structured. As well as being expected to make your own

notes in an exercise book, you will be provided with work booklets for each topic. These contain both information and practice questions. You will carry out experiments and participate in demonstrations.

### How you will be assessed:

Examinations of 60 minutes length in each of Biology, Chemistry and Physics will be undertaken at the end of Year 10 and together account for 45% of the final grade. Another 45% will be assessed by three more examinations which will be taken at the end of Year 11 and the remaining 10% of the marks will be assessed by a practical test in Year 11.

Examination papers will be taken at either Foundation or Higher tier, depending upon which is the most suitable.

Your progress will be tracked throughout the course by regular tests.

### Additional information:

A revision guide will be made available for you to purchase to support your learning.

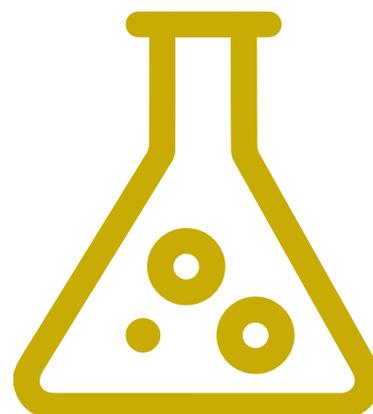
Science at GCSE prepares you to go on to any of our post 16

courses (A level Biology, A level Chemistry, A level Physics and/ or BTEC level 3 Applied Science.

### Jobs using Science:

Science is a core subject and all students in Wales are required to study for 2 GCSEs at Key Stage 4. This is because scientific skills are useful in all jobs and careers.

**For further information see:**  
Mrs M Morecombe



**Subject:** GCSE Science (Triple Award)

**Head of Department:** Mrs M Morecombe

**Qualification:** Qualification: GCSE Triple Award Science (equivalent to 3 GCSEs) **Examination Board:** WJEC

**Course Content:**

Science is compulsory at GCSE but students will be selected for this Science course and this will be one of their options, leaving them only with two choices for other GCSEs.

The course consists of two units of work and one practical assessment for each of the three Sciences, Biology, Chemistry and Physics.

Each subject will be taught by specialist teachers. Practical skills will be taught along side the theory.

Written examinations will be taken at the end of Year 10 and Year 11. In addition to this there will be three practical assessments, usually taken in Year 11.

Topics covered will include: cells, organ systems, ecosystems, homeostasis, micro-organisms, chemical substances, reactions, essential resources, chemical bonding, application of chemical reactions, organic chemistry, electricity, energy, waves, forces, space and reactivity.

**How you will learn:**

You will have already started GCSE work in each of the three Sciences in Year 9. You will learn through a mixture of theory and practical lessons. Students will carry out specified practical tasks and have some experiments demonstrated to them.

**How you will be assessed:**

Unit 1 for each science is a written paper, 105 minutes in length, which will be undertaken at the end of Year 10. This is 45% of the grade for each individual Science. Unit 2, which is taken at the end of Year 11, is another written paper 105 minutes in length. This is also 45% of the grade for each individual science. The remaining 10% for each science will be assessed through a practical assessment.

Your progress will be tracked throughout the course by regular tests.

Additional information: Science at GCSE will prepare students for post 16 courses (A levels in Biology, Chemistry & Physics and BTEC level 3 applied Science).

**Additional information:**

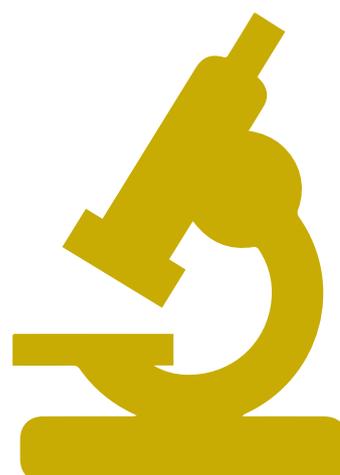
A revision guide will be made available for you to purchase to support your learning.

Science at Higher GCSE prepares you to go on to any of our post 16 A level courses. A higher grade pass at GCSE, higher or foundation prepares you to go on to the BTEC level 3 Applied Science.

**Jobs using Science:**

This course in particular will prepare those students who are intending to study medicine, dentistry and veterinary science at university or those who wish to study pure sciences.

**For further information see:** Mrs M Morecombe



**Subject:** Business

**Head of Department:** Miss Heggs

**Qualification:** BTEC

**Examination Board:** Pearson

**Course Content:**

This qualification provides an engaging, practical and relevant introduction to the world of business. It encourages you to explore the range of business types and understand the factors that influence success through analysing business models. It enables you to develop, enhance and apply your research, practical, communication and technical skills through creating and presenting a business plan for a realistic business start-up in your local area. You will study finance and analyse key financial statements (for example, income statements and statements of financial position), reviewing their importance in the successful financial management of a business.

**How you will learn:**

You will complete three pieces of coursework and 1 online examination.

**How you will be assessed:**

- Coursework 75%;
- Examination 25%;

**Unit 1: Introduction to**

**Business** - This unit introduces you to the language and terminology used in business. You will explore different types of business ownership and how they relate to the size and scale of a business. You will also explore how the type of ownership impacts on the responsibilities of the owners of a business. By combining all this with looking at different types of business model, you will begin to understand how diverse the world of business is.

**Unit 2: Finance for Business –**

The unit will help to develop your understanding on the costs involved in business and how businesses make a profit. This will lead you to develop your understanding on how businesses plan for success. Finally, you will explore how businesses measure success and identify areas for improvement.

**Unit 3: Enterprise in the**

**Business World** - In this unit you will explore business enterprise ideas including the trends that affect them

and the factors that influence their success. You will draw on knowledge gained throughout the other units to carry out research and assess the suitability of a business idea. You will use this to plan an enterprise idea for a realistic business start-up in your local area, based on your research.

**Unit 4: Promoting a Brand**

- Learners explore the importance of branding and promotion to business and elements of the promotional mix in order to develop and promote a brand for a business.

**Job ideas using Business:**

There are a range of job opportunities including retail buying, management, banking, management consultancy, chartered accountancy, marketing, advertising, investment banking, sales, personnel officer, teaching, local government, health service and the civil service.

**For further information see:**

Miss J Heggs

**Subject:** Business

**Head of Department:** Miss Heggs

**Qualification:** GCSE

**Examination Board:** WJEC

**Course Content:**

The course is designed to deepen candidates' understanding of the way in which businesses operate in a dynamic, changing and competitive environment. The course will enable students to actively engage in the study of business and to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. 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.

**How you will learn:**

You will complete two exams.

**How you will be assessed:**

100% examination

**Unit 1:** Business World

2hrs written examination.

**Unit 2:** Business Perceptions

1hr 30mins written examination.

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

- Business activity;
- Influence on business; Business operations
- Finance
- Marketing
- Human Resources

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.

**Job ideas using Business:**

There are a range of job opportunities including retail buying, management, banking, management consultancy, chartered accountancy, marketing, advertising, investment banking, sales, personnel officer, teaching, local government, health service and the civil service.

**For further information see:**

Miss J Heggs

\*level dependent on individual.



**Subject:** Hospitality and Catering **Subject Leader:** Mrs J Jones  
**Head of Department:** Mrs P Hill **Qualification:** L2 Hospitality and Catering, BTEC L2 Award in Home Cooking Skills, Royal Society of Public Health (RSPH) L2 Award in Food Safety and Hygiene and RSPH L2 Award in Health and Safety in the Workplace

### Examination Board: WJEC

#### Course Content:

This course will earn you the equivalent of 2 GCSEs. An amazing opportunity to achieve a higher grade (A\*-C) GCSE as well as a BTEC Level 2 Award and 2 Public Health awards.

#### WJEC Level 2 Hospitality and Catering

This qualification is equivalent to a higher grade (A\*-C) GCSE. There are two parts to it, the coursework, worth 60%, and the exam, worth 40%. The coursework is based around menu planning, nutrition and preparing, cooking and presenting food. The exam focuses on health and safety, food hygiene and the hospitality and catering industry.

#### BTEC Level 2 Award in

**Home Cooking Skills** This qualification is equivalent to half a higher grade (A\*-C) GCSE. Its focus is on cooking skills, meal plans, cooking economically and sharing skills learnt. This will be the focus at the start of Year 9 to build knowledge to allow greater success throughout the whole 3 year course. The main activity will be preparing, cooking and presenting food.

#### RSPH Level 2 Award in Food Safety and Hygiene

This qualification works very closely with the WJEC

qualification and is an added bonus qualification to make the student more employable. Everyone who works within the catering industry need to have a food hygiene certificate and this will give the student that qualification.

#### RSPH Level 2 Award in Health and Safety within the Workplace

This qualification works very closely with the WJEC qualification and is an added bonus qualification to make the student more employable.

Together the RSPH Level 2 Awards are equivalent to half a higher grade (A\*-C) GCSE.

**How you will learn:** In a very practically-based way. Lessons will be split between preparing, cooking and presenting food as well as completing theory tasks on different aspects of hospitality and catering. Skills will be a focus of the course.

#### How you will be assessed:

**WJEC:** 60% by coursework (half practical) and 40% by 90 minute online exam.

**BTEC:** 100% coursework (mainly practical).

#### RSPH Level 2 Awards:

Multiple choice test for each.

#### Additional information/

**Skills:** Suitable for all abilities;

transferrable skills; food preparation and cooking skills; problem-solving; organisation, planning and time management; finance; customer service and communication.

#### Future Career Opportunities:

The course mirrors work related activities, helping the progression into further education, employment or training. This course makes you extremely employable with jobs locally and around the world. The hospitality and catering industry is the 4th largest industry in the UK and accounts for 10% of the workforce. It is worth £40 billion to the UK economy. Employment in hospitality and catering ranges from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists working for supermarket chains. Employment in events ranges from crowd control, event sales and event branding to exhibitions.

Study progression can be BTEC Level 3 Hospitality and Catering in the 6th form equivalent to 1 A-level.

#### For further information see:

Mrs J Jones



**Subject:** Physical Education - Exam Foundation

**Head of Department:** Mr C D Evans

**Qualification:** GCSE & Vocational

**Examination Board:** WJEC

**Course Content:**

In Year 9, all pupils who choose this PE option will complete a 'foundation' year studying a variety of PE skills and principles. These will include practical units such as Fitness Tests and Training, Specific Sports and Leadership opportunities as well as classroom based theory lessons and written tasks/tests. At the end of the first year, pupils will then follow one of two different pathways – either GCSE PE or a Vocational Sport Course, both at Level 2.

**Course Content:**

The GCSE course is divided into two main sections. 50% of the overall mark is based around practical work. Pupils are assessed in 3 sporting activities. 50% of the mark is generated from theory based exam work. Topics for this section include Fitness, Anatomy, Sport in Society, Skill and Nutrition.

The Vocational Qualification is a variety of practical and theory work. Coursework modules include Sports Fitness, Sports Campaigning and Skill Development

**How you will learn:**

Pupils will have 4 extra PE lessons a fortnight. They will study the theory modules as well as completing practical work. Half of the lessons will be theory based during the course but many will have a practical element. Homework and tests occur regularly and a high level of effort is required in all aspects of the course.

**How you will be assessed:**

For the GCSE Course, pupils will be assessed in

two main ways:•50% practical work – 3 sporting activities (school based/community based sports);•50% theory work – exam paper in Year 11.

For the Vocational Course, most of the assessment is coursework based as well as practical marking.

**Additional information / skills:**

It is strongly advisable that pupils taking these courses will have gained at least Level 6 at Key Stage 3. They must enjoy all aspects of practical sport and physical activity, including fitness training. Pupils choosing GCSE PE must ensure they have 3 strong practical sports, a good level of fitness and willingness commit to extra-curricular work. Both courses are important if you wish to take BTEC Sport Level 3 in the Sixth Form.

**Job ideas using Physical Education:**

PE and Sport can lead to; teaching and coaching, sports science, medicine, the armed forces, leisure and fitness, sports development, outdoor work.

**Students who have not participated regularly or brought kit at Key Stage 3 will not be accepted onto these courses.**

**For further information see:** Mr C Evans



**Subject Leader:** Mrs P Hill

**Head of Department:** Mrs P Hill

**Qualification:** BTEC First Award in Public Services

**Examination Board:** Edexcel

**Course Content:**

This course provides a basis to develop skills and experience that would be necessary for working in Public Services, such as : The Police, The Fire Service, The Army or The Prison Service.

**You will look at:**

- the role of the uniformed and non-uniformed Public Services;
- fitness responsibilities;
- communication;
- job roles and responsibilities;
- team work;
- career development, recruitment and selection.

**How you will learn:**

**You will study 4 units of work:**

- the role and work of the public services;
- working skills in the public sector;
- employment in the public services;
- health, fitness and lifestyle for the public services.

**How you will be assessed:**

Controlled Assessment 75% - Pass (grade C), Merit (grade B), Distinction (grade A) - equivalent to two GCSE grades A\* - C.

**Additional information / Skills:**

This course is a good foundation for a Level 3 Public Service or AS level Business Studies course post 16.

**Job ideas using Public Services:**

Police, Ambulance, Fire, Army, Navy, RAF, Prison Service, Coast Guard, HM Revenue & Customs, Royal Marines.

**For further information see:**

Mrs P Hill



NOT AVAILABLE UNTIL YEAR 10

**Subject:** Salon Services

**Head of Department:** Coleg Llandrillo Rhyl

**Qualification:** Salon Services with Scalp Massage Level 2

**Examination Board:** City & Guilds

### Course Content:

This qualification has been developed to provide you with an introduction to the knowledge, understanding and skills required to prepare for work in the hairdressing or beauty therapy sector. This programme will develop your personal skills in areas such as team working.

The qualification will also give learners the skills to communicate clearly, deal with customer expectations and understand how customer service affects the organisation. The structure of the qualification consists of a number of units:

- introduction to the hair and beauty sector and presenting a professional image;
- following Health & Safety practice;
- introduction to hairdressing services, basic perming, colouring and styling;
- shampoo and condition the hair;
- scalp massage.

### How you will learn:

Delivery is by way of workshop and theory classes.

You will be learning in real salons at the college.

### How you will be assessed:

You will be assessed through a portfolio of evidence of practical assessments for each unit and some written test papers, multiple choice tests and assignment work.

Also, as you progress through the course, your behaviour both within and outside the classroom will also count towards your assessment in respect of maturity, development, interaction and communication.

### Additional information/skills:

All applicants will be interviewed by the college and suitability for the programme will be assessed. References from the school will also be required. A uniform will be supplied by the college and must be worn for practical sessions.

### Job ideas using Salon Services:

Following this two year course, successful students could progress to a further qualification in hairdressing and beauty therapy, apprenticeship in hairdressing or a variety of jobs within the industry such as sales, cruise line work, health farms.

### For further information see:

Mrs P Hill, Mr A Hall or Rhyl, Coleg Llandrillo staff



**Subject Leader:** Mrs P Hill

**Head of Department:** Mrs P Hill

**Qualification:** Health and Social Care, and Childcare-(Double Award)

**Examination Board:** WJEC

**Course Content:**

The WJEC GCSE in Health and Social Care, and Childcare equips learners with knowledge, understanding and skills related to the development and care of individuals throughout the life cycle from conception to later adulthood. Learners have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being.

**How you will learn:**

Pupils will study for two examinations and two coursework modules as well as completing some practical work. Visits will be provided from local health care providers. Researching information in text books, in the library and on the internet.

**How you will be assessed:**

Controlled Assessment consisting of three modules:

**Unit 1** - Written paper - 20%.

**Unit 2** – Promoting and maintaining health and well-being – non-exam assessment -30%.

**Unit 3** – Written exam - 20%.

**Unit 4** - Promoting and supporting health and well-being to achieve positive outcomes-30%

**Additional information / Skills:**

This course is designed for students who have a particular interest in health and child care and to those who want to progress along the vocational route. This course is a good foundation for Level 3 in Health and Social Care or Childhood Studies. This course is a double award and is not to be opted for with the Health and Social Care single award.

**For further information see:**

Mrs P Hill



The school provides a variety of opportunities for students to participate in activities which will provide them with experiences that help develop them personally, giving them some of the skills outside the classroom environment essential for their future well-being and progression. These opportunities range from one day events as part of the schools' PSE programme to more long term activities such as the Duke of Edinburgh's Award, Millennium Volunteers. Many students will also be members of clubs and societies outside school or may have a part time job or simply help in the family by baby-sitting. All these activities and experiences help build the whole person and are essential skills for life and work, forming a part of each student's individual Learning Pathway.

## The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is open to pupils aged 14+. Pupils in Year 10 are able to participate in the Award Scheme, usually from bronze level. Some may be newcomers to the scheme, whilst others may have completed an award lower down the school or with any of the Voluntary Youth Organisations. The Award isn't just another youth organisation to which young people belong. It challenges all young people between the ages of 14 and 25

to serve others, acquire new skills, experience adventure and make new friends. The scheme is not competitive and anyone with the necessary perseverance, enterprise and effort can gain an award, including those with some disability. Young people are encouraged to choose activities which suit their particular interests and talents and which are appropriate to the environment in which they live. The Duke of Edinburgh's Award Scheme is highly valued in the world of work and is an asset to those who wish to continue into further and higher education.

**For further information see:**  
**Mr. S. Davies**

## Buddies

Many students in Year 10 have been nominated and trained as 'Buddies' to support and guide students in Key Stage 3, especially in Years 7 & 8. Following their training at the end of Year 9 based on Childline's CHIPS programme, their role is to make themselves available during some lunchtimes and break times to assist in the running of activities with staff and to be available to support and help younger students needing to talk or requiring specific support. The training undertaken includes listening skills, how to support other students, basic sports leaders awards and an appreciation of when other pupils need to be

directed to an adult member of the Support Team for additional help.

## Millennium Volunteers

The "Millennium Volunteer" Program, aimed at the 16 to 25 year age group, has been running since 1999 and the school has strong links with the local MV Co-ordinator through Denbighshire Voluntary Services Council. A great many young people throughout Wales have signed up to the program, which is now recognised by employers and the wider community throughout the whole of the UK.

However, a number of students are now involved in Years 10 and 11 on the "Young Volunteers in Denbighshire" programme, which is like the MV programme but caters for the under 16s, and again provides certificates for time spent volunteering, and prepares them for the MV programme when they reach 16 years of age.

On both programmes, students aim to complete up to 200 hours of volunteering in the community over a period of time. The experience helps students develop as a person, build on their CVs and ROA, and see other people's viewpoint, is challenging and sometimes lets them try things to see if they like them.

Many of you will be regular users of the library and will need little introduction to the services we offer. However, you will need to do more than simply borrow books for personal reading, so it is important that you are aware of all the facilities available.

The library is open from 8.00 a.m. through to 3.30 p.m. Mondays to Thursdays and 8.00 a.m. to 3.00 p.m. on Fridays.

- you may borrow two books for two weeks. There are no fines for overdue books but if you keep books beyond the agreed date we will not allow you to borrow more materials until you have returned those overdue;
- all 8,000 items in the school; library are catalogued on our computer database, which you can access from any computer in the school;
- 30 Desktop PCs are available to pupils for internet, word processing and desktop publishing;
- Careers Wales Advisor, Mrs M. Williams, is also available for interview and advice on career choices. We have a special dedicated area to careers which has leaflets/books on different types of jobs that might interest you, plus other information on choices and careers;
- college and University prospectuses' are available in the library.

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We have a full-time librarian, Mrs Sarah Southerton, who is available to help you with your enquiries and will gladly obtain further information from other sources such as the County Library, should you be unable to find what you are looking for in our school library.

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COURSES & OPTIONS  
**2021-2023**