



*To be an outstanding school, developing outstanding individuals*



# Learning Pathways Booklet

**Learning Pathways Evening**

**20th January 2025**



## **What's included in this booklet?**

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**Introduction**

**A Curriculum that is right for you!**

**Timeframe**

**How to make your choice of options?**

**Some questions pupils ask?**

**So, in a nutshell!**

**Keeping options open**

**Background information and course outlines**

**A Guide to Compulsory Subjects Studied**

**A Guide to Option Subjects Studied**

**Useful email addresses**

**Pupils/Parent/Guardian – Checklist and Questions.**

**Changing your option subjects – The last resort!**

**What do I do next?**

**Ready to choose? Scan the QR code below**

**(you will need your Llanishen email and password)**



## Introduction

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*“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation.” John F Kennedy*

## A Curriculum which is right for you!

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### Preparing for Year 9

*You have come to a very important point in your school career!*

Up until now you have studied a wide range of subjects but the time spent on each has been limited. From now on, you will be preparing for external examinations and to allow you to achieve the necessary standard, you will have to spend more time on each subject. Consequently, you will be taking fewer courses.

You will continue to study a broad based programme in accordance with the requirements of the National Curriculum but you will now have a measure of choice. This is explained fully in this booklet. Making choices is part of a wider process in preparing to leave school and taking up further training or employment.

You must remember that you will ultimately be judged, not only on your academic achievements but also on your punctuality, your regularity of attendance, your appearance and attitude and your contribution to the life of the school and community.

Society is rightly becoming increasingly selective in its choice of candidates for higher and further education and for worthwhile employment. It is therefore important that you maintain excellent standards in everything you do in school. It is up to **you** to ensure that, when **you** leave school, **your** record is a good one.

**THIS HANDBOOK IS ESSENTIAL READING. YOU CANNOT AFFORD TO NEGLECT IT FOR THE SAKE OF THE MOST IMPORTANT PERSON IN THE WORLD – YOURSELF!**

**The aim of this booklet is to provide relevant information about the subject choices available to Year 8 pupils.**

The Welsh National Curriculum requirements, combined with the way we structure the timetable means that all pupils will take a range of subjects, so ensuring a broad-balanced curriculum. When making your subject choices it is important to ensure that any choices made will not preclude options in terms of later decisions



related to Careers and Educational Opportunities. With this in mind it is vital that your son/daughter has time to think through and discuss the implications of their choices.

**Parents need to be actively involved during this process to ensure that appropriate choices are made.** It is important that all pupils are matched to the examination courses that meet their individual needs. **Education is constantly changing and as a result there is a need to continually update the curriculum.**

### **CAN I WITHDRAW FROM ANY COURSE?**

If you find that in September one of your choices is not suitable then we will look to place you in an alternative course from that option block. Not all courses will have availability so any move would require approval from the Head of Subject and also room within the class. If there are difficulties after the end of September 2023, you should talk to your Head of Year.

### **WHAT KIND OF CAREERS ADVICE WILL I RECEIVE?**

During Years 9, 10 and 11 you will have assemblies on Careers and Work Related Experiences, (CWRE) where a variety of careers information and visits from local and national employers will be provided. Llanishen High School has a dedicated Careers Wales Advisor who is available to give advice and will also visit form groups to relay information. You can contact via reception, your Year Team Leader or by visiting the Careers Office, situated on the first floor of the science block.

This booklet is designed to help you understand the options process and to make the best decision for your G.C.S.E. options starting next year. This booklet outlines the choices you need to make and guides you in choosing the right pathway and core curriculum offer for you. It provides details of the subjects available to you and gives ideas as to when and where you can find out more about your choices.



**Mrs S Parry, Headteacher**



# Timeframe



Year 8 reports distributed to parents	December 2024
Options process explained to the pupils	January 2025
Subject Assemblies	January to February 2025
Year 8 parents evening	Monday January 20th 2025
Year 8 into 9 Options evening	
Options booklet uploaded to school website	Friday January 24th 2025
Students make options choices using Microsoft forms	Monday 27th January to Monday 10th February 2025
Form Tutors to input option choices and discuss with students	Friday 14th February to Thursday 20th February 2025
Option blocks put together – first draft	Monday 3rd March 2025
Final communication with parents – All changes made in this window	Monday 3rd March to Friday 7th March 2025
Option Blocks Built	Friday 7th March 2025

Before making any choices you must give consideration to the next few pages in this booklet. This will help you make the right choices for you. You must discuss your choices and any questions you have with your parents, your subject teachers, your form tutor, Mr Owen, Mrs Beck or Miss R Evans.

## **Forbidden combinations:**

- GCSE PE & BTEC Sport
- Barbering & Hair and Beauty
- Music Practice and Music GCSE



## How to make your choice of options?

### Read the Booklet

- Consider the options on offer.
- Think about your strengths and how the subjects on offer will match these.

### Discuss your ideas with parents and staff

- Ask as many questions as you can in your meetings with your form tutor and subject staff.
- Be prepared to change your mind based on the advice of parents and staff.

### Fill in the options form online

- Make sure you list your choices in order of preference.
- Make sure you and your parents complete the options form by Monday 10th February

### Options process

- The school will consider your preferences and will confirm these with you.
- Your choices will be circulated to subject staff to confirm your choices are appropriate.



## Some Questions Pupils Ask?

*Why do I have to choose?*

The GCSE and vocational courses in Key Stage 4 need to be studied in more detail than the course you are currently following and this takes more time. Therefore, you will need to study fewer subjects and spend more time on them.

*Why do I have to choose from this set of subjects?*

You need a broad and balanced education to prepare you for the full range of opportunities in education or work at 16+. In addition to this consideration, the National Curriculum sets down requirements for students to study at this stage in their school career.

*Can I change my mind later?*

The subjects you choose are for the next three years. We expect everyone to complete their courses once they have decided on them. This means fulfilling the requirements of the examination syllabus including completion of coursework and sitting the final examination. Therefore, it is very important that the right choice is made at the outset. As a result, we ask you to spend quite a long time considering your decisions. It is only in exceptional circumstances that students are permitted to change their courses once they have begun in September. Some subjects will be full and a change to one of these at a later date will be impossible. Please bear that in mind.

*How should I choose?*

**To make a good decision you need to take into account:**

- ✓ Your level of achievement in your current courses
- ✓ Your future potential in each subject
- ✓ Your interests
- ✓ Your future career plans
- ✓ The appropriateness of the Course

**You must not consider:**

- ✗ What your friends are doing
- ✗ Which teacher you like

*Will I definitely have all the subjects I ask for?*

The majority of students will be allocated the selection of courses they have chosen. However, each year minor changes in the Open Option do need to be made. This affects only a few students and we will do everything within our power to offer the first and second preferences you make in this option.

*How many examination subjects can I take at the end of Year 11?*

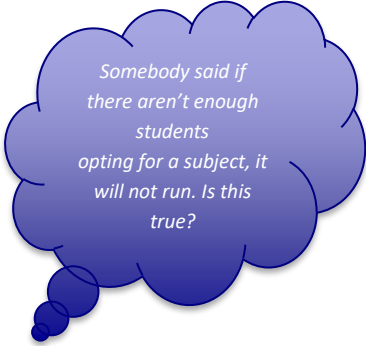
This will vary depending on which pathway you follow. Most students have an entitlement to nine GCSEs or equivalent accredited subjects but some of you will take more.

English counts as two subjects, one for Language and one for Literature. Science is a double or triple award (two or three GCSE's). Each of your options count as one subject. Everyone studies GCSE Mathematics and GCSE Numeracy, GCSE RE, GCSE and Welsh. If you add this up, most people take at least 8 subjects before they choose their options.





Yes. You will have to spend more on homework for each subject as the courses you are following involve more independent study. Regular work at school and home and good study habits will be essential to relieve the pressure and help you to achieve success.



Yes - obviously we cannot run a course for just a handful of students. This would cost too much and it would not be fair to the subjects that have class sizes approaching thirty. If an option closes due to insufficient numbers your second preference would be used.

# So, in a nutshell.....!

## Choosing your Subjects

Do choose...	Do not choose subjects because...
<p>Subjects that you enjoy!</p> <p>Subjects that you are good at.</p> <p>Subjects that you need for your preferred career.</p>	<p>It's what your best friend is doing!</p> <p>The subject is new!</p> <p>You like your current teacher for that subject!</p> <p>You do not like your current teacher for that subject!</p> <p>Only boys/girls do it.</p> <p>It's what your parents/guardians/other interested adults think you should do.</p>





## Keeping your options open

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Don't put all of your eggs in one basket! Make sure that you keep your future subject and career options open to you by considering subjects from 3 of the following areas:

<b>Creative</b>	Art, Drama, Music, Music Practice, PE, BTEC Sport, Photography, Media Studies, Hair and Beauty, Barbering, Dance
<b>Humanities</b>	Geography, History, Learning in the Outdoors
<b>Language</b>	French
<b>Social Sciences</b>	Business Studies, Digital Technology, GCSE Health and Social Care, Computer Science
<b>Technology</b>	GCSE Food and Nutrition, GCSE Product Design, GCSE Fashion & Textiles, L2 Engineering, L2 Construction.

## What will make up your 50 hours?

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### **The Learning Core (These courses are compulsory):**

- GCSE English Language and English Literature
- GCSE Mathematics
- GCSE The Sciences (Double Award)
- Games
- Full course GCSE Religious Studies
- Full course Cymraeg

### **Options Subjects**

- Up to 3 further subjects from the option subjects listed in this booklet.

### **Skills for Life**

- GCSE subjects are not always the best learning pathway for everyone. Skills for Life offers a variety of subjects and accreditations all at level 1 and 2 (GCSE or equivalent). The range of qualifications can include finance, work skills, equality and diversity, Food and nutrition, Prince's Trust, work related and employability skills.

## Background Information & Course Outlines

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### **GCSE ASSESSMENT**

### **EXAMINATION PAPERS & COURSEWORK**

### **GCSE**



The General Certificate of Secondary Education (GCSE) has led in all subjects to the design of new syllabuses and examinations intended for a wide range of ability, but they all come under the one heading - GCSE.

However, it is recognised that pupils will show greater ability in some subjects than in others. No two pupils are exactly the same. In every subject, there is a core of knowledge, skills and techniques, which has been determined by good practice and which fulfils certain standards (the GCSE Boards use the word 'criteria' instead of standards).

### **Final Grades for GCSE Subjects**

The examination board sets the examination papers and marks them. Your marks in each subject, for the examination papers and the coursework, are added together by the board for your final grade in the A\* to G range.

**Grades A\* to C** are regarded as matriculation grades which give you access to further and higher education.

**Grade U in GCSE** means that the candidate's mark is unclassified - it does not merit a GCSE award.

### **Controlled Assessments and coursework in GCSE**

Examinations have played an important part in your education and will continue to do so in Years 9, 10 and 11, by means of examination papers. However, your final subject grades will not depend on the examination papers alone. Controlled Assessments are an important part of assessment in some GCSE subjects. This means that items of work done in your courses during Years 9, 10 and 11 are taken into account when deciding your final grade.

The proportion of marks given for controlled assessments will vary from subject to subject, but it is important that you realise you will have to work consistently hard over the next three years if you hope to do well. Your controlled assessments will first be assessed by your teachers and then checked by examiners appointed by the Welsh Joint Education Committee (WJEC) or by any other board for which you are entered.

### **The School's Policy for GCSE Examination Entry**

The number of external examinations and the papers you will be entered for will depend entirely on the progress you make. Usually decisions on these entries are delayed until Years 10 & 11, but the final decision on examination entries must be a matter for the school in the light of the ability and effort you have displayed and the progress you have made. It is absolutely vital that you understand right from the beginning of Year 9 that you will need to work conscientiously for the full three years in all subjects



# **A Guide to Compulsory Subjects Studied**

**by Pupils in Key Stage 4  
(Years 9, 10 & 11)**

## **Individual Course Information**

- English Language and Literature (Single and Double Award)
- Welsh Language
- Mathematics
- Mathematics - Numeracy
- GCSE The Sciences (Double Award)
- Physical Education
- Philosophy Religion and Ethics



# English Language and Literature (Single & Double Award)

## Head of English – Miss C Lockwood

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Pupils will be familiar with some aspects of the GCSE English Language and Literature qualification as they have been studying elements of the course in Year 9. GCSE English Language and Literature will build on and progress from the levels of literacy expected at the end of Key Stage 3. The course enables pupils to appreciate how language connects them to the world around them, to engage with a rich range of texts from different periods and by diverse writers, and to develop and apply their own use of language, through written and verbal communication.

There are two qualifications available: Single and Double Award. The qualification comprises four units of study for Single Award and six units for Double Award. Three of the units (Units 1, 2 and 3) will be common to both the Single and Double Award but will be weighted differently.

### **Unit 1 – External Assessment (written examination)**

*30% of the Single Award, 15% of the Double Award*

**Section A:** questions requiring objective, short and restricted responses and one analytical comparative essay based on one poem from the WJEC Anthology and one unseen poem.

**Section B:** extended response question (one from a choice of two) – creative literary or non-fiction writing.

### **Unit 2 – Internal Assessment (non-examination assessment)**

*20% of the Single Award, 10% of the Double Award*

The assessment will comprise two tasks.

**Task A** is a written essay based on study of a prose text (A Christmas Carol TBC) selected from a comprehensive longlist of suggested texts. Learners will use a range of linguistic and literary approaches to demonstrate their knowledge and understanding of the whole text, exploring the theme of **Belonging** through the study of character(s) and setting.

**Task B** is an individually researched oral presentation linked to their understanding of **Belonging** developed through their literary study of the text for Task A.

### **Unit 3 – Internal Assessment (non-examination assessment)**

*20% of the Single Award, 10% of the Double Award*

The assessment will comprise two tasks.

**Task A** is a group discussion of 6-10 minutes based on the study of texts within a theme selected from WJEC's non-fiction anthology. Along with texts from the anthology, learners must discuss a text set by WJEC (one text will be set on each theme).

**Task B** is a creative non-fiction writing response informed by ideas and opinions gained from their reading of texts from Task A.







All pupils in Year 9 study for a **double award qualification in GCSE Mathematics**

The **GCSE Mathematics (double award)** is based on five interdependent proficiencies: conceptual understanding, communication using symbols, fluency, logical reasoning and strategic competence. All of these areas will be assessed across the 3 units within the four mathematical concepts:

- Number
- Algebra
- Geometry and Measure
- Statistics and Probability

The aim of the GCSE is to improve student's ability to think mathematically, whilst giving them the tools to apply their understanding to real world scenarios and settings.

Mathematics includes 2 tiers

Higher Tier: Grades A\* – D

Foundation Tier: Grades C – G

Assessment for each GCSE qualification will be through examinations held at the end of year 10 and year 11. There will be 3 unitised papers, not necessarily sat in this order, outlined below:

	Paper 1: Financial Maths	Paper 2: Non Calculator	Unit 3: Calculator
<b>Higher Tier</b>	1hr 45mins (80marks): 30%	1hr 45mins (80marks): 30%	2hrs (90marks): 40%
<b>Foundation Tier</b>	1hr 30mins (65marks): 30%	1hr 30mins (65marks): 30%	1hr 45mins (75marks): 40%

The following table summarises the way in which the mathematical content will be divided across the three papers

Unit	Unit 1: Financial Mathematics and Other Applications of Numeracy (Calculator Allowed)	Unit 2: Non-Calculator Mathematics	Unit 3: Calculator Allowed Mathematics
Content	The paper for each tier will comprise of short and longer, structured and unstructured questions. Questions will be set in personal and other real-world contexts	The paper for each tier will comprise of short and longer, structured and unstructured questions. The paper will include context-free questions and questions set in mathematical contexts	The paper for each tier will comprise of short and longer, structured and unstructured questions. The paper will include a mix of questions set in a real-world and other contexts and context free settings

Learners are not required to sit every paper at the same tier and there are options to re sit specific units, should the need arise.





## GCSE The Sciences (Double Award)



### Overview

GCSE Double Award Science encourages pupil's curiosity about Science in the world round them and provides them with a greater understanding of the effects of Science on society.

The three core Sciences of Biology, Chemistry and Physics are taught separately.

The construct of GCSE The Sciences (Double Award) qualification is to:

- explain phenomena scientifically to demonstrate how the world works
- construct and evaluate designs for scientific enquiry and interpret scientific data and evidence critically
- research, evaluate and use scientific information to make informed decision

### Assessment

This will be a unitised qualification. Each unit will assess the Assessment Objectives and have the same weighting as follows:

AO1	<b>Demonstrate knowledge and understanding</b> of scientific ideas, processes, techniques and procedures.	25%
AO2	<b>Apply knowledge and understanding</b> of scientific ideas, processes, techniques and procedures	50%
AO3	<b>Analyse, interpret and evaluate</b> scientific information, processes, techniques and procedures.	25%

### Progression and Career Opportunities

Double award Science offers pupils a broad course of study that adds to their knowledge and understanding of the living, material and physical worlds and prepares them for the A Level Sciences; Biology, Chemistry and Physics. Successful completion of the A Level sciences leads to a wide choice of courses at university and an amazing choice of career destinations. There are more than 900,000 workers in the UK Science Industry. Some of the areas of Science are; chemical, nuclear, oil and gas, petroleum and polymers, energy, healthcare, environment, engineering, mining and land surveying.

Degrees in Science can lead to jobs such as Clothing, Colour or Food Technologist, Clinical Research, Animal Technician, Meteorologist, Oceanographer, Pharmacologist, Toxicologist, Metallurgist, Forensics, Engineering, Naval Architect, Chiropractor, Geneticist, Optometrist, Dance Movement Psychotherapist, Radiographer and Marine Scientist to name a few.

*"Somewhere,  
something  
incredible is waiting  
to be known."*

Carl Sagan  
Astronomer



## Physical Education (Core PE) Subject Leader – Mr H Trelawny

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Work within the Physical Education department is designed to support the general aims of the school.

The department has a number of aims:

- In Core PE we want pupils to learn and understand the value of physical activity and take this on into early adulthood.

Physical Education offers a comprehensive range of experiences to meet your needs. You are encouraged to participate, irrespective of your abilities, and develop positive attitudes towards active involvement as performers, observers and officials.

A variety of teaching styles will provide for a broad and balanced range of movement-related experiences through which you can develop an understanding of, and the skills necessary for, independent working and the ability to work effectively with others. The development of confidence, tolerance and the appreciation of your own and others' strengths and weaknesses are considered to be an important part of the learning process.

You will be made aware of leisure opportunities within the community and encouraged to develop those skills and attitudes leading to an active lifestyle.

The following activities are can be offered, either on site or at Llanishen Leisure Centre:

*○ life-saving ○ jazz dance ○ squash ○ swimming*

*rugby ○ football ○ badminton ○ netball ○ hockey ○ cross-country*

*basketball ○ volleyball ○ cricket ○ tennis ○ baseball ○ athletics*

*Fitness improvement activities ○ weight training ○ outdoor/adventurous activities*

In Physical Education your progress is assessed and is continually being upgraded and covers planning, performing and evaluating in all activities.





# Philosophy, Religion & Ethics

## Subject Leader – Miss A Parry

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Everyone has beliefs. They may not be religious, but everyone has a belief about *how the world was created*, *what happens after this life* and *how we should act while we are on this earth*.



Philosophy, Religion and Ethics is a unique subject that holds importance in the modern world. Equipping students with both subject specific knowledge and skills, PRE allows students to look at the world in a different light and to take a more open-minded approach to issues that permeate the media, news and everyday life. In today's world, it is easy for us to interact with people all over the world. Understanding other beliefs and cultures is vital for modern life and social cohesion, especially with the multi-cultural nature of twenty-first century Britain.

Philosophy, Religion & Ethics (*WJEC Religious Studies*) is a compulsory subject at Key Stage Four and all pupils will be entered for the Full Course GCSE. This will include two exams: Unit 1 in Year 10 and Unit 2 in Year 11. Both are weighted at 50% each.

The course is divided into two units, with each comprised of two themes. Pupils currently in Year 9 have started the first unit called *Religious and Philosophical Themes*, starting with 'Good and Evil' which deals with issues surrounding good, evil and suffering; crime and punishment and forgiveness. The following theme is called 'Life and Death', which looks at the world; the origin and value of human life and beliefs about death and the afterlife. Pupils will also study the core beliefs/teachings and practices within Christianity and Islam. Unit 2 is called *Religious and Ethical Themes* and is again comprised of two themes. The first theme is called 'Relationships', which looks at issues such as marriage, adultery, divorce, sexual relationships and issues of equality. The second theme is 'Human Rights', which looks at issues such as equality, social justice, prejudice, discrimination, and issues of wealth and poverty. Pupils will further study the core beliefs/teachings and practices within Christianity and Islam.

PRE will help develop your key skills in communication (both written and verbal), working with others and problem solving. It will also give you the knowledge to make informed decisions about moral problems and help you to confirm your own beliefs and explain them clearly to others. It is not about making you 'religious', it is about enabling you to think for yourself with regard to moral and religious issues.

A GCSE in Religious Studies is a steppingstone to a wide range of opportunities. The skills you develop will support you in further studies and employment. A good grade at GCSE will help you progress to A Level if you wish where you will be able to explore philosophy and ethics further. You will also be prepared to work and deal with people of different cultures and beliefs which can be very useful for careers such as the police, public sector, law, medicine and any profession where you work with a range of cultures and communities.





The aim of the Welsh GCSE Course is to ensure that each pupil becomes aware of the use of Welsh in modern day Wales and help nurture a positive attitude towards the language and culture. Each pupil has opportunities to develop their language skills so that they can communicate and interact effectively and go on to become a skilled employee in the workplace where the ability to use Welsh has become increasingly sought after by employers. Over the three years, pupils will have the opportunity to develop listening, speaking, reading and writing skills in an integrated manner.

This qualification has two external assessment units, which test reading and writing skills while the two internal assessment units test oral and listening skills. Various types of questions and clear instructions aim to make this non-tiered assessment accessible to learners of all abilities. The context for learning the language is organised under three broad themes:

- 'Cynefin'
- Culture
- Identity

**Unit 1 - Responding to Visual Stimulus 25% (50 marks)**

A pair/group task based on a visual stimuli provided by the WJEC to stimulate discussion.

**Unit 2 - Responding to Various Sources 25% (50 marks)**

A task for a pair/group based on stimuli provided by the WJEC to stimulate discussion.

**Unit 3 - Preparing for the Future 25% (100 marks) 1 ½ hours**

Reading and writing tasks with non-verbal and written responses. Pupils will learn essential skills for the future such as translanguaging and translating.

**Unit 4 – Literature and Creative Writing 25% (100 marks) 1 ½ hours**

Reading and writing tasks with non-verbal and written responses. Pupils will also study short stories and set poems.

There are opportunities for pupils to assist in lessons, help with the school Eisteddfod, visit the Urdd camp at Llangrannog and the Millennium Centre buildings in Cardiff Bay. There are also opportunities to visit the Senedd as well as Welsh dramas and musicals in other Welsh medium schools.

### Where does this lead????

Our pupils are the future employees of businesses in Wales where bilingualism is encouraged. Therefore, it must follow that armed with a qualification in Welsh, their future job prospects can be enhanced. Welsh medium education, law, medicine, nursing, social work and the police are amongst many of the fields that are increasing their needs for Welsh speaking professionals. Pupils who successfully complete the GCSE course may wish to continue their studies at a higher level such as AS or A level. An A level in Welsh is a recognised language at A level and many past pupils have gained places in universities both inside and outside Wales.



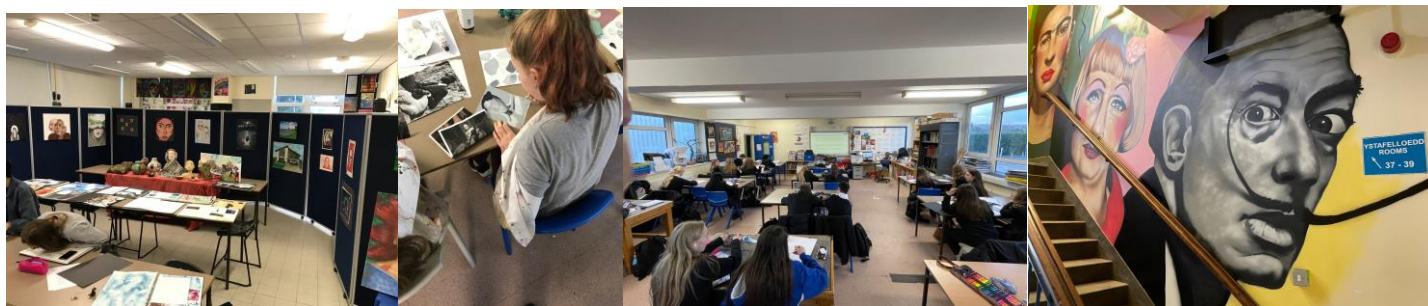
**A Guide to Option  
Subjects Studied  
by Pupils in Key Stage 4  
(Years 9, 10 & 11)**

**Individual Course Information**



Do you want to start your journey in the creative arts and creative industries? Do you want to work in film, TV and digital gaming? Would you like to be an illustrator or designer? Or perhaps you would like to work in education, museums or the media. Then GCSE Art or Photography could be for you!

The GCSE Art & Design course includes one coursework unit (the portfolio) which forms 60% of the final overall mark. The remaining 40% of the mark comes from the final examination, which is 10 hours long. The examination board is the WJEC. The coursework portfolio will involve investigation work (drawing, photographs, etc), artist/designer research, designing, and a 'final' piece of artwork that all links to a personal theme. Coursework is completed in class and at home; and a student's success depends on their commitment as an *independent* learner. Students must be prepared to think creatively and try various different materials and techniques in their work. They must also be prepared to *write*, as there is a significant written element to the course.



Assessment objectives and criteria:

**AO1** – Understanding/**Artist Research**

**AO2** – Making/**Experimentation/Designs**

**AO3** – Investigation/Observational **drawing/Primary-sourced photography**

**AO4** – Personal Involvement/**Final Piece/Links** between AO1, 2 & 3

*It is envisaged that pupils with an 'Advancing' or 'Securing' assessment will be suited to this GCSE course.*

### Study pathways:

- AS/A2 Level Art & Design or BTEC (Level3) Art & Design
- Foundation Diploma in Art & Design
- BA (hons) Degree
- BA (Education) Teaching qualification

### Employment in:

Fine & Applied Arts, Textiles & Fashion Design, Printmaking and Digital Media, Advertising, Graphic Design, Interior Design, Architecture, Film & TV, Photography, Museum & Gallery Curation, Art Education, Film Special Effects and Theatrical Make-up, Theatre Design/Costume Design, Computer Game Design, Web Design, Illustration, Animation.....and *many* more

### GCSE Art & Design (Photography)

This course adheres to the same structure and assessment objectives as the above course. However, it is focused on *photographic* techniques; though you *do* also need to show some competency in drawing and other techniques.

*It is envisaged that pupils with an 'Advancing' or 'Securing' assessment will be suited to this GCSE course.*



Ever wondered what it would be like to . . .

- *come up with an idea for a product?*
- *design it?*
- *arrange finance for it?*
- *produce it?*
- *sell it?*
- *and make money from it?*

Ever wondered what it would be like to be in business? Do Business GCSE and you'll find out!

You'll not only see what makes the Steve Jobs and Richard Bransons of this world tick, but you'll find out how they make their business decisions and how these activities affect the community, the environment and you.

The course is taught in units, each lasting approximately a term.

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

You must be prepared to work hard on your own and in a group. The course is taught through the use of real-life examples and various other activities.

If you would like to find out more visit Mr Edwards in room 54 or Miss Hornblow in room 52 at break time, lunch time or after school.



### Summary of Assessment

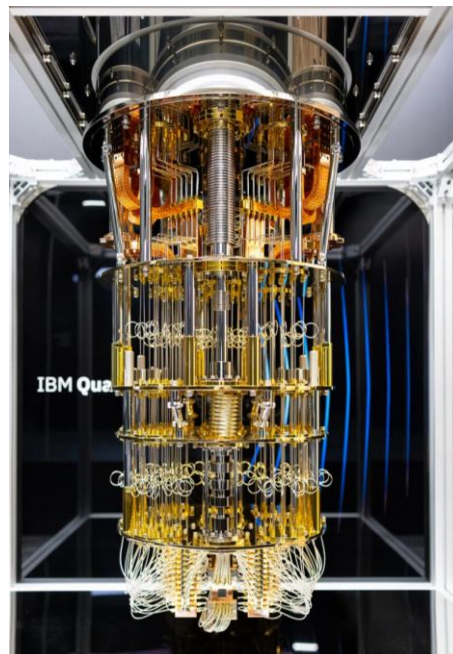
<b>Unit 1: Introduction to the Business World</b> Written examination: 1 hour 15 minutes <b>30% of qualification</b>	<b>60 marks</b>
Questions requiring objective responses, short and extended answers, with some based around applied situations.	
<b>Unit 2: Key Business Considerations</b> Non-examination assessment: 5 hours <b>15% of qualification</b>	<b>48 marks</b>
Set and marked by WJEC. The assessment will feature tasks based on two themes from the unit content which will be set by WJEC each year. The assignment, which will include a brief and several tasks, will be available via the WJEC Portal.	
<b>Unit 3: Business Strategies for Success</b> Written examination: 1 hour 15 minutes <b>30% of qualification</b>	<b>60 marks</b>
Questions requiring objective responses, short and extended answers, with some based around applied situations.	
<b>Unit 4: Business Creation</b> Non-examination assessment: 8 hours <b>25% of qualification</b>	<b>60 marks</b>
Set by WJEC, marked by the Centre and moderated by WJEC. The assignment, which will include a brief and several tasks, will be available via the WJEC Portal, and will remain the same for the lifetime of the specification.	



### What skills will I develop?

#### GCSE Computer Science will help you to:

- Understand and apply concepts of computer science
- Develop your practical programming skills
- Develop skills in computational thinking
- Analyse problems in order to develop and implement strategies to solve them
- Develop your project management skills
- Improve your logical and mathematical thinking skills
- Improve your collaboration and team-working skills
- Understand the social, professional, ethical, environmental and legal dimensions of computer-based systems



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#### Unit 1: Understanding Computer Science

**Digital Examination: 1 hour 30 minutes**

**50% of the qualification**

**80 marks**

The purpose of this unit is to:

- introduce learners to the key concepts and computational processes to be explored throughout the course
- consider the broad legal, social, ethical, environmental and professional consequences relevant to the use of technology
- consider the evolution of technologies that are relevant to the topics.

#### Unit 2: Computer Programming

**On-screen examination: 2 hours**

**50% of the qualification**

**80 marks**

The purpose of this unit is to:

- explore the concept of programming
- develop programming skills using Python as the specified language
- encourage iterative problem solving and design
- develop the use of data modelling skills
- give learners the opportunity to build appropriate user interfaces.

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### Computing Careers



# Design & Technology

## Subject Leader – Mr M Beckett

<https://twitter.com/llanishentech>

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Mr M Beckett – Product Design, L2Engineering  
Mr D Owens – L2 Construction, L2 Engineering, Product Design  
Mr G Thomas – Product Design  
Miss S Parsons - Subject Leader Textiles, GCSE Fashion & Textiles



The Product Design, Engineering and Construction sector offers huge potential for learners interested in the subject. The UK is currently regarded as a world leader in sectors including renewable energy, space, low carbon, aerospace, creative industries, utilities, automotive, agri-food and bioscience. Design Engineers are fundamentally problem solvers. Their work influences our daily lives from making a telephone call, riding a mountain bike, flying in a plane, walking across a bridge and even wearing perfume or aftershave. They solve scientific and practical problems which affect all aspects of our lives underpinning economic activity and quality of life.

The current choices within Technology are in the following focus areas.

### GCSE Product Design

– *Links to Eco Design/Industrial Engineering/Product and Architectural Design*

**GCSE Fashion & Textiles** – *Links to Textiles Technology/Environmental and Global Responsibility/Fashion/Interior Design*

**L1/2 Construction and Built Environment** – *Links to Construction Trade/Carpentry/Joinery/Building*

**L1/2 Engineering** – *Links to Health & Safety/General Engineering*

The courses are taught in the Design Technology Block.

Courses enable you to gain knowledge and understanding of the fundamentals of Designing and Technology.

**Consider this; Everything we all use – Everything has been Designed and Manufactured by someone. Design & Technology is not a shrinking Employment area.**

The GCSE courses will include Designing and Communication, Knowledge of Materials and Making, the Manufacturer and Consumer, Systems and Control, and Evaluation Techniques. All GCSE courses follow a Creative and Innovative Design and Make as the main aspect of the 50% coursework.

Technology in Wales - STEM - <http://www.stemcymru.org.uk/>



## WJEC GCSE Product Design

This course is suitable for all creative pupils.

Year 9 and 10 - Making Skills, Problem Solving and Design Theory – Prep for Examination 50%.

Year 11- Coursework Folio and Make Project 50%.

– Product Design is an ideal broad base enabling a practical understanding of Maths and Physics – it also allows artistic and creative Pupils the opportunity to explore their flair and creativity in both 3D and 2D.



**If you are a creative thinker this course will suit you.**

Designers decide the way everyday items look and work. Examples include buildings and interiors, transportation, items for household use such as mobile phones and domestic appliances or smaller products – think about all the products we all use every day – someone designed all of these. In this course you will need to be able to use ideas, drawings, 3D models and computer-aided designs to produce real products. You will also be taught to plan a project through several stages thus gaining invaluable transferable skills such as problem solving, confidence building and time management.

**UNIT 1: Written Paper 2 hours (50 %)**

**UNIT 2: Product Design and Making Controlled Assessment 30 hours (50%)**



**What can I do after I've completed the course?**

Many of the students who enjoyed studying GCSE Product Design will go on to study A Level Product Design, Art, Mathematics, Physics and Electronics. You can also study any Design and Technology related post-16 course at College, University or Apprenticeship level.

**What are the benefits of this qualification to students?**

**Possible Career Examples:**

Architecture, Advertising, Designer, Engineering, Technologist, Multimedia, Lecturing, Structural Engineer, Automotive Design Industry, Sports Science Technology, Teaching, Apprenticeships, Research & Development, Assembly Lines, Problem Solving....





## Design Technology –WJEC Fashion & Textiles GCSE

The Textiles and Clothing Industry is fast developing. Giving job opportunities such as Fashion Design, Interior Design, Costume design and Fashion buying to name just a few. This course involves all aspects of Fashion and Textile Technology and gives the pupils the opportunity to develop their creative and design skills whilst gaining as much practical experience on the subject as possible through the completion of practical briefs. The pupils will also investigate the development and use of new technology in the textile industry i.e. CAD (computer-aided design) and CAM (computer-aided manufacture). The pupils will be able to use and explore computerised machines and the latest smart materials in their practical work.

**This course is ideal for creative minds with a keen eye for fashion and design.**

The textiles focus area will give the pupils a broad design and technology capability, by promoting design awareness and providing the opportunity to experiment with their own ideas.



**Year 9 – A series of short design and make projects to encourage skill building, such as upcycling, smart materials and decorative techniques (tie dye, Applique etc).**

**Year 10 – Garment Making Skills, Problem Solving and Textiles Theory – Prep for Examination 50%.**

**Year 11- Coursework Folio and Make Project 50%.**



Recent past pupils have gone onto careers in Fashion Design, costume Design, Interior Design and Teaching.



**Level 1/2 Award in Construction and Built Environment (WJEC)**



Vocational Course with an examination, but lots of coursework assessed activities both written and practical. Current units covered are below. Exact details of next year's new course are still being planned.



Performing Joinery Operations, Performing Carpentry Operations and Exploring Wall and Floor Tiling



## L1/2 ENGINEERING

This course has an exam and is a challenging subject. All units must be passed to gain the award.

### **Who is the qualification for?**

This qualification is a Technical Award equivalent in size to one GCSE. It is aimed towards pre-16 students who want to include a study of Engineering in their Key Stage 4 curriculum. It has been designed to give students the opportunity to gain a broad understanding and knowledge of the engineering sector and when taken as part of a balanced curriculum, there is a clear progression route to Level 3 academic or vocational qualifications or an apprenticeship for those who want to take study of this subject further.

### **What will the student study as part of this qualification?**

This qualification consists of two core units and a choice of optional specialist units that underpin the knowledge and skills that are valued in the engineering sector. One core unit focuses on essential knowledge, and the other core unit focuses on applying essential vocational skills. There is also an examination which is currently taken using a computer rather than traditionally on paper.

Units allow students to explore the engineering sector more broadly:

Health and Safety in Engineering

Engineering Maintenance

Technical Drawing

Engineering Materials

Machining Techniques

### **What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?**

The subject-specific knowledge and skills outlined above and developed in studying this qualification will aid progression to further study of Engineering and give some initial preparation for entering the workplace in due course. This qualification also provides further opportunity to enhance and reinforce transferable skills in English through extended writing and Mathematics with elements of GCSE Physics in naturally occurring, relevant, work-related contexts. Communication skills are developed through presentations and in discussions where students have the opportunity to express their opinions. Having a good grasp of Physics and Maths will help. Pupils should also have good hand-eye coordination – technical drawing and complex machining skills are an important part of the course.





The above comments were made by pupils currently studying GCSE Drama at Llanishen High School.

**Drama candidates will enjoy the new performing arts facilities which include two drama studios, a dance studio and a lighting and sound infrastructure.**

### **So, what's drama all about?**

Drama and Performing Arts has been an important part of school life for a very long time. The school production has always been of a very high standard and well received by the audience. It continues to play a significant role in the school community. This, however, is only part of the story with both Drama and Music achieving excellent pass rates at both GCSE and AS Level. Drama has always been a popular choice for a wide variety of pupils from the more creative to the academic. Pupils from the course have found careers in business, sales, law, medicine and, of course, in the media and performance.

Those who join the drama course find that the working atmosphere is far removed from that which they experienced in Key Stage 3. There is also a wonderful sense of community in the department. Whilst the course is an enjoyable and rewarding experience, drama students will develop numerous essential skills as well as drama specific skills. They will also look at recent history from the late 19<sup>th</sup> Century as well as elements of Psychology, Sociology and DT and other practical skills.

Pupils who have progressed to University, into business and a sales environment have all expressed the benefits that they gained from drama in being able to present seminars and to engage those that they work with. It is also important for pupils to have knowledge of the arts purely as a cultural part of their development. Britain continues to be a world leader in the arts including music, theatre, opera, ballet and television. For those not



entering the performance industry it is still important to have knowledge of the arts. For this reason, all of the leading private schools put great emphasis on the teaching of music and drama. **Come and be a part of the drama community!**



## Course content

The course comprises of three units.

### **Unit 1 (40%) -Devising Theatre**

Students will devise a practical performance based on a theme. This is performed in front of an audience and is internally assessed. In this unit, students have the opportunity to choose one of the following performance skills:

- Acting
- Lighting design
- Sound design
- Costume and makeup
- Set design

Students must also produce:

- A realisation of their piece of devised theatre
- A portfolio of supporting evidence
- An evaluation of the final performance or design



## Unit 2 (20%) – Performing from a text

Students will two extracts from a published play. This is externally assessed. In this unit, students have the opportunity to choose one of the following performance skills:

- Acting
- Lighting design
- Sound design
- Costume and makeup
- Set design



## Unit 3 (40%) – Interpreting Theatre

Written examination – 1 hour 30 mins

Students will sit a written exam, answering performance based questions.

### Section A

Students will answer a series of questions based on a set text that is studied during lessons. They will discuss the play from the perspective of an actor, director or designer.

### Section B

Students will answer one question, evaluating and analysing a live piece of theatre seen during the course.

Each November, students have the opportunity to attend a **two day** trip to **London**. The trip includes **two West End shows**, the **Harry Potter tour**, an **overnight stay** in a London hotel and a shopping opportunity in **Covent Garden**. The trip allows pupils to experience a variety of theatre genres, as well as a ‘behind the scenes’ look at film making, special effects and set design.





For the first time, we are able to offer GCSE Dance on the school timetable.

The course covers 3 aspects:

- Performance
- Choreography
- Dance Appreciation

### Component 1: Performance and choreography

#### What's assessed

##### Performance

- Set phrases through a solo performance (approximately **one minute** in duration)
- Duet/trio performance (**three** minutes in a dance which is a maximum of **five** minutes in duration)

##### Choreography

- Solo or group choreography – a solo (**two to two and a half** minutes) or a group dance for two to five dancers (**three to three and a half** minutes)

#### How it's assessed

Internally marked and externally moderated

##### Performance

- 30% of GCSE
- 40 marks

##### Choreography

- 30% of GCSE
- 40 marks

Total component 60%

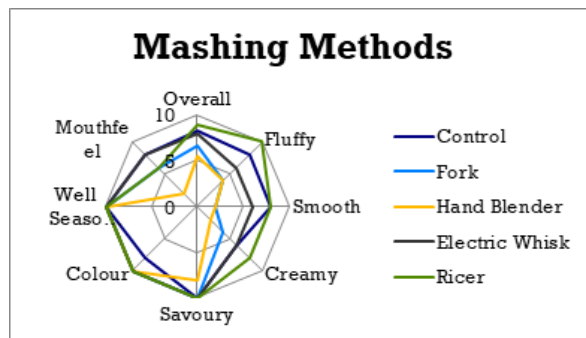
Non-exam assessment (NEA) marked by the centre and moderated by AQA.







This course has been designed to give students an introduction to the food science and catering industries. It concentrates on the main areas of food production, service, health and hygiene legislation, technology and consumer affairs linked to the industry.



Assessment:

The examination will consist of:

Two assessed Practical Tasks (60%)

- 1<sup>st</sup> = 15 hours: The Food Investigation Assessment (20%)  
In this task, you would experiment with ingredients to see how they behave in different cooking situations – in 2019, it was all about mashed potatoes!
- 2<sup>nd</sup> = 30 hours: The Food Preparation Assessment (40%)  
In this task, you will be required to research, plan, cook and evaluate your choice of 3 dishes linked to a given task. In 2020, the task was linked to using grains and cereals.

A theory paper at the end of the course (40%)

Additionally, please note that there is a substantial amount of research, planning and report writing in the subject.

GCSE Food and Nutrition is a suitable course for pupils who are interested in any aspect of the Food industry and for any pupils who enjoy practical food work and wish to further develop their practical skills.

Successful completion of this qualification could support entry to qualifications such as Level 3 Food Science and Nutrition that develop advanced practical skills.

# WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

## Subject Leader – Mrs J Anthony-Pettit

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? If so, it's time to – find out more about this exciting qualification today!

This qualification is made up of 2 units and is the equivalent to 1 GCSE.

### Unit 1: The Hospitality and Catering Industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality and Catering in Action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

### HOW WILL I BE ASSESSED?

You will be assessed through a written examination and an assignment. Unit 1 will be assessed through an exam, which is worth 40% of your qualification.

In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

There is a substantial amount of practical work involved in the course.

### CAREERS WITH HOSPITALITY AND CATERING?

The hospitality industry offers a wide range of exciting opportunities which includes:

- Chef de partie
- Commis chef
- Concierge
- Executive chef
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte
- Pastry chef
- Receptionist
- Sous chef



## Why choose GCSE Geography?

Geography is the study of places and the relationships between people and their environments. Geographers explore the physical properties of the earth's surface and the human societies spread across it.

In the 2025 Global Risks Report, experts identified the top most pressing immediate global risks for 2025 onwards, which include; state-based armed conflict, extreme weather events, geo-economic confrontation and societal polarization – there has never been a more important time to study geography!

***“The study of Geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” Barak Obama***



## What will you study?

### **Unit 1 – Our Physical and Human World**

**30% - written exam 1 hour 30mins**

Here you will study:

- Drainage basins and rivers
- Changing coastlines
- Migration
- Settlement Change

### **Unit 3 – Our Dynamic and Diverse World**

**30% - written exam 1 hour 30 mins**

Here you will study:

- The geography of inequality
- The highs and lows of our weather
- Wild weather
- Continual climate change
- Managing global challenges

### **Unit 2 Non-Examination Assessment (NEA) – Developing Fieldwork Skills – 25%**

You will carry out a field work visit based on a topic such as, change over time or environment, and investigate this in a chosen location, writing a fieldwork enquiry that will be submitted to the WJEC

### **Unit 4 Non-Examination Assessment (NEA) – Sustainable Solutions – 15%**

You will receive a resource booklet on a geographical issue and will also carry out background reading on the issue. You will then write a report based on a real-world issue in a decision-making task, reporting how sustainable the various options are likely to be.

## What skills will I develop?

- Geography is always in the news! You will develop skills to interpret, analyse and evaluate information to make decisions about issues and problems that affect people and the environment.
- An ability to collect, process, analyse and understand quantitative and qualitative data and communicate it to a variety of audiences.
- Develop a reasoned argument and communicate it to a variety of audiences.
- Teamwork and leadership skills.
- Studying geography allows you to develop a range of personal skills for life, including time management, dealing with uncertainty, flexibility, creativity, problem solving and self-confidence.



## Where can Geography take you?

The transferrable skills developed by studying geography are actively sought by employers. There is a wealth of jobs that geographers can do spanning almost every sector! Most jobs have an element of geography in them, whether a doctor investigating the spread of disease or an engineer designing products to cope with less demand for plastic.

For further information, use the QR code below, which will take you to the Royal Geographical Society (RGS) “Going Places with Geography” brochure.





### GCSE HEALTH AND SOCIAL CARE AND CHILDCARE

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.



They will also gain an understanding of the social, physical, emotional, and cultural needs of people who use care and support services and recognise that everyone has a unique blend of abilities and needs.

Learners will gain an understanding of how service provision in Wales supports the development and well-being of individuals, to be able to make informed decisions now and in later life.

This course will give you the opportunity to achieve **1 A\*- G grade** at GCSE level.

#### Is this course for me?

This course will suit people who are interested in a career in the health or social care services or childcare sector.

It is relevant for people who would like to work in a home/day care or residential care setting or a career working with children, young people, adults or older adults.

#### Why choose the GCSE in Health and social care and childcare?

The GCSE will provide learners with an introduction to the health and social care sector and childcare sector and permits the learner to progress on to:

The AS/A level Health and Social care

Or a range of Level 2 or Level 3 qualifications within the Health and Social Care and Childcare suite, including:

Level 2 Health and Social Care: Core Level 2 Children's Care, Play, Learning and Development: Core.

Additionally, learners with an interest in further education could study:

Level 2 Children's Care, Play, Learning and Development: Practice and Theory,

Level 3 Children's Care, Play Learning and Development: Practice and Theory Play, Learning and Development: Practice.

#### Who Teaches It?

Mrs Leon, Miss Bright, Ms Goaman and Ms Jenkins. If you have any questions, please feel free to come and speak to us in rooms 49 and 50.



## What You Could Do With GCSE Health & Social Care and Childcare?

You are more likely to be accepted onto further courses in...

A levels in Sociology, Health and Social Care and Psychology.

Dental Nursing      Healthcare Assistant      Social Work

Nursing                      Midwifery

Occupational Therapy



## What's Involved and What Will We Be Doing?

You will be studying:

**Unit 1 - Human growth development and well-being. (External exam)**

Unit 2 - Promoting and maintaining health and well-being (controlled assessment)

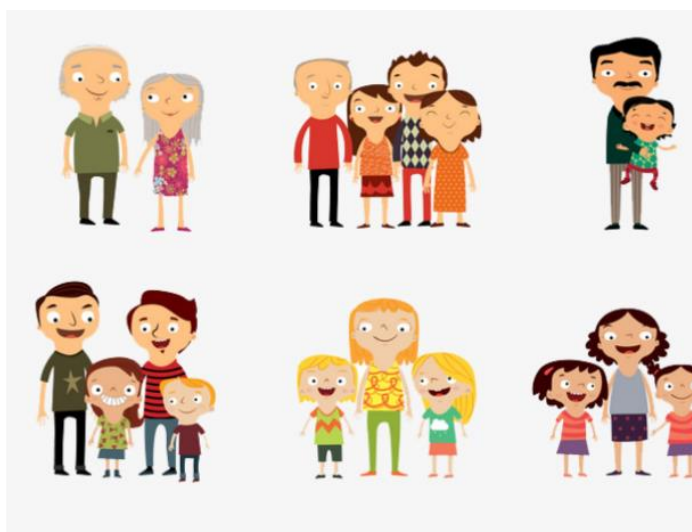
## How Are We Examined?

One of the Units in this qualification are assessed through internal assessment by the teachers. (25 hours of controlled assessment in the classroom).

There is also one examination.

Unit 1 paper-based exam marked by WJEC -Human growth development and well-being. (Taken in the May of the first year)

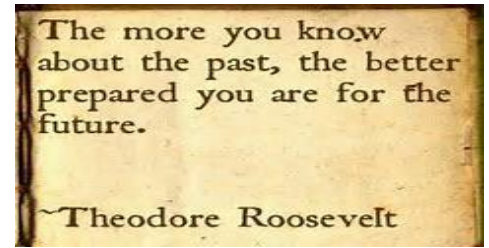
The external assessment will be 1 hour 30 minutes and worth 80 marks. The external assessment is available to sit in May/June only.



# History

## Subject Leader – Mr I Beck.

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### Why study History?

- History produces highly knowledgeable and literate students.
- It offers perspectives that help you understand the world today.
- History helps you appreciate differing points of view, and to argue and debate.
- History helps you to be confident analyzing and evaluating large quantities of information.
- History helps you identify bias, propaganda, and misinformation, and to assess the reliability of sources.
- History helps you to understand what it is to be human, what humanity has achieved, and the mistakes that have been made.
- History offers a grounding in a range of other subjects: politics, economics, law, sociology, culture, warfare and international relations.
- As an academic discipline history is respected and recognised by every university in the world.
- History opens doors to a range of careers, and skills useful even to those students who have a preference for the sciences. It is considered more or less essential for students planning a career in Law.
- Llanishen has an experienced and passionate team of history teachers with an excellent track record of results at GCSE and A level.
- From September 2025 Welsh Government is introducing a wholly new GCSE course. Some details are still to be resolved at the time of writing.

### Topics from September 2025

#### Paper 1 (Early Modern)

##### Wales in the era of the Civil War, 1603-c.1660

The dispute between King Charles I and Parliament over religion and taxation led to open warfare, the beheading of the King in 1649, and a Puritanical military dictatorship: the most radical events in the history of this island.

#### Paper 3 (Medieval)

##### The Crusades, c.1095-1291

What lessons can we draw from the medieval confrontation between West and East, and Christianity and Islam, in the Holy Lands and elsewhere?

#### Paper 2 (Modern)

##### The Third Reich, c.1933-45

Who were the Adolf Hitler and the Nazis, how and why did they achieve power in Germany, what did they do with this power? What was the nature of the war they waged in Europe from 1939 until their defeat in 1945?

#### Paper 4 (NEA: Changing Society in Wales and Britain)

An historical enquiry that will engage with issues of change in British society in the last 75 years. We hope to look at politics, violence, crime and punishment, youth culture, deindustrialisation, and a new modern identity in Wales.



# WHY CHOOSE GCSE HISTORY?

We all live in a constantly changing and interconnected world. Understanding historical events is crucial for making sense of current happenings. GCSE History assists us in achieving this by examining significant events and figures from the past and their influence on our present.

## WHAT WILL I STUDY?

The GCSE History course allows you to explore a wide and diverse selection of topics from various historical periods and societies. Students can examine, analyse, and assess historical figures and events from the extensive array of choices available. These options include:

### UNIT 1: An in-depth study on Welsh history

You will study one of six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

### UNIT 2: An in-depth study on European and/or World history

You will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

### UNIT 3: A study of a period in world history

You will study one of six historical topics to undertake a breadth study of an extended historical period.

### UNIT 4: A changing society

You will undertake a study of themed events within a continuous period of c. 75-100 years of history.

## HOW WILL I BE ASSESSED?

### UNIT 1: Written examination: 1 hour TBC

30% of qualification

### UNIT 2: Non-examination assessment (NEA) marked by WJEC

20% of qualification

### UNIT 3: Written examination: 1 hour 30 minutes

30% of qualification

### UNIT 4: Non-examination assessment: 4 hours

Marked by centre and moderated by WJEC

20% of qualification

## WHAT SKILLS WILL I DEVELOP?

GCSE History is the perfect subject to develop a wide range of transferable skills for employment or further study, including:

- Reaching conclusions and making judgements
- Problem solving
- Writing skills
- Research skills
- Independent study skills
- Analytical and evaluative skills
- Making connections

## CAREERS IN 'HISTORY'

Employers are always looking for young people who are able to think critically and analytically, both key attributes of the historian. Studying GCSE History can help you take the first steps towards a variety of career paths, including law, journalism, marketing, human resources and management.

GCSE History also serves as a platform for further study at A level and undergraduate level, either in history itself or in a wide range of alternative disciplines.

It can act as the foundation stone for education of all kinds and helps develop academic skills crucial in a range of fields. These include the ability to absorb large quantities of information, sift content, analyse sources and interpretations, shape arguments and reach balanced conclusions.

**FIND OUT MORE - TALK TO YOUR TEACHER TODAY!**



# Digital Technology GCSE

## Subject Leader – Mr T Williams

### What will I study?

The subject content and assessment requirements are designed to ensure learners develop an appropriate breadth and depth of knowledge, understanding and skills.

#### Unit 1: The digital world

On screen examination: 1.5 hours

#### 40% of the overall grade

Overview of unit:

- Digital technology systems
- The value of digital technology
- Perspectives on digital technology

2.11	Data
2.12	Digital Technology Systems
2.13	Digital Communications
2.14	Impact of Digital Systems on Organisations and Individuals
2.15	Securing Data and Systems
2.16	Changing Digital Technologies

#### Unit 2 : Digital practices

Non-exam assessment: 45 hours

#### 40% of the overall grade.

Overview of unit

- Interrogating spreadsheet data
- data-informed digital products.

2.2.1	Data organisation
2.2.2	Data analytics
2.2.3	Planning digital products
2.2.4	Developing digital products
2.2.5	Evaluating completed digital products

#### Unit 3: Communicating in the digital world worth

#### 20% of the final outcome.

Overview of unit:

- Social Media and online marketing communications
- Creating digital assets and planning digital communications

2.3.1	Forms of online marketing communications
2.3.2	Impact of online marketing communications
2.3.3	Creating digital assets
2.3.4	Planning digital communications
2.3.5	Evaluating completed digital products

### How will I be assessed?



Unit 1 – On screen examination (1.5 hours / 80)

Unit 2 – Non Examination Assessment (45 hrs / 80)

Unit 3 – Non Examination Assessment (15 hrs / 60)



## **What skills will I develop?**

WJEC GCSE specification in Digital Technology will enable learners to:

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

### **Year 9**

**Build the skills needed ready for the coursework tasks in year 10.**

**These skills will include:**

- Game Development
- Spreadsheet skills
- Website development
- Video creation and editing

### **Year 11**

**This year will see the continuation of the unit 1 theory, from year 9 and the completion of the unit 3 section. You will have by the end of year 10:**

- completed many theory topics and subsequent examinations to embed the examination skills and knowledge.
- analysed social media, including the benefits and drawbacks, and how companies use it for marketing. From a given content, you will create a campaign advertising via digital communication mediums.

### **Year 10**

**This year will see the completion of the unit 2 and 3 sections.**

**You will:**

#### **Unit 2**

- interrogate data within a spreadsheet to find outcomes. These outcomes will assist you, to decide on the content of a Maze game you are to create.
- use the results from the interrogation to create your game. You will use Game Maker software to design Sprites (characters), backgrounds and program the controls, difficulty, scores, enemies, lives count and winning / lose screens etc.
- host all the work and evidence of your products in a website you make in dreamweaver software.

#### **Unit 3**

- Research into how different social media's use their platform to promote companies and products
- Create your own marketing plan for a given scenario
- Create and edit a video to make your own advertisement for a company

There will also be elements of theory unit 1 specification, embedded in the year 10 SOW, to practice exam questions and build the knowledge for the examination in year 10.

## **Contact Details**

- For more information email [T.williams@llanishen.cardiff.sch.uk](mailto:T.williams@llanishen.cardiff.sch.uk)
- Follow TWITTER: [@ICTLlanishen1](https://twitter.com/ICTLlanishen1)
- Or check out the GCSE Specification [here](#).



# French

## Subject Leader – Mrs S Tinkler

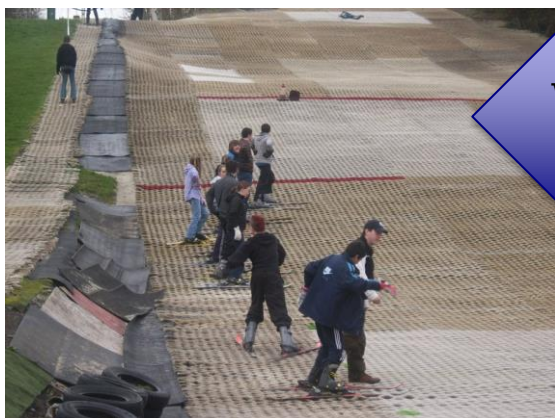
### FRENCH AT GCSE

Dropping your foreign languages after just two years' study could be a big mistake! **No-one really knows at the age of 13 or 14 where their life will take them....** Don't end up wishing you had continued with languages at school so that you could communicate properly and make new friendships or have new opportunities in another country!



Would you prefer to work here....?

Or here....?!



Would you prefer to work here....?

Or here....?!



A qualification in languages is **extremely valuable**, and yet it is **increasingly rare**. At present, most youngsters in the UK decide to give up languages with nothing to show to their future employers.

This is an extremely short-sighted decision - in many cases the lack of a language qualification **could cost you a career**.

At this time of rapidly rising unemployment, people need to be able to operate in unfamiliar environments, and studying languages teaches you **skills that employers value highly and pay extra for:**

Foreign language learners have **improved literacy** in general, higher reading achievement in their own language, as well as **better listening skills and memory**.

Foreign language learners have a better understanding of their own language, making them **better at interviews** – vital in **helping you get a job or a promotion!**

**Learning a language shows employers:**

- You stick at it
- You are not a quitter
- You can think logically
- You can think creatively



On average, people who use languages in their job **earn 8% more than their colleagues.**

Over a lifetime, that's around **£150 000 more!!!**

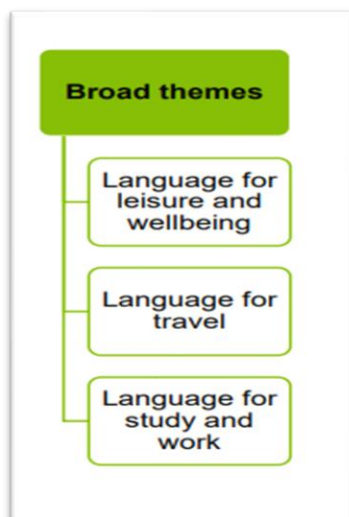


**“ One language sets you in a corridor for life. Two languages open every door along the way. ”**

–Frank Smith

### WHAT DOES A GCSE IN LANGUAGES INVOLVE?

In years 7 and 8 you have already covered a few of the topics needed to do GCSE, so you are already well on the way to gaining the qualification. Below are the broad themes of the new GCSE and you will be assessed on similar skills to those you have used in year 7 and 8



A foreign language such as French will make you **more employable** and open doors to you that will remain closed to those who can only speak English.

A foreign language will **go well alongside ANY other options** you choose: history, geography, ICT, science, drama, art, music, PE, business studies..... and it will **add balance and breadth to your education.**

It will prove valuable in a vast range of careers, **from law to the media to the travel industry to business and international trade to engineering to transport to politics to hotel management or catering to medicine.....**not to mention **translating, interpreting or teaching!**

**FACT:** French is spoken in **33 COUNTRIES** on five continents

**FACT:** 17% of all the business in the whole world is done in French

*If you speak two languages, you are **as useful as two people**. If you speak three languages, you are **as useful as three people**. Employers see this. So should you!!*



# Digital Media & Film Studies GCSE



## What is Digital Media & Film Studies?

Digital Media & Film Studies is a course offering pupils the chance to learn about digital media forms such as: Film, television, key social media platforms, streaming sites, gaming and the online music industry. You will learn about the history and organisation of the media institutions themselves and also about the process by which different programme, editions, music videos, advertisements and online trends are actually made. You will also have the chance to critically analyse media texts using exciting new concepts and terminology; this will increase your previous understanding and enjoyment of texts.

The mass media provide a 'window on the world'. They provide our biggest source of information and education on other countries, cultures and socio-economic systems, as well as keeping us up to date with the events happening immediately around us. If you are interested in the world and creative and analytic this may well be an interesting and engaging option for you.

## What is it all about?

The WJEC specification is designed to introduce learners to the key concepts for studying media - media language, representation, media industries and media audiences – in relation to examples from a wide range of media forms. Through this study, learners gain a good understanding of the foundations of the subject, enabling them to question and explore in a critical way aspect of the media that may seem familiar and straightforward from their existing experience. This exploration extends learners' engagement with the media to the less familiar, including products from different historical periods or those aimed at different audiences, providing rich and challenging opportunities for interpretation and analysis.

This specification recognises the cross-media, multiplatform nature of the contemporary media and the centrality of online and social media platforms in distributing, accessing and participating in the media. In some instances, specific forms are highlighted for detailed study, but this is in the context of their relationships to online platforms. Studying aspects of the media in Wales is also an important part of this specification. Learners will explore a range of media products that reflect this Welsh dimension, including those produced by the media industries in Wales, those set in Wales or those intended for a Welsh audience.



## Summary of Assessment

### Practical non-exam assessment (70%)

A total of 70% of the qualification will be assessed through non-exam assessment.

The non-exam assessment will include:

Creating a chosen piece of Digital Media and/or film to a required brief. Students will be able to focus on an area of Media that they are passionate about and create a media product that they are proud of.

- i. A portfolio marked by the school and moderated by the awarding body
- ii. An assignment which will be set by the awarding body, marked by the school and moderated by the awarding body.

### External exam (30%)

A total of 30% of the qualification will be assessed through an external (written) exam.

Students will study a variety of Digital Media and Film texts from Franchise films such as Marvel; to Welsh television in the form of 'Gavin & Stacey'.

Students will also explore Media language through forms such as popular social media, steaming sites and the ever-evolving music industry. With a large focus on the advertisement strategies by all these elements.

### What about future opportunities?

Media is a constantly expanding subject area. The study of the media in school may well point the way to future employment and the media industries employ many thousands of people in hundreds of specialist areas. Studying Media to A Level is an option within our school. Many Universities and Colleges include Digital Media & Film Studies (or related studies) as a degree course, and there are many more vocational courses in specialist areas all over the country.

<http://www.wjec.co.uk/qualifications/media-studies/>

- Media planner.
- Multimedia specialist.
- Program researcher, film/video.
- Public relations officer.
- Runner, film/video.
- Social media manager.
- Television/film/video producer.
- Web content manager.
- Advertising account executive
- Broadcast journalist
- Editorial assistant
- Event manager
- Film director
- Information officer
- Magazine journalist
- Market researcher
- UX designer
- Writer

Need more help? Speak to Miss. Davies; Mrs. Hennessy; Mrs. Parsons, Miss Foley, Mr Wolverson or Miss Lockwood. They will be happy to tell you more!

### Is Digital Media & Film Studies GCSE for me?

#### **YES**, if:

- ✓ You like working with media texts like films, newspapers, etc., but you want a deeper understanding of how they are made and how they work
- ✓ You think you might like to work in the media when you leave school
- ✓ You have an inquisitive and analytical mind and like to be critical of things

#### **No**, if:

- X You find writing essays or working with computers hard
- X You think it's going to be an 'easy option'
- X You don't engage with media texts
- X You find creating imaginary products difficult





Music is a creative and practical subject, making it an excellent complement to any combination of GCSE choices and pathways. Studying Music at GCSE level will develop your analytical, communication, creative, ICT and problem solving skills as well as improving your ability to work as part of a team. In fact, learning an instrument itself has proven to improve coordination, confidence, memory and emotional intelligence. All of these are essential skills which will be invaluable in preparing you for any future career path.

The department now benefits from a brand new Apple Mac computer suite and recording studio, equipped with Sibelius, Garageband and Logic Pro. This fantastic facility allows for students to create music in an accessible, realistic and engaging way. Students are also encouraged to participate in the range of extra-curricular activities within the Expressive Arts, including choir, orchestra, bands and the summer production; in order to develop their ensemble skills.

### COURSE OUTLINE:

The course is divided into three core skills:

- ✓ **PERFORMING**
- ✓ **COMPOSING**
- ✓ **APPRAISING (LISTENING)**

These will be studied under four areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music



### ASSESSMENT:

#### Unit 1: Performing 35%

A performance on any instrument or voice, in any style, and lasting 4-6 minutes in total. A minimum of two pieces (which you choose), one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either a solo or ensemble. Your performances will be recorded and marked in school. The standard of playing required is Grade 3, however, there is no requirement to have had formal instrumental/singing lessons. You will also write a Programme Note about one of the pieces you choose to perform.



#### Unit 2: Composing 35%

Two compositions, one of which must be in response to a brief set by WJEC. The second composition is a free composition for which learners set their own brief – this can be in any style. The compositions will be submitted in the Spring term of Year 11. You will discover music technology and will be using this as part of your composing. You will write an evaluation of one of your Compositions once you have completed them.



### Unit 3: Appraising 30%:

In the May of Year 11 you will take a written exam. There will be questions across each of the different Areas of Study. This will be similar to some of the listening tests you have done in Year 7 and 8, but over the course we will look at a wide range of styles and eras of music.



Possible career paths include:

Musician	Music Journalist
Film Composer	Music Blogger
Music Manager	Musical Director
Arts Administrator	Sound Engineer
Stage Manager	Classroom Teacher
Front of House	Instrumental Teacher
Conductor	Arranger
Songwriter	Advertisement

For any more information please come and speak to Mr Grimstead or Miss Gronow!

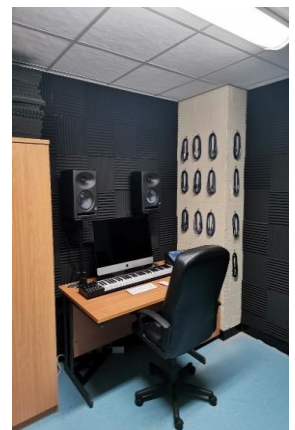






Are you interested in music technology, composition, recording, producing or performance?

BTEC Music Practice offers a variety of different musical skills and opportunities to that of the GCSE Music course above. With an increased focus on practical work, the course allows you to develop your performance and composition skills, of which you can then specialise in areas you show strength. You will learn all about the music industry, developing knowledge on different musical genres and recording skills which show an understanding of how music is produced and distributed.



**ASSESSMENT:**

**Unit 1: Performing**

30% of qualification.

In this unit, we explore different techniques for building performance skills. Using log books, you will work towards a class performance on an instrument of your choice. You will log your progress of skills, both in and outside of lessons ending with a skill based evaluation. We will develop skills using workshops and sessions to identify and develop core performance skills.

**Unit 2: Creating**

30% of qualification.

This unit focuses on musical creation and production. Studying a range of genres, you will build your composition knowledge and work towards creating your own piece of music. You will have lots of opportunities to express yourself and explore genres of music that are interesting to you.

Depending on your composition route, we will also explore recording skills in the studio and using live instruments in composition. For this unit, we are given a set theme from the exam board.

**Unit 3: Performing Arts in Practice**

40% of qualification.

Responding to a brief, we will be researching the music industry and responding with a professional product, as if you are working in the music industry. This may involve planning a small festival or event, or maybe a smaller scale school concert or arts presentation - it is completely up to you! Using skills from both Unit 1 and 2, you will present your ideas with musical exemplars in a professional scenario.

The majority of this practical course is coursework completed within the classroom, with a brief released during the final year as a supervised assessment. This allows you to spend time developing your work and honing your musical skills within class, under the support and guidance of your classroom teacher.

The Music Department is home to a fully equipped Apple Mac computer suite and recording studio (right). Over the duration of the course students will explore and develop their music technology skills through a wide range of recording, composing and producing tasks.



We are also lucky to have three practice rooms, equipped with guitars, keyboards, amplifiers, and a range of microphone and PA equipment. This enhances the learning experience as students develop their performance, composition, ensemble, set up and arranging skills within a realistic setting.

If you are interested in our A Level Music Technology course, this is a great start to developing your music technology skills, as well as musical theory, performance and composition skills.

This qualification can open up lots of opportunities for your future, for example:

Music Producer	Sound Engineer
Music Director	Music Publicist
Recording Engineer	Radio DJ
Music Arranger	Teaching
Composer	Session Musician
Artist/Tour Manager	Booking Agent



Speak to Mr Grimstead or Miss Gronow for more information!





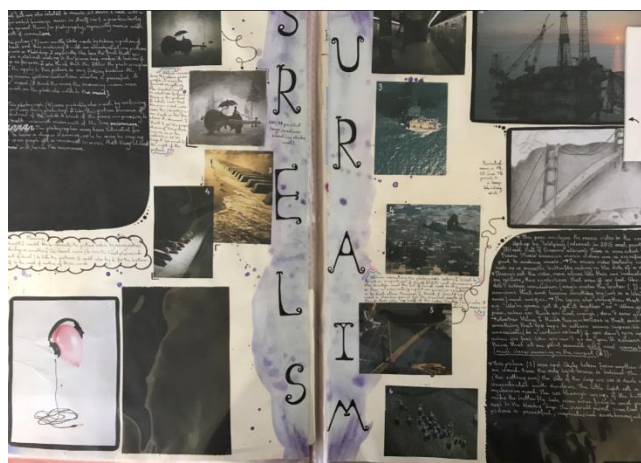
The WJEC GCSE Photography course involves **one** unit (or project) of coursework and **one** exam unit. For the coursework, you need to cover four areas of study: artist research, experiments and explorations of photographic techniques, completing photoshoots and creating a 'final' piece of artwork.

You will study how to use SLR cameras manually, altering settings to create different visual effects. You will learn how to manipulate or change images digitally and *physically*. You will also learn how photography can include elements of art techniques such as painting, printing and collage.

The course is similar in structure to the WJEC **Art & Design** GCSE and so there will be some areas which 'cross-over' between the two courses (which is useful if you are opting for both *Art and Photography*) and you *will* still be expected to do some drawing and significant written work.

There are many career opportunities that can arise from a qualification in Photography, in addition to being a commercial photographer. These include: TV and Film studies, graphic design, fine art photography, police crime photographer, computer games visualiser/designer, animation, etc.

***It is envisaged that pupils with an 'Advancing' or 'Securing' assessment will be suited to this GCSE course.***



**WJEC GCSE PHYSICAL EDUCATION  
COURSE CONTENT  
THE GCSE COURSE IS ASSESSED OVER TWO UNITS**

**Component 1:**

**THEORETICAL CONTENT (560%)**

**Introduction to Physical Education**

Written examination: 2 hours

100 Marks

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

The subject content focuses on five key areas:

1. Health, training and exercise
2. Exercise physiology
3. Movement analysis
4. Psychology of sport and physical activity
5. Socio-cultural issues in physical activity and sport.

**Component 2:**

**PRACTICAL CONTENT (50%)**

**The Active Participant in Physical Education (Non-exam assessment)**

100 Marks

This component is internally assessed and externally moderated.

Learners will be assessed as a performer in one team sport, in one individual sport and one choice from either (42%).

Learners must design a personal fitness programme which will help to improve fitness and performance in their major practical activity (8%).

## BTEC SPORT LEVEL 2

This is a vocational qualification where learners will be assessed with written reports, presentations and live observations. Learners will get some experience of coaching, organising and leading sports events. There is no exam, however, learners work is regularly sampled and verified by external examiners.

We offer a very clear pathway from this qualification into year 12 and 13, where learners can choose to pursue a diploma in Sports Coaching and Development.

The GCSE equivalent for a successful student will be 2 grades at B.

### BTEC LEVEL 2 CERTIFICATE IN LEADERSHIP THROUGH SPORT + FITNESS + EXERCISE

- 1 Planning and Leading Sports Activities
- 2 Injury in Sport
- 3 Planning and Running a Sports Event



# The Academy of Hair & Beauty

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**COURSES:** City & Guilds Level 1 Certificate in 'An Introduction to the Hair and Beauty Sector'.

## The project will work to enable young people to:

- Achieve additional education skills particularly through the building of self-esteem, working as part of a team and confidence building
- Achieve additional life skills to enhance a healthy lifestyle
- Improve their prospects, life chances and explore career options and help to equip them to make more career choices.

The project will aim to increase opportunities for young people aged 13 - 14. The programme will ensure that all young people receive a high quality package so that regardless of ability, they will achieve their full potential. The course will ensure that students are motivated, qualified and ready to start a career in this field.

## Contact Details

Mrs Ceri Edwards  
Head of Academy  
Academy House  
11 Dunraven Place  
CF31 1JF  
Tel 01656 640739

## Client Group

Age 13 – 14 (Year 9)

## Target Group

Young people interested in vocational training in Hairdressing and Beauty Therapy.

<b>Course Title</b>	Level 1 Certificate in An Introduction to the Hair and Beauty Sector
<b>Course Code</b>	3001-02
<b>QAN Number</b>	500/6347/9
<b>Units Covered</b>	101 - Introduction to the hair and beauty sector 102 - Presenting a professional image in a salon 105 - Plaiting and twisting hair 108 - Nail art application 109 - Providing basic manicure treatment 111 - Colour hair using temporary colour 112 - Create a hair and beauty image 113 - Follow health and safety in the salon (There are further optional units available)



## What opportunities for progression are there?

Learners may progress on to the following City and Guilds qualifications delivered in Year 10/11:

- Level 2 VRQ Diploma in Hair Services
- Level 2 VRQ Diploma in Hair Services – Barbering Route
- Level 2 VRQ Diploma in Beauty Therapy

## Project Outline:

The proposal is to provide vocational training within school for 13-14 year olds who are interested in developing vocational skills in the Hairdressing/Beauty industry.

Each student will participate in a Level 1 Certificate qualification in Year 9 which will enable them to receive a background of understanding of the sectors and the vocational skills required and prepare them to take Level 2 qualifications in Years 10 and 11.

Provide knowledge of the range of jobs and work settings in the sectors to enable students to make an informed choice of career.

Enable students to make an informed assessment of their own aptitude for work in these sectors.

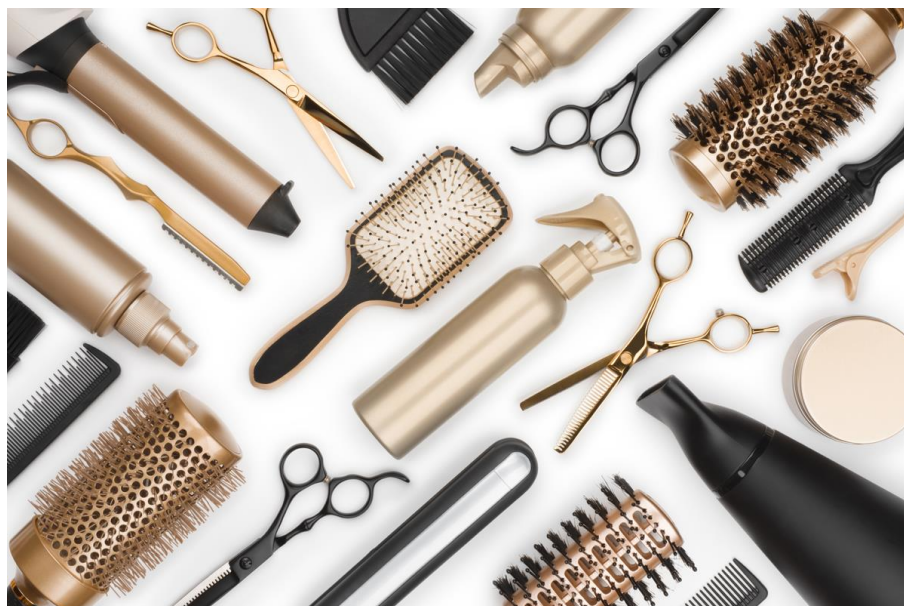
Help the student to reach a level of knowledge and skills, which will facilitate progress into employment or further vocational training in these sectors.

## Group Numbers:

Maximum numbers for each group would be 12.

## Timetable:

Timetable to be generated by the School (8 teaching hours per fortnight would be preferable; this is negotiable to suit your timetable).



# Learning in the Outdoors

The aim of the Learning in the Outdoors qualification is to enhance, the social, physical, creative, cultural and personal development of young people and adults holistically through experiential learning in the outdoors.

The qualification supports the aspiration for an active, healthy and inclusive Wales, where learning in the outdoors provides a common platform for participation, fun, achievement and employment increasing the understanding of the environment, the Welsh language and cultural heritage and future of Wales.

It provides opportunities for more young people in Wales to achieve their potential through outdoor activities and learning and gain a valued and accredited qualification that facilitates progression.

**The Learning in the Outdoors qualification supports the Welsh Government's Curriculum for Wales' four purposes, enabling learners to become:**

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizen of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society





The qualification provides opportunities for learner's to engage with real experiences that promote curiosity and learning across the six AoLE's and meet the needs of the Health and Wellbeing Area of Learning and Experience and the following statement of what matters:

- Developing physical health and well-being has lifelong benefits

**What are the qualification subjects?**

- Personal Safety when Learning in the Outdoors
- Sustainable Use of Natural Resources
- Practical Skills in the Outdoors
- Assisting in an Outdoor Learning Activity
- Physical Geography and Climate of Wales
- Exploring Land-based Activities
- Participate in an Expedition
- Participate in a Water-based Activity



**Qualification Structure**

Learning in the Outdoors	Award	Extended Award	Certificate	Extended Certificate
Credits per qualification (minimum credits at the level of qualification)				
Level 1	6	11	19	24
Level 2	3	10 (6)	17 (9)	21 (11)



BDMs@agored.cymru | agored.cymru | 02920 747866



## Useful Email Addresses

Surname	Forename	Email Address	Department
Beaverstock	Tim	<a href="mailto:Tim.beaverstock@llanishen.cardiff.sch.uk">Tim.beaverstock@llanishen.cardiff.sch.uk</a>	Computer Science
Beck	Ian	<a href="mailto:I.Beck@llanishen.cardiff.sch.uk">I.Beck@llanishen.cardiff.sch.uk</a>	History
Beckett	Matt	<a href="mailto:matt.beckett@llanishen.cardiff.sch.uk">matt.beckett@llanishen.cardiff.sch.uk</a>	DT
Birchall	James	<a href="mailto:James.Birchall@llanishen.cardiff.sch.uk">James.Birchall@llanishen.cardiff.sch.uk</a>	WBQ
White	Dan	<a href="mailto:dan.white@llanishen.cardiff.sch.uk">dan.white@llanishen.cardiff.sch.uk</a>	Deputy Headteacher
Brown	Sarah	<a href="mailto:sbrown@llanishen.cardiff.sch.uk">sbrown@llanishen.cardiff.sch.uk</a>	Drama/Dance
Maidment	Chris	<a href="mailto:c.maidment@llanishen.cardiff.sch.uk">c.maidment@llanishen.cardiff.sch.uk</a>	Deputy Headteacher
Edwards	Paul	<a href="mailto:P.Edwards@llanishen.cardiff.sch.uk">P.Edwards@llanishen.cardiff.sch.uk</a>	Business Studies
Evans	Rachel	<a href="mailto:Rachel.evans@llanishen.cardiff.sch.uk">Rachel.evans@llanishen.cardiff.sch.uk</a>	Assistant Headteacher Senior Link to Year 8
Foster	Paul	<a href="mailto:Paul.Foster@llanishen.cardiff.sch.uk">Paul.Foster@llanishen.cardiff.sch.uk</a>	Art/Photography
Evans	Amy	<a href="mailto:Amy.evans@llanishen.cardiff.sch.uk">Amy.evans@llanishen.cardiff.sch.uk</a>	Geography
Grimstead	Matt	<a href="mailto:m.grimstead@llanishen.cardiff.sch.uk">m.grimstead@llanishen.cardiff.sch.uk</a>	Music
Beck	Tri	<a href="mailto:k.beck@llanishen.cardiff.sch.uk">k.beck@llanishen.cardiff.sch.uk</a>	Year 8 Pupil Achievement Leader
Harry	Jo	<a href="mailto:J.Harry@llanishen.cardiff.sch.uk">J.Harry@llanishen.cardiff.sch.uk</a>	Cymraeg
Price	Tom	<a href="mailto:thomas.price@llanishen.cardiff.sch.uk">thomas.price@llanishen.cardiff.sch.uk</a>	Head of Science
Leon	Laura	<a href="mailto:l.leon@llanishen.cardiff.sch.uk">l.leon@llanishen.cardiff.sch.uk</a>	Health & Social Care
Williams	Tyler	<a href="mailto:t.williams@llanishen.cardiff.sch.uk">t.williams@llanishen.cardiff.sch.uk</a>	Digital Technology
Lockwood	Claire	<a href="mailto:claire.lockwood@llanishen.cardiff.sch.uk">claire.lockwood@llanishen.cardiff.sch.uk</a>	Head of English
Parry	Alice	<a href="mailto:a.parry@llanishen.cardiff.sch.uk">a.parry@llanishen.cardiff.sch.uk</a>	Religion Philosophy and Ethics
Parry	Sarah	<a href="mailto:sparry@llanishen.cardiff.sch.uk">sparry@llanishen.cardiff.sch.uk</a>	Headteacher
Pawar	Ellen	<a href="mailto:e.pawar@llanishen.cardiff.sch.uk">e.pawar@llanishen.cardiff.sch.uk</a>	ALNCo
Reception/Admin		<a href="mailto:admin@llanishen.cardiff.sch.uk">admin@llanishen.cardiff.sch.uk</a>	Office
Owen	Josh	<a href="mailto:joshua.owen@llanishen.cardiff.sch.uk">joshua.owen@llanishen.cardiff.sch.uk</a>	Head of Year 8
Tinkler	Stephanie	<a href="mailto:S.Tinkler@llanishen.cardiff.sch.uk">S.Tinkler@llanishen.cardiff.sch.uk</a>	French
Trelawny	Harry	<a href="mailto:Harry.Trelawny@llanishen.cardiff.sch.uk">Harry.Trelawny@llanishen.cardiff.sch.uk</a>	Physical Education
Williams	Estelle	<a href="mailto:Estelle.pritchard@llanishen.cardiff.sch.uk">Estelle.pritchard@llanishen.cardiff.sch.uk</a>	HIRB
Perry	Mike	<a href="mailto:michael.perry@llanishen.cardiff.sch.uk">michael.perry@llanishen.cardiff.sch.uk</a>	Head of Maths



## Pupils/Parent/Guardian – Checklist & Questions

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1. What are the subjects that you must do?

.....  
.....

2. Have you read the information about the subjects on offer?

.....  
.....

3. What are your favourite subjects?

.....  
.....

4. What subjects are you good at?

.....  
.....

5. Are there any subjects that you would like to know more about? YES / NO

6. If **Yes**, what are they?

.....  
.....

7. Do you know who to ask for help? YES / NO

8. Have you discussed this booklet with your parents/guardians? YES / NO (if you have answered No, then you **MUST** do so).

9. Now go back to the beginning and read through the subject descriptions for a second time. When you have done that, you might be ready to make your choices.

10. Have you got any problems? YES / NO

11. FILL IN YOUR CHOICES ONLINE using the link emailed to you

12. **KEEP** this booklet in a safe place. It contains important information on how your work will be assessed at Key Stage 4. You may also want to refer to it if you should want to change your choices.

13. What happens next?

Following your selections we will collate everybody's choices and formulate the timetable. Constraints on courses running include availability of specialist staff, too few pupils selecting any course, too many pupils selecting a course.

- (a) We will take the selections of the whole year group and optimize the option blocks to ensure that as many as possible get the four subjects that they have chosen. Inevitably there will some clashes where students want to do two subjects in the same block.



- (b) Subject Leaders and the Head of Year will look at the pupils who have selected courses.
- (c) You will be interviewed by your form tutor about your choices to ensure that they are accurate. If there is a clash you will be advised about other courses that are available to you.
- (d) You may be asked to discuss your choices with your Head of Year/SENIOR Link or other member of the Senior Leadership Team.

NB If a course is oversubscribed then Subject Leaders and Head of Year will look for solutions.

## **Changing your Option Choices – The Last Resort! – Don't do it!**

If you make informed choices for your options, you will not need to think about changing them!

Very few students actually change subject option during Year 9. We allow changes in September of Year 9 only as the longer you study a subject then the more difficult it is to change. If you are unhappy with your subject choice, then you need to consider the following carefully: -

- Have you given yourself enough time to adjust to the new course?
- What are your reasons for wanting to change subjects?
- Are you being honest with yourself?
- It will mean extra hard work to catch up on the work you have missed.

### **What do you do next?**

- Discuss any issues with your subject tutor by the end of September in Year 9.
- Your parents/guardians will need to make a request in writing to your Head of Year.
- Finally, the issue will be discussed by the subject leader and Senior Leadership Team.
- Every effort will be made to accommodate your request. However, it is not always possible to change courses. Therefore, it is important that you consider your Option Choices carefully at this stage.



## What do I do next?

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Study the options in this booklet and then complete the form that will be emailed to you. Make sure this is done by:

***NO LATER than Monday 10th February***

Keep a record of the options that you have chosen.

A few last notes...



**SUBJECTS THAT WE ARE UNABLE TO RUN** If there are insufficient numbers to run a course we will have to withdraw it from the options. Your Head of Year will be available to support and guide you if this is the case.



***Make the right choices and remember that  
success is directly linked to effort.***

***These important three years will have a strong impact on your future.  
Good luck to you all. . . . . !***

***The Year 8 Team Tutors***

***Mr Hampton***

***Mrs Evans***

