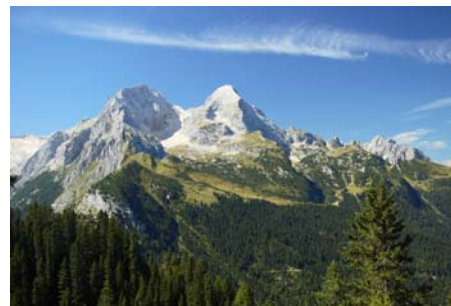
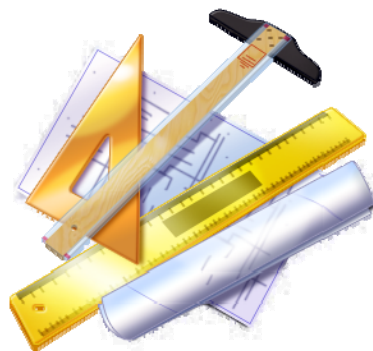
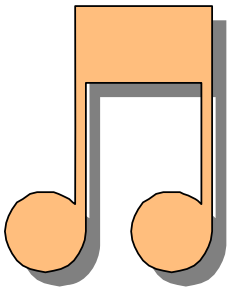


FLINT HIGH SCHOOL

Year 9 Pathways Booklet 2009



Believe

Achieve

Succeed

MISSION STATEMENT

Flint High School is an active partnership of pupils, staff and parents. We encourage success and celebrate achievement. Together we learn in a fair, caring and supportive environment where we respect each other. We challenge everyone to grasp their opportunities and expect them to aim high.

INTRODUCTION

This booklet is to help students, in consultation with parents, careers advisers and teachers, to choose the subjects they wish to follow in Years 10 & 11.

We urge all parents and students to attend the evening on **Thursday 5th March**. This will start in the **Drama Theatre at 7.00 p.m.**

Our Pathways system is centred round providing the most appropriate curriculum for every student to enable them to fulfil their potential and to prepare them for their future careers. We aim to offer a balanced range of subjects to students, so that various career paths are open to them, and their future opportunities remain wide. We counsel students away from making choices which are too narrow and which will limit them in the future.

MAKING CHOICES: A Word to Students.

The choices that you will soon be making are very important. These will take you through the next two years of study at school. The examination results gained at the end of the course will be with you for life and will take you on to the next step of your career.

When deciding what you hope to do next year, you need to think about the following questions:

- Which subjects do you like best of all?***
- Which subjects are you best at?***
- What do you plan to do at the end of Year 11?***
- Do the subjects that you have chosen match up with your Sixth Form, College or Career Plans?***
- What about balance? Do your choices leave as many opportunities open to you as possible?***

You will need to talk things over with teachers and parents. It is useful to seek out careers advice, but in the end, it has to be your choice, a choice which fits your needs and your ambitions.

CORE STUDIES

In keeping with the requirements of the National Curriculum, we have a compulsory core element, to which all students have access:

The compulsory core studies are as follows:

- English - leading to two GCSEs: English Language and English Literature or Media Studies.***
- Mathematics - leading to one GCSE.***
- Science - leading to two GCSEs.***
- Welsh - leading to a short course GCSE.***
- RE (leading to short course or full course GCSE)***
- Physical Education - not examined: (Also available as a separate GCSE course in the Options Columns)***
- Physical, Social and Health Education (including Religious Education) - not examined but certificated for the:***
- Information Technology: OCR Level 2 National First Award in ICT (equivalent to 1 GCSE) This is also available as a separate GCSE course in the Mixed Option Columns.***
- ASDAN: Certificate of Personal Effectiveness (COPE) Level 2. This is a course which all students started in Year 9 and which is equivalent to a GCSE. It is taught through PSHE and in form time.***

WELSH

All students have two periods of Welsh every fortnight and most students will follow the GCSE Short Course, taking the Foundation Level examination at the end of Year 11. A small number of students will follow a non-examined course called 'Welsh Studies', focusing on Welsh geography, culture, history and language.

OPTIONS

Students, in consultation with parents and teachers, then choose three additional subjects. The Options have been designed to provide different '*pathways*' for students of different abilities and talents. In order to ensure that students take the courses most appropriate to them, there is a strong element of guidance in the Option Process. How this works in detail is explained later on in this booklet.

LIMITATIONS ON CHOICE

As far as possible, we try to give students their first choices in all subjects. However, in certain cases, this may not be possible. There are physical limits to the sizes of groups we can operate and problems can arise where subjects are over subscribed or under subscribed. Clearly, given our staffing and budget constraints, we are not able to run obviously uneconomic groups. Should it be necessary to reconsider original choices, individual students and parents will be closely consulted.

GCSE

We believe that a grade in some GCSE subjects, or their equivalent, is within the grasp of all students, given support from school and home and a high level of personal motivation. ***We expect all our students to achieve at least one GCSE pass grade.*** For many students, nine GCSEs are obtainable and many will achieve high grades in most or all of these. However, it should be remembered that no GCSE is easy. The vast majority involve substantial elements of assessed coursework in addition to examination papers. GCSE courses therefore require a two-year commitment.

HOMEWORK

Personal study in one's own time is essential to ensure success at GCSE. Coursework projects often last several weeks or even months so careful pacing of work is necessary. A coursework calendar is issued to Year 10 students at the start of their courses to support this. Support for students from parents in planning work schedules and sticking to them is of enormous benefit.

ATTENDANCE

Full and regular attendance at school is obviously necessary if a student is to progress and to achieve. If a student is not in school, then s/he cannot cover the ground necessary to take examinations. Knowledge and skills are built up over a period of regular study. Last minute cramming will not lead to success. National statistics prove that those who attend school regularly and who stick to coursework deadlines have the highest rates of achievement. Every day missed, for whatever reason, equates to five lessons missed. This soon mounts up. A whole week away from school means that twenty-five lessons have been lost to a particular student. The following three facts are noteworthy:

- a) Attendance above 97% is excellent.
- b) Attendance below 90% may give cause for concern.
- c) Attendance below 80% is likely to affect seriously examination performance and to make entry to examinations questionable.

JARGON

Comment [p1]: A really good idea

We are aware that educational jargon runs through much of this booklet: it is almost unavoidable, since it is the language of examination boards and the National Curriculum. Please contact school, come to the meetings, or ring the Deputy Headteacher direct if things seem unclear. In the meantime, we hope the following helps:

Coursework : Work done during the course that is awarded marks, which count towards the final exam grade, often done at home.

Controlled Tasks: Now replacing coursework in many subjects, Controlled tasks are assignments that are done in class, under teacher supervision, although books / resources may be used.

Modules: Individual part of a course; often a term or several weeks long.

Continuous Assessment: The process of marking work throughout the course rather than relying solely on a final examination.

Moderation: Checking of our marking standards by outsiders. It applies to all courses where we are involved in giving marks to GCSE, GNVQ or CoEA work.

Levels or Tiers: GCSE exams have different entry levels. Each level will have restrictions on the grades that can be awarded.

GCSE: General Certificate of Secondary Education - still the main means of examining students at 16. Grades are currently awarded from A to G. For a few outstanding performances, the grade A* may be awarded.

Examination Boards: Several exam boards set GCSE exams. They all have sets of initials such as Edexcel, WJEC, AQA, OCR.

Level 1 / Level 2: GCSEs are not the only qualifications available to 14-16 year olds. In fact, there are over 3000 different ones! In order to ensure that there is a progression in difficulty between one qualification and another, the Qualifications and Curriculum Authority label each qualification either Level 1, if it equates with grades D – G at GCSE or Level 2, if it equates with grades A* - C at GCSE.

EXAM ENTRY: For pupils to be entered for external exams they must fulfil certain criteria, i.e. completion of Coursework, Projects, Module Tests, etc. Pupils who do not fulfil the criteria are unlikely to be entered.

THE COMPULSORY CORE

ENGLISH LANGUAGE AND ENGLISH LITERATURE (Two GCSEs)

Examining Board: AQA

Our aim is to give students the opportunity to study a wide range of Literature. This will be done by building on the skills that they have already acquired at Key Stage three.

In English Language candidates will have the opportunity to read and analyse a number of different texts. These will include: a play by Shakespeare, work from the English Literary Heritage and texts from different cultures and traditions. Candidates will also be given opportunities to write in a variety of forms and genres.

In English Literature candidates will be studying a variety of texts including prose, poetry and drama, published both before and after 1900.

Media Studies. This year we will be allowing some students to study Media Studies along side English Language and English Literature.

The AQA course leads to two GCSE qualifications - one in English and one in Literature. Assessment will be on the basis of a combination of 20% Speaking and Listening 20% coursework and 60% examination in English Language and 40% coursework and 60% examination in Literature. Candidates will be entered for either the Foundation Tier, heading to grades G to C or the higher tier, enabling students to gain D to A* grades.

Students who may have difficulty in achieving a grade on The Foundation Tier may be entered for the Entry Level English.

Mrs. Clare Millington

English GCSE

MATHEMATICS: Leading to one GCSE

Examinations Board: WJEC

We aim to use a variety of styles of teaching and learning so that the courses are enjoyable for all. The courses students follow enable them to build up on the knowledge and skills they have gained over previous years. Students are taught in ability sets.

Course content:

GCSE mathematics has 2 tiers of entry for the examination (Foundation and Higher). A two-tier model will give all students who take GCSE mathematics the opportunity to gain at least a grade C. Foundation grades range from C to G and Higher from A*-D.

Within each tier, pupils will sit two 2 hour written papers. They will deal with Using and Applying Mathematics, Number and Algebra, Shape, Space and Measures and Handling Data. In Paper 1 no calculator is allowed but pupils **must** have a suitable calculator for Paper 2. For all examination papers, pupils should have a ruler, compasses and a protractor.

Higher attaining students may want to pursue Mathematics at AS or A Level. This would include students who achieve grades B & C in the Higher Tier at GCSE.

Mrs. N Williams

SCIENCE: Leading to two GCSEs.

Examination board: AQA

It is intended that all students will achieve TWO GCSEs in Science, although there are two different routes to this, as shown below:

Comment [p2]: what about changes we may make?

Route 1: Core Science in Year 10 & Additional Science in Year 11.

This route is recommended for those students who wish to pursue Science A Levels in the sixth form.

The Year 10 course consists of;

- Six theory units (Two of each; Biology, Chemistry and Physics). These will each be tested by a 30 minute test (12.5% each)
- One piece of centre assessed practical work. This replaces the coursework of the previous course (25%).

The Year 11 course consists of:

- Separate lessons on Biology, Chemistry and Physics. Additional Science is assessed by three 45 minute papers and another piece of centre assessed practical work, each contributing 25% towards the final grade.

Route 2: Double Applied Science

It is anticipated that the majority of students will be guided to take this course. Applied Science involves a study of how science is used in our everyday lives and particularly in the workplace. Students will therefore learn about the interaction of chemicals through a study of forensic science, rather than studying the chemicals in isolation. The course is assessed mainly through coursework, with an exam in the summer of Year 11.

Science GCSE

Mrs E Thomas

WELSH AS A SECOND LANGUAGE - G.C.S.E. SHORT COURSE

Examination Board: W.J.E.C.

The examination is designed for candidates:

- for whom Welsh is not their first language,
- who have obtained their knowledge of Welsh chiefly at primary and/or Secondary School,

The four skill areas of language teaching are categorised in to the two main language areas:

1. Receptive Modes:
 - a. Listening comprehension
 - b. Reading comprehension
2. Productive Modes:
 - a. Speaking
 - b. Writing

The examination is designed on two levels: Foundation and Higher.

All candidates will follow the course and will sit an examination in the four elements Listening, Reading, Speaking and Writing.

To gain levels A*, A, B, C or D, a candidate will have to sit the Higher paper.

To gain levels C, D, E, F or G a candidate will have to sit the Foundation paper.

Written COURSE WORK must be presented by each student as well as a tape of oral work.

ASSESSMENT DETAILS

All attainment marks will be marked as follows:-

<u>Examination</u>		<u>Coursework</u>	
* Oral (group)	20%	* Oral	20%
* Listening	10%	* Reading	10%
* Reading	15%	* Writing	10%
* Writing	15%		

There will be 4 parts to the examination.

* Teacher's continuous assessment – Oral (Individual Tasks)		20%
* External assessment	Oral (Pair or group)	20%
* External assessment	Listening/Watching and understanding	10%
* External assessment	Reading	15%
	Writing	15%
* Internal assessment	Coursework, Reading, Writing	20%

Mr M Thomas

RELIGIOUS STUDIES

Examination Board: WJEC

The Religious Studies GCSE is a half course GCSE which every student in Year 10 will take in two periods every two weeks. This GCSE does not involve coursework and results will depend totally on performance in a final examination at the end of Year 11. This GCSE is issue-based and we will be taking into consideration the views and scriptures of Christianity, Judaism and Islam.

There is also the option for students to complete full course GCSE which results in two examinations (one at the end of Year 10 and the other at the end of Year 11).

Full course and short course students look at the following issues:

- Relationships** – Issues of love, marriage and divorce
- Is it fair?** – Issues of justice and equality
- Looking for meaning** – Issues about God, life and death
- Our world** – exploring creation and our place in the world

Full course students will also focus on these issues:

- Religion and Conflict** - Issues of war, violence and peace
- Religion and Medicine** - Issues of medical ethics and the sanctity of life
- Religious Expression** - Issues of expressing one's faith
- Authority—Religion & State** - Issues of law and order in religion and society

All students take the same examinations with the full range of grades A* to G being available.

Religious Studies GCSE

Mrs. Emma Lloyd

PHYSICAL EDUCATION CORE (not examined)

This compulsory course in Years 10 and 11 covers Key Stage 4 of the National Curriculum. Students wishing to gain an examination qualification in this area should consider taking, in addition, the GCSE Physical Education course in the Option Columns. Over the Key Stage students may participate in: -

- Athletics
- Badminton
- Basketball
- Fitness
- Football
- Gymnastics
- Trampolining
- Rounders
- Cricket

Students are made aware of the necessity for and the opportunities to participate in regular sporting activity once they have left school.

It is hoped that students will continue to make the most of all extra-curricular sporting opportunities made available to them during the course of the two years.

Mr. Nick Spearpoint

CORE OCR ICT

OCR Level 2 National First Award in ICT (equivalent to 1 GCSE)

The OCR Level 2 Nationals in ICT have been developed to provide candidates with an introduction to the skills, knowledge and understanding required to prepare for work in the information and communication technology sector. They have also been designed to help candidates develop their personal skills in the areas of team working, career planning, communication and problem solving. This course will be taught in two lessons per fortnight

The course accredits candidates' abilities to carry out a range of tasks and have been designed in a modern, practical way that is relevant to the workplace.

The OCR Level 2 Nationals in ICT are qualifications that have been accredited by QCA to the National Qualifications Framework.

This qualification is comprised of two units:

Unit 1 - ICT Skills for Business

And one of:

- Unit 19 - Application of data logging
- Unit 20 - Creating animation for the WWW using ICT
- Unit 21 - Creating computer graphics
- Unit 22 - Creating sound using ICT
- Unit 23 - Creating Video

Units are completed in school on computer, the course is very 'hands on'. It is assessed through coursework – there is no written examination.

Mr A Clewett

Core OCR ICT

PERSONAL, SOCIAL AND HEALTH EDUCATION

The two major elements of the course are as follows:

Careers Education

Students study a variety of possible occupations and relate their own abilities to possible careers. Visits to local firms and colleges, together with practical advice on such matters as writing letters of application for jobs and preparing for interviews, are key elements within the course. This is timetabled for groups in Years 10 and 11 and also organised on an individual basis in Year 11.

We make arrangements for all students to have a two-week period of work experience in Year 10 and this is assessed as part of Compact. Students working closely with the Careers Service devise an individual career Action Plan, which is completed at the end of Year 11. This element of the course will also involve the use and development of I.T. skills.

At the start of the Easter term in Year 11 we run a comprehensive series of mock interviews with local employers. Students use these sessions to test and to develop their communication skills and learn how best to present their own talents and aptitudes. It also gives them a pretty good idea of the expectations of the world of work.

Health Education

The aim of this element of the course is to develop informed and responsible decision-making over a wide area of personal behaviour and relationships. Topics include sexual development and behaviour, personal relationships, parenthood, drugs education and safety. Wherever possible we involve representatives from outside agencies such as the Local Health Authority.

ASDAN

Our students are already part way through their ASDAN course and will continue obtaining credits from undertaking challenges set for them in PHSE. Each challenge is set within a learning area, such as Citizenship and Community, The Environment or Work Related Learning and Enterprise. Furthermore, each challenge guides the learner to develop certain Key Skills. The challenges that the students undertake are flexible and are designed to fit in with the individual's interests. E.g. Taking part in work experience and keeping a diary can provide challenge credits.

THE OPTIONS

There are three option columns and you will need to choose **one subject** from **each column**.

OPTIONS COLUMNS (1) (2) & (3)

The following subjects are spread over the three options columns:

1. Art & Design GCSE
2. Art & Design BTEC (v)
3. Children's Care, Learning & Development BTEC (v)
4. CAD BTEC (v)
5. Design & Technology - Product Design GCSE
6. OCR Level 2 National First Certificate in ICT (equivalent to 2 – 4 GCSEs)
7. Drama
8. Food & Nutrition
9. French
10. Geography
11. History
12. Music
13. Physical Education
14. Public Services BTEC Level 1 (v)
15. Skills for Working Life BTEC Level 1 (v)

Friday morning Deeside Consortium Of Schools Collaboration

In Option 3, there are a group of 8 subjects, which students may choose as their Option 3 choice. These will take place either in Deeside College, Connah's Quay High School or John Summers' High School.

1. Business and Communication GCSE (v)
2. Engineering OCN Level 1 (v)
3. OCR Level 2 Certificate in Language for Business (French) (v)
4. Photography (City & Guilds) (v)
5. Public Services BTEC Level 2 (v)
6. Spanish GCSE
7. Text Processing OCR Level 1 (v)
8. Welsh Full Course GCSE

(v) = Vocational course – designed to provide direct relevance to the world of work.



Options

ART & DESIGN GCSE.

Examination Board: WJEC

The main aim of the course is for the pupils to develop an understanding and knowledge of achievements in Art, Craft and Design, from the past and present day. They also must develop a wide range of skills and be able to express themselves, relating it to their study of Art, Craft and Design work.

The GCSE Exam is in two parts

Coursework	60%
Terminal Examination	40%

The coursework

There is one coursework unit which must show evidence of: -

- Research and preparatory studies*
- Personal response and creative development*
- Outcomes, presentation and reflection*

Both the coursework and terminal exam can be selected from the following areas of study:

Fine Art (painting & drawing), Graphic Design, Textiles & 3D Design.

In every unit of work students must demonstrate an understanding of the work of relevant artists.

Mrs J Williams

ART & DESIGN BTEC First Certificate Level 2.

Examination Board: Edexcel

- BTEC is worth the equivalent of 2 GCSE's

There is no exam/ all coursework is continually assessed
Each unit must be passed in order to achieve the qualification
You can revisit areas and improve your grade (pass, merit, distinction)
There are four mandatory and two optional units of study

- Mandatory units
- 2D and 3D visual communication
- Contextual references in art and design
- Explore and develop art and design ideas
- Produce an art and design outcome
- Optional units
- Working with graphic design briefs
- Working with photography briefs
- Working with fashion design briefs
- Working with textiles briefs
- Working with 3D design briefs
- Working with interactive media briefs
- Working with visual arts briefs
- Working with 3D design crafts briefs

BTEC offers the opportunity to work more closely within the industry of the Artist, Designer and Craftworker.

Mrs J Williams

Art & Design BTEC Level 2

CHILDREN'S CARE, LEARNING & DEVELOPMENT BTEC

Level 2 First Certificate in Children's Care, Learning and Development

This is a vocational qualification which has been developed to support the children's care, learning and development sector.

The course will cover three main units:

Unit 1: Understanding Children's development (this requires 30 hours of work placement, which will take place during the two weeks work experience at the end of year ten)

Unit 2: Keeping children safe

Unit 3: Communication with Children and Adults (this requires a further 30 hours of work placement)

The course is assessed by the subject teacher and externally moderated. There is no final written paper.

A pass in this subject, although not an official GCSE, is the equivalent of **2 GCSE grade C** passes. Students, who are willing to work hard, will have the opportunity to achieve the equivalent of **2 A* grades** at GCSE level.

This is an exciting new course for Flint High School.

Mrs. Gill Lynskey

City & Guilds COMPUTER AIDED DESIGN IN ENGINEERING (CAD) (Level 2)

Computer-Aided Design (CAD) is the use of computer technology to aid the design of products, including entire buildings. CAD software can allow the rotation of designs in three dimensions, allowing viewing of a designed object from any desired angle, even from the inside looking out.

The use of computer aided design (CAD) in industry has become an essential part of the modern working environment. It is used at all stages of designing, from generating design ideas, production drawings, through to final virtual reality images.

This qualification aims to further students understanding and skills in the CAD Modelling environment. These skills remain highly sort after by employers, locally, nationally and internationally.

The qualification is intended for candidates who wish to acquire skills and knowledge associated with CAD. The qualification can facilitate access to employment in a range of occupational sectors. It can also offer opportunities for those who may wish to progress into similar courses within further and higher education.

Mr C Jenkins

GCSE Design & Technology: Product Design (OCR)

The aim of this GCSE D&T course is to provide the opportunity to assess a student's design and technology capability and to fully reward imagination, innovation and flair. It puts the student at the heart of the process, initiating design solutions, developing working models and prototypes, testing and trialling. It encourages individuals to work together for some aspects of their work. It recognises the need to reward careful and considered use of ICT. It ensures candidates consider their ideas and responsibilities to life in the technological world in which we live.

The course seeks to help students become discriminating and informed users and creators of products. It encourages students to think and intervene imaginatively to improve the quality of life for society. The assessment scheme provides the opportunity to reward innovation and flair.

The emphasis is on developing a candidate's designing and making capabilities through the use of modern media and materials and ICT. The balance of the coursework assessment is heavily weighted towards those skills associated with designing, creativity, originality, flair and imagination.

In all units students will need to use those skills necessary to communicate and develop ideas, as well as a desire to utilise ICT within many aspects of their work. Students joining this course should have an aptitude for designing and working with materials.

Work in two of the four units focuses on the use of the following: card, clay, foam board, paper, plaster, plastics, metal, textiles, wood, 'smart' and other modern materials, electronic and other control systems. Students will need to combine materials in order to successfully complete their work in these units.

A further unit is a 6 hour Innovation Challenge focusing on a student's imagination, innovation and flair for designing and making. It will require students to make swift decisions, take risks, be adventurous and take advice from others through controlled and structured peer evaluation. It requires a basic working knowledge of modelling materials and, depending upon the chosen focus, other more specific materials and systems.

The fourth unit will require candidates to answer questions on a broad range of Design Influences.

The course provides a framework which can be accessed by all students with the potential of gaining a GCSE grade G-A*.

Mr R Davies

OCR IT EXTENSION

OCR Level 2 National First Certificate in ICT (equivalent to 3 GCSEs)

The OCR Level 2 Nationals in ICT have been developed to provide candidates with an introduction to the skills, knowledge and understanding required to prepare for work in the information and communication technology sector. They have also been designed to help candidates develop their personal skills in the areas of team working, career planning, communication and problem solving. They accredit candidates' abilities to carry out a range of tasks and have been in a modern, practical way that is relevant to the workplace.

The OCR Level 2 Nationals in ICT are qualifications that have been accredited by QCA to the National Qualifications Framework.

This qualification is comprised of a combination of coursework units including:
Unit 1 - ICT Skills for Business (Already covered in Core ICT)

Plus 2 of

Unit 2 Webpage creation

Unit 3 Digital imaging – plan and produce computer graphics

Unit 4 Design and produce multimedia products

Unit 5 Desktop publishing

Unit 6 Spreadsheets – design and use

Unit 7 Databases – design and use

Unit 8 Technological innovation and e-commerce

Unit 9 Customer support

Unit 10 Planning and supporting telecommunications

Unit 11 Career planning for IT*

Unit 12 Work experience in IT*

Unit 13 IT systems and user needs

Unit 14 Installation of applications

Unit 15 System testing and maintenance

Unit 16 Repair and decommission of IT equipment

Unit 17 CAD and CAM

Unit 18 Application of computer control

Plus 2 of

Unit 19 Application of data logging

Unit 20 Creating animation for the WWW using ICT

Unit 21 Creating computer graphics

Unit 22 Creating sound using ICT

Unit 23 Creating Video

(One of units 19-23 already covered in Core ICT).

* Only one of units 11 and 12 can be submitted

Units are completed in school on computer, the course is very 'hands on'. It is assessed through coursework – there is no written examination.

Mr Clewett

DRAMA GCSE

Examination Board: AQA

GCSE Drama will give pupils the opportunity to have an insight into the world of theatre and performance. During the two-year course they will study plays and productions, having the chance to see many theatre productions and will have the opportunity to encounter a lot of different aspects of drama. GCSE Drama is not only a performance course, but can also help greatly to increase confidence. The course is an academic course, with a large practical element.

The GCSE Drama course is split into two components:

60% coursework
40% written exam.

Coursework

By doing coursework you will have a chance to experience many different aspects of drama and theatre. There is an opportunity to study technical skills as well as performing/acting skills.

Choices for study include: acting, theatre in education, costume, make-up, props, masks, puppets, lighting and sound.

Written Examination

The exam is two hours long and consists of three elements:

- a. Practical work completed on the course
- b. Response to a studied text
- c. Responses to live productions seen during the course.

Please keep in mind that GCSE Drama is only for dedicated students. You will have to commit yourself to rehearsing and performing and this needs to be carefully considered before opting for this course.

Miss Tattum

GCSE HOME ECONOMICS: FOOD AND NUTRITION

This subject would help students who want a career within the food industry, sport science and child care. The course covers all aspects of food preparation, including hygiene and equipment.

Assessment is in the form of two pieces of coursework and a final written examination

1. Task 1: (20%) One task to be selected from a bank of three tasks set by WJEC.
Duration: 10 hours to commence in year ten.
Internally assessed by subject teacher and externally moderated.
2. Task 2: (40%) one task to be selected from a choice of two tasks set by WJEC.
Duration: 20 hours to commence in year eleven.
Internally assessed by subject teacher and externally moderated.
3. Written paper: (40%) One written paper, externally set and marked, will target the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from all areas of the specification.

Parents should be aware that students will be required to provide ingredients for weekly practical lessons during year ten.
An interest in food is a great advantage!

Food and Nutrition GCSE

Mrs. G Lynskey

FRENCH GCSE

Examination Board: WJEC

Following a course in GCSE French should encourage students to derive enjoyment and benefit from language learning. Learners will develop their linguistic skills and improve their knowledge and understanding of a foreign language. Their skills should help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language.

Course Content

The topics studied are:

- Personal and Social Life
- The Local Community
- The World of Work
- The Wider World

During the course students take part in a variety of activities in the four skill areas - Listening, Speaking, Reading and Writing. The emphasis is on developing the ability to understand and use the language for the purposes of practical communication.

Assessment

Assessment is weighted as follows: Speaking (30%), Writing (30%), Listening (20%) and Reading (20%). Listening and Reading are assessed by a final exam in Year 11. Speaking and Writing comprise a number of Coursework Tasks which will be completed during lesson time.

There are two tiers - Foundation and Higher.

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

Mrs V Smith & Miss S Mason

GEOGRAPHY GCSE

Examination Board: WJEC

Geography tackles the big issues: the world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains what and helps to prepare you for those changes.

The specification provides a broad, coherent and contemporary course of study for young people. There are two units.

Unit 1 The Physical World

1. Water (rivers)
2. Climate change
3. Living in an active zone (earthquakes and volcanoes) a global World
4. Changing populations
5. Interdependence (trends and impacts of globalisation)
6. Development

Unit 2

Weather and climate
Tourism
Retail and Urban Change

Assessment - There will be 2 written papers Unit 1 and Unit 2) and each one has two tiers (foundation & higher).

Grades C-G and A* - D. These represent 75% of total mark. The other 25% will consist of 2 controlled assessments: and enquiry based on fieldwork and a decision-making exercise. There may be a small charge for out of classroom activities. Significantly the Unit 1 topics can be examined at the end of year 10 if desired.

Mrs C Jones

Geography GCSE

HISTORY GCSE OCR Syllabus 1607/13

This is an immensely exciting and relevant course. We study the main ways the world has changed this century using a wide range of source material including brand new textbooks, videos, maps and newspaper cartoons. Building on the work you have already covered in Year 9, we look at the ways people in power have changed life for people in their countries. In addition, we look at the reasons why ideas about running countries have changed. The course will give you an excellent understanding of what is happening in the news today and why there is sometimes peace and sometimes war. The two year course is arranged in the following way:-

Year 10**Autumn Term The USA, 1919 – 41**

In the 1920s, America was the richest country in the world and many people enjoyed a very exciting lifestyle, symbolised by the booming of Hollywood and Jazz music. We study how gangsters took over some of the largest cities in America when Alcohol was banned. In 1929 the Wall Street Crash brought Depression and suffering to millions. We look at the reasons for the 1920s Boom years together with the efforts made in the thirties to rebuild America, with president Roosevelt's New Deal. *Assessment – Paper 1 in Year 11 GCSE exams*

Spring Term Germany 1918 – 1945

We now turn our attention to arguably the most famous person of the 20th century, Adolf Hitler. We research how Hitler came to power and what life was like for people living in Nazi Germany. You will do two coursework assignments on Germany. One is a computer based assignment looking at how the Nazis used propaganda to get people to vote for them. Another will be a source enquiry trying to find out whether the Nazis were to blame for setting fire to the Reichstag (parliament building) in 1933. Your final coursework assignment will be an investigation into the Nazis' influence on the lives of children. Altogether, your coursework is worth 25% of your final marks. *Assessment – Controlled tasks (coursework)*

Summer Term Britain and the First World War.

We start this year by looking at what life was like for people in Britain during the First World War. We look at the Suffragettes and rationing as special studies. *Assessment – Paper 2 in Year 11 GCSE Exams*

Year 11**Autumn Term Britain and the First World War.****Spring Term International Relations before and after WWI**

In 1919, the great world powers gathered in the magnificent Palace of Versailles to decide the future of Europe after the First World War. The decisions they made were to affect the relations between the countries of the world for ever more. We start by looking closely at the Treaty of Versailles and then at the attempts to keep peace and the resulting failure with the start of the Second World War in 1939. We then look at how the world powers and America in particular, attempted to keep the peace while fighting a Cold War against the ideas of communist Russia. *Assessment – Paper 1 in Year 11 GCSE exams.*

Mr Agnew

MUSIC GCSE

What is GCSE Music all about?

GCSE Music is about making and listening to music. It covers performing composing and listening in a wide variety of musical styles – popular music, world music, and classical music. There are opportunities to use music technology such as sequencing and recording.

Will I enjoy the course?

You will enjoy this course if you want to study a subject that:

- Involves performing
- Involves listening to all kinds of music
- Involves composing or arranging music
- Give you the opportunity to play music with others in e.g. rock groups, bands, orchestras or local choirs
- Gives you the opportunity to learn more about and use music technology.

How does it follow on from what I have learned before?

You will improve your skills in performing and composing different types of music. You will listen to a wide variety of music and learn more about how and why it was written and/or performed.

What about exams?

There is one exam in the summer of Year 11. You will listen to a CD and answer questions on the four areas of study which cover popular music and music from around the world.

Is there any coursework?

Yes, you will perform (play, sing or sequence) three pieces together. One of the pieces will be a solo in any style and on any instrument. The other two performances will be with other players. These performances may take place in the classroom, in school music groups or outside school. They will be recorded and marked by your teacher.

You may offer sequencing as part of your solo performing, and sequencing and recording for performing during the course. You will also compose two pieces according to a brief written by the teacher or yourself. These will be in a form or style that you have chosen from a list which includes the 12 bar blues, reggae, African drumming, variations, rondo, experimental or electronic music and club dance remix. If you like you could write a song for a musical.

If you are interested in music technology, you may use computer sequences, multi track recorders, digital recording and sampling in the preparation and presentation of compositions. You may also use technology to record work and to produce printed scores and extract parts.

What other skills might I develop?

As well as covering Music at GCSE level, the course will enable you to develop Key Skills in communication and Information Technology which could be useful to you in whatever you do afterwards. In particular, GCSE Music offers opportunities to develop wider key skills in working with others (e.g. taking part in rehearsals, performing).

Ms. K Goosey

PHYSICAL EDUCATION GCSE

Examination Board : Edexcel

This course is open to students with an interest and/or ability in sport. The course is in addition to the normal PE lessons. The course covers both Practical and Theory work leading to G.C.S.E. examination at the end of Year 11.

Course Content:

Theory (40%): One paper of 1 hour 45 minutes.

- Exercise and training
- Safety aspects and health in physical activity and sport
- Applied anatomy and physiology

The theory element covers some quite demanding topics and regular homework will be set to complement the work done in lessons. Theory is linked to the practical whenever possible, making this an enjoyable course for those interested in PE.

Practical (60%): 4 activities from at least 2 different groups.

- Games
- Gym
- Dance
- Athletics
- Adventurous
- Swimming

Students will be expected to participate in a wide range of activities, not just those they wish to be assessed in. An interest in all practical activities therefore is important. The practical work will be marked by the staff teaching the course. These marks will then be moderated by an external examiner who will observe the students performing.

There are no tiers of entry. Grades A* to G are available to all students.

Mr. Nick Spearpoint

BTEC LEVEL 1 CERTIFICATE IN PUBLIC SERVICES

The BTEC Level 1 Certificate in Public Services is designed to develop knowledge & personal skills that are required to work within the sector. The course utilises a rigorous tutorial system and key skills are embedded to encourage learners to achieve their full potential. The BTEC Level 1 Certificate is intended as a practical "hands on" programme that is taught in context of current, realistic careers within the public services. This gives learners the chance to explore the opportunities offered within the sector and to acquire appropriate vocational skills.

The candidate is required to complete 6 units from an option of 8 units (units chosen by course leader). The option of 8 units within the Level 1 Certificate in Public Services are:

Core Units - All units must be studied:

- Introduction to the Public Services
- Introduction to Public Service Skills
- Fitness and Lifestyle for Public Services

Specialist units - Three units must be studied:

- Citizenship in the Public Services
- IT for Public Services
- The Individual and Society
- Security and the Public Services
- Introduction to Workplace Welfare

Mrs Chatfield

Public Services BTEC Level 1

Edexcel LEVEL 1 BTEC CERTIFICATE IN WORKSKILLS

The Edexcel Level 1 BTEC Award, Certificate and Diploma in WorkSkills have been designed to provide:

- the knowledge, understanding and skills learners need to enter employment
- opportunities for learners to gain a nationally recognised qualification relating to work skills
- opportunities for employees to achieve a nationally recognised Level 1 qualification
- opportunities for learners to focus on the development of functional skills in English, Mathematics and ICT
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

As you can see from the above, this course is for students who are looking to enter the world of work, soon after leaving Flint High School. We are very excited by this course, which gives students an opportunity to gain hands on experience of some of the skills they will need whether they work in offices, workshops, factories or in hospitality. The key to the qualification is the flexibility. Learners need to complete 13 Credits, each of which lasts for 10 hours and is assessed not by an exam, but by a portfolio. There are well over 50 credit units to choose from and it is likely that one or more of these involves an element of work experience.

Examples of Credit Units (10 hours teaching)

Units Credit value

- Unit 1 Alternatives to Paid Work 1
- Unit 2 Working as a Volunteer 2
- Unit 3 Managing Your Own Money 2
- Unit 4 Being Responsible for Other People's Money 1
- Unit 5 Searching for a Job 1
- Unit 6 Applying for a Job 1
- Unit 7 Preparing for an Interview 1
- Unit 8 Interview Skills 1
- Unit 9 Self-management Skills 2
- Unit 10 Self-assessment 1
- Unit 11 Career Progression 2
- Unit 12 Developing Personal Skills for Leadership 2
- Unit 13 Practising Leadership Skills with Others 2
- Unit 14 Learning with Colleagues and Other Learners 2
- Unit 15 Communicating Solutions to Others 2
- Unit 16 Positive Attitudes and Behaviours at Work 1
- Unit 17 Working in a Team 3
- Unit 18 Learning from More Experienced People 2
- Unit 19 Building Working Relationships with Colleagues 2
- Unit 20 Building Working Relationships with Customers 2

Mrs Chatfield

FRIDAY MORNING CONSORTIUM OPTIONS.

This year, we are extending our programme of collaboration with three neighbouring schools in the 'Deeside strip' to extend the range of vocational courses available for our Year 10 students.

Flint High, Connah's Quay High, John Summer's High and St David's High will be offering a number of courses, which will run on Friday mornings. Each school has arranged for one of their Options Blocks to run on Friday mornings. At 8:45am a number of students from each school will be transported by bus to the centre where their chosen course is being taught. At 11:45pm, the bus will arrive to transport the students back to their 'home school' in time for lunch and afternoon lessons.

Although these courses represent a significant increase in choice in Option 3, it must be stressed that they are demanding courses leading in the main, to GCSE equivalent qualifications. Demand for these places is likely to be high and with course sizes being limited to around 15, the quota for places on each course from each school will be limited.

BUSINESS & COMMUNICATION SYSTEMS GCSE

Taught by Connah's Quay staff

This course is a combination of practical (computer-based) and theoretical work based both on ICT (Information Communications Technology) and on Business Systems. You will normally have one theory lesson and two practical lessons using computers each week.

WHY STUDY BUSINESS AND COMMUNICATION SYSTEMS?

You will gain practical skills and knowledge of ICT and business that will be important for your personal life, in employment and in further study. The course supports jobs in different areas, including business administration and in any job which involves using ICT or dealing with people

YOU WILL STUDY/LEARN

The Business Environment	Business aims/objectives; profitability; wealth creation; job creation; stakeholders; customer satisfaction; law.
Workplace Organisation	Open plan; cellular; hot-desking; ergonomics; health and safety; file handling; data security; use of resources.
Human Resources	Recruitment/selection; interviews; contracts; remuneration; rights; responsibilities; termination.
Communication	Internal; external; formal; informal; documents; developments; internet; e-commerce.
The use of ICT in the Business Environment	Input, output, storage devices; applications software; networks and internet.
Computer Applications in the Business Environment	File Management; Word Processing; Spreadsheets; Charts; Databases;

ASSESSMENT

There are two tiers with full grades for GCSE. Higher A* - E and Foundation C - G.

A Theory Paper of one hour (short & extended answers - worth 40% of the marks)

A Practical Paper of 1½ hours on computers & pre-stored data (worth 35% of the marks).

Controlled Assessment based on pupils own research (worth 25% of the marks).

Deeside College City & Guilds Level 1 Certificate in Engineering (2800)

This award aims to offer candidates-

- Career progression within the Engineering industry
- An ideal introduction to following Foundation or Advanced Modern Apprenticeships

The course is taught in the Engineering facility at Deeside College. Over the two years, students will cover three units:

- Unit 101 – The world of engineering
- Unit 102 – Fitting using hand skills
- Unit 104 – Turning using lathes.

OCR Level 2 Certificate in Business Language Competence - medium of French

Taught by Connah's Quay High School Staff

This course will involve learning to communicate in a business environment. The course has been developed as companies are searching for pupils with practical language skills.

You should have studied French during Years Seven, Eight and Nine to be able to opt for this course.

CONTENT

You will develop your listening, reading, writing and speaking in French in a business context.

Listening is developed through listening to CDs of real French people in meetings, or having business conversations. You will read many French business materials, such as marketing material, reports and notices.

During the course you will also have the opportunity to write e-mails, business letters and faxes in French about business issues.

You will develop your ability to discuss simple business issues over the phone, using props and real French conversations to help you and you will learn how to deal with visitors to a company in French.

ASSESSMENT

This course leads to a Level 2 Certificate in Business Language Competence, equivalent to two A* - C grade GCSEs. There are five exams to be taken throughout the two year course. The course is modular, so you will only be studying for one exam at a time.

1. Listening Exam (answer in English)
2. Reading Exam (answer in English)
3. Doing business by telephone
4. Greeting a visitor
5. Writing a letter and a memo, fax or e-mail.

City & Guilds Level 2 Certificate in Digital Image Capture
& City & Guilds Level 2 Certificate in Location Photography

Taught by Flint High Staff

The City & Guilds of London are an industry recognised examination and awards body that is particularly favoured by employers in Design and Photography.

The only internationally understood visual language is photography. A picture is often said to be worth a thousand words so as a means of communication, photography is second to none. If you hope to work in photography or any part of the design or media industries, these qualifications are an important stepping stone to success.

For others, photography is an essential life skill, not only at work but also socially. Each Certificate is a GCSE equivalent so photography students will complete the course with two GCSE equivalents (A-C)

Any student with an interest in the visual media will gain from this course. It is also useful in any combination of subjects from Art to P.E. and will give you skills that will enhance your learning in other subjects.

Students will learn:

The use and care of digital camera equipment and related accessories

Lighting indoors

Post-capture image production

Presentation and storage of digital images

They will produce:

Portfolio of images from a variety of subjects

At the end of Year 10, students will be awarded their first certificate, with the second awarded at the end of Year 11. Assessment is by means of an assignment for each certificate carried out and assessed during the summer term.

Comment [p3]: Mr J
Champney?

Mr J Champney

Edexcel Level 2 BTEC First Certificate in Public Services

Taught by JohnSummers High School Staff

BTEC With more than five million employees, the public sector is the UK's largest employer. It includes the armed forces, the emergency services, educational establishments and a host of public corporations. Covering so many different areas, this sector demands a broad range of skills and qualifications.

Edexcel's BTEC Level 2 First Certificate and in Public Services are designed to provide a broad introduction to working in the sector and offer opportunities for accessing further study, such as a BTEC National qualification or an appropriate NVQ.

In the Edexcel Level 2 BTEC First Certificate in Public Services, learners must complete a total of **three** units. This must include at least one unit from Specialist Group A and at least one unit from Specialist Group B, as well as an additional unit from either Group A or B, thereby providing a combined total of 180 guided learning hours (GLH) for the completed qualification.

Unit	Specialist Group A	GLH	Level
2	Public Service Skills	60	2
3	Uniformed Public Service Fitness	60	2
Unit	Specialist Group B		
4	Citizenship, the Individual and Society	60	2
6	Adventurous Activities and Teamwork for the Public Services	60	2
7	The Value of Sport and Recreation in the Public Services	60	2
11	Community and Cultural Awareness	60	2

As can be seen from the above, the qualification seeks to prepare students for the world of work in either uniformed public services (e.g. Fire service, ambulance, police and army) or wider public services (e.g. leisure centres, libraries, civil service)

The course is assessed by means of portfolios (there are no exams) and is likely to involve working closely with people in the public service sector.

SPANISH GCSE

Examination Board: WJEC

Overview

Following a course in GCSE Spanish should encourage students to derive enjoyment and benefit from language learning. Learners will develop their linguistic skills and improve their knowledge and understanding of a foreign language. Their skills should help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language.

Course Content

The topics studied are:

- Personal and Social Life
- The Local Community
- The World of Work
- The Wider World

During the course students take part in a variety of activities in the four skill areas - Listening, Speaking, Reading and Writing. The emphasis is on developing the ability to understand and use the language for the purposes of practical communication.

Assessment

Assessment is weighted as follows: Speaking (30%), Writing (30%), Listening (20%) and Reading (20%). Listening and Reading are assessed by a final exam in Year 11. Speaking and Writing comprise a number of Coursework Tasks which will be completed during lesson time.

There are two tiers - Foundation and Higher.

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

Mrs V Smith

OCR LEVEL 1 CERTIFICATE IN TEXT PROCESSING

Taught by St David's High School Staff

This course consists of four modules.

The modules taught at **Entry Level** are:

- Text Production
- Speed Keying

In order to achieve the **Level 1 Certificate**, 4 modules have to be passed which are:

- Text Production
- Computer Keyboard Skills
- Speed Keying
- Word Processing

Exams are taken at an appropriate time, which are set and marked by the OCR.

It is possible that students who do very well at Level 1 in Year 10 may be able to progress to Level 2 in Year 11.

WELSH GCSE Full Course

Taught by Saint Richard Gwyn Staff

The GCSE Welsh 2nd Language course is based on 6 fields of study, where the pupils are expected to speak, listen and understand, read and write about various topics.

4 of the topics are assessed externally, in exam conditions and 2 of the topics are assessed through coursework which is marked in school.

Topics vary from local interests, family, leisure, fashion, TV and radio to the world of work and easy Welsh literature.

Group work is a very important element of the course, and great emphasis is put on the oral work because it accounts for 50% of the final marks.

There are 3 pieces of oral course work which the pupils prepare for in advance.

Full course pupils are taught in a mixed ability class, and the tier they sit in the final exam depends on their progress and ability.

Homework is set regularly, and learning vocabulary and structures is regarded as being as important as written and comprehension tasks.

Coursework is not completed at home, but thorough preparation is expected in order to achieve as good a result as possible.

Edexcel Level 2 BTEC First Certificate in Engineering

Taught by Holywell High School Staff

This is a general engineering course that will prepare pupils to enter employment in the engineering sectors or to progress to the Sixth Form to follow more advanced qualifications in Design and Engineering. This course is suited to both boys and girls.

The BTEC First Certificate in Engineering is equivalent to 2 GCSEs grades A* - C. The course is assessed entirely on portfolio work produced by the student over the two years and is externally verified by an Edexcel examiner.

You will study four units of work:

Working Practices in Engineering — This unit is mainly concerned with all aspects of Health and Safety whilst carrying out engineering operations.

Using and Interpreting Engineering Information — This unit will enable pupils to understand how to make effective use of numeric and graphical information when working with engineering drawings, technical manuals, reference tables, specifications, in accordance with approved procedures.

Using Computer Aided Drawing Techniques — This unit will provide the student with an introduction to CAD and enable them to produce engineering drawings to given industry standards.

Selecting and Using Secondary Machining Techniques to Remove Material — This is a practical based unit that will give students an understanding of Manufacturing processes associated with generating and forming of shapes through machining techniques.

This course is vocationally linked and there will be opportunities for pupils to visit local engineering companies.

Students following this course will be advised to carry out all or part of their work experience time based in an engineering environment.

HOW DO I MAKE MY CHOICE?

You will be helped by your subject teachers, Form Tutor, Mrs. J Tompkins, Assistant Head of Year 9, and Mr. P Agnew. If they feel that you have made a choice, which may not be the best for you, they will explain why and ask you to think again, as there may be factors affecting your choice, which you have not considered. It is also a good idea to make use of the Careers Office.

WHAT COMBINATION OF SUBJECTS SHOULD I CHOOSE?

In your own interests you should choose as broad a range of subjects as possible. If you have a good recommendation from your teacher, we would advise you to choose a Language subject.

WHAT SUBJECTS WILL BE USEFUL FOR MY CAREER?

We will look at careers during the PSHE lessons. Many of you have already used the Careers Library and it is a good idea to continue doing so.

If you have already thought about a job for the future, do check with your Form Tutor and Careers Co-ordinator that the subjects you have chosen are suitable. If you are unsure about the kind of job you might be interested in, talk to Mr. Jones about the possibilities.

SUBJECT CHOICES made **NOW** limit your choice of jobs and career **LATER**. At the same time, many careers require particular subjects and you will need to find out which subjects are essential. Your "Which Way Now" booklet can help you here.

ASK FOR HELP SO.....

- 1. READ THIS BOOKLET CAREFULLY**
- 2. TALK TO YOUR SUBJECT TEACHERS**
- 3. TALK TO YOUR FORM TEACHER AND OTHER STAFF MENTIONED**
- 4. CHECK OUT CAREERS ENQUIRIES WITH MR. JONES AND CAREERS OFFICERS**
- 5. TALK TO YOUR PARENTS ABOUT YOUR DECISIONS**

ACTION

Now you have read this booklet, it is time to decide and make your choices. At school we need to discuss the options with you soon in order to discover how many students will be involved in each course. All students need to choose THREE subjects from the Options, but not all subject combinations are possible, due to the construction of the timetable. FINAL decisions will be made later this term.

CONSULTATION WITH PARENTS

On 19th March, we will be holding a Pathways Day, where parents are invited in to discuss their son / daughter's report with their Form Teacher, along with their preferred Options. At the end of the meeting, we will ask for the Pathways Form, which will be given out on the evening of 5th March. We will then begin the process of matching student preferences to classes in the timetable.