



KEY STAGE 4

PROSPECTUS

PROSBECTWS

CYFNOD ALLWEDDOL 4

2018-2019



January 2018

Dear Year 9 Student

You are now reaching the end of Key Stage 3, and the time has come to make some very important decisions about the qualifications you would like to have. Over the coming few weeks, you will be choosing your curriculum choices for Key Stage 4. The information in this booklet is just one part of the guidance we will give you to help you make the best decision for you.

In Year 10 and Year 11 you will continue to study the essential core subjects of English, Mathematics and Science. You will also follow compulsory courses in Religious Education, Physical Education, Cymraeg, PSE, and Skills Challenge. What is different is that you will also be able to choose three other subjects to study to examination level. These three other subjects are often called your 'option subjects'. Some of these subjects will be familiar to you as you have studied them in KS3; some subjects offered will be completely new.

We will attempt to meet the wishes of all students in your choices, but it may not be possible to satisfy everyone. Available staff and a viable number of students opting for a subject are critical factors in whether a course offered will actually run in September. Our aim is do everything we can to provide the widest possible range of courses within these constraints.

The following pages explain in detail what your Year 10 and Year 11 courses will include, and how and why you should make your choices in deciding which 'option subjects' you would like to study. This is an exciting time as it is you who decides how you would like to shape your own qualifications future.

You will have a lot of advice from teachers, and I would strongly advise you to discuss your choices with your parents before you make up your mind. My initial advice to each of you is

- Make careful and sensible decisions - take time to think through what qualifications you ultimately want and need, and this will help guide your option subject choices
- Listen closely to the advice of your teachers
- Do not make choices based on what your friends are choosing
- If you have any queries or questions, please speak up and ask for help - whether this is a subject teacher, your form tutor, your Head of Year, etc.

Good luck!



Miss Rebecca V. Collins
Headteacher



WHAT SUBJECTS MUST I STUDY IN YEARS 10 AND 11?

There are some subjects that you must study, these are:

ENGLISH
MATHS
SCIENCE
PHYSICAL EDUCATION
PERSONAL AND SOCIAL EDUCATION
RELIGIOUS EDUCATION
CYMRAEG
SKILLS CHALLENGE CERTIFICATE

The other subjects are called OPTIONS. They are arranged in groups and you must choose ONE subject from each block.

Details of all these subjects are given in this booklet. You can also view this booklet on the school website:

<http://www.stcenyddcommunityschool.co.uk/>

WHICH COURSES WILL I FOLLOW?

There are two main types of course you can follow:

1. The General Certificate of Secondary Education
2. BTEC Level 1 and Level 2 Certificates.

1. THE GENERAL CERTIFICATE OF SECONDARY EDUCATION

GCSE is a single system of examinations, with a single scale of grades. The examinations test not only memory and orderly presentation of facts but also understanding, practical and oral skills, and the ability to apply knowledge.

Pupils can also be judged on course work completed in the classroom. Within each subject there is a choice of papers or questions, which gives pupils of all abilities the opportunity to show what they understand, know and can do.

Teachers will be able to guide pupils on which papers and questions to attempt. Successful pupils will be awarded grades on a single scale from A* to G. A* - C grades are classed as level 2 qualifications and grades D – G are classed as level 1.

2. BTEC LEVEL 1 & LEVEL 2 CERTIFICATES (IVETs)

BTEC Level 1 & 2 Certificates are vocationally based GCSE equivalent courses. These will become known as IVETs – Initial Vocational Education and Training. They are designed to provide specialist work-related qualifications in a range of sectors. They have been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment. On successful completion of a BTEC qualification, pupils may progress into employment and/or continue their study in the vocational area or to 'A' Level. At St. Cenydd IVETs are offered in Performing Arts and Dance.





St. Cenydd Community School Key Stage 4 Option Choices 2018-2019

It is anticipated that option choices will be made in three blocks as in previous years:

Option A	Option B	Option C
Subjects available in this option will be listed here	Subjects available in this option will be listed here	Subjects available in this option will be listed here

All pupils will be expected to make a choice of one subject from each of the three blocks.

A draft option survey will take place with pupils during the Spring term which will inform the construction of the final option choice form to be completed.

The final option form to make individual choices will be released to pupils on Wednesday 21st March, 2018 and must be signed by both pupils and parents and returned to school by Wednesday 18th April, 2018.

Please note that options offered, even on the final option form, are subject to pupil uptake and staffing.

Course outline

Year 9 – All work submitted.

Year 10 – All work completed is Course work. This is **worth 60%** (120 marks) of the overall.

Year 11 - Finish coursework by Christmas. Start **Exam in January**. Exam is worth 40% (80 marks)

Art offers you;

- a unique opportunity to explore the world around you.
- allows you to become confident about expressing your ideas.
- to appreciate the ideas of others.
- to learn techniques and skills that can be used across your other subjects.
- the time to be creative, expressive and unique and independent.

Techniques you will experience at GCSE level:

- Fine Art, Drawing, Painting and Print
- Mixed media and collage.
- Ceramics, Textiles and 3D sculpture.

Course Expectations

- 5 Hours of homework per fortnight.
- Encouraged to develop your own art kit.
- Independently research your chosen theme.
- Attend lunchtime workshops.

A Grade

Description of an grade : A

AO1: Show an **outstanding** range of ideas with **continuous In-depth** research. Take lots of your **own photos** to show the story of your project.

AO2: Demonstrate **outstanding** skills when experimenting with ideas. Use a **vast** range of different **media** showing **precise** and refined **skills**.

AO3: **Outstanding** skills when recording ideas. Very **detailed observational drawings**. All work is considered and presented to **professional high standard**.

AO4: Show **in-depth** and **continuous connections** to your Artists. **Evaluations** and annotations are **detailed**, informative and creative.

For more details about the course, see Mrs Reardon (L2)

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote, and allow schools to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

The CoPE Student Book comprises twelve modules, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness. For CoPE level 1, challenges can come from sections A, B or C; for CoPE level 2, at least six of the credits must be chosen from the longer section B or C challenges.

The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

By building a portfolio of evidence as they complete various challenges, students must demonstrate competence at level 1 or level 2 in the following skills:

- Introduction to Working with Others
- Introduction to Improving Own Learning Performance
- Introduction to Problem Solving
- Planning and carrying out a piece of research
- Communication through discussion
- Planning and giving an oral presentation

These six wider skills are not taught separately but are integrated into chosen units within the twelve modules.

CoPE has been allocated performance table points - level 1 is worth 25 points comparable to a GCSE Grades E/F
- level 2 is worth 46 points comparable to a GCSE Grade B.

For more details about the course, see Mr Turk (M10)

Over recent years, Business Studies has increased in popularity amongst pupils throughout the UK, both at GCSE and Advanced level and is now a popular choice for students on degree courses in university.

The new GCSE assessment procedure is characterised by a 25% controlled assessment, component and a terminal external examination of 75%.

The course is a particularly useful foundation for further study in closely related fields such as Business Studies, Economics, Accountancy, Law, Leisure, Tourism, Politics etc.

Besides its use as a means of progression onto further academic courses, Business Studies is highly regarded by employers in the Commercial, Administrative Managerial and Financial fields, such as Accountancy, Insurance, Local Government Administration, Retailing, Banking and a whole range of tertiary service industries, which provide at least 70% of total UK employment at the present time.

Typical topics covered on the syllabus include:

- Production Management & Techniques
- The European Union
- Exchange rates
- Interest rates
- International Trade and Globalisation
- Balance of payments
- Types of business ownership and means of control
- Finance Sources
- Marketing Strategies and Market Research
- Accountancy – Profit and Loss Accounts and Balance Sheets
- Break-even analysis, Cash Flow Forecasting, and Business Planning.
- Trade unions
- Industrial relations
- Government macro economic problems and policy
- Human Resource Management – Motivation Theory and Styles of Leadership
- Business Law

For more details about the course, see Mr Jones (U1)

What is Computer Science about?

Are you...

- Interested in studying a modern and up-to-date qualification in computer that prepares you for learning, working and living in an increasingly digital world?
- Keen to learn how to program games, mobile apps and web apps?
- Interested in a career in programming or games design?
- Someone who thinks logically and is able to solve problems?

If yes, then the WJEC GCSE in Computer Science is for you!

This course will suit pupils wishing to pursue to a career in software and games development. It would also suit pupils who are logical and who have an analytical approach to problem solving.

Throughout the course pupils are examined on a range of practical programming tasks which are assessed through controlled assessment coursework. It encourages pupils to create their own games, applications and other systems, rather than simply use those designed by others.

Computer Science is a distinct science and engineering discipline which equips pupils with the core knowledge, competency and capabilities to support progression into further education and a professional career.

For more details about the course, see Mrs Jennings (T9)

From September 2017 all students in Wales will follow the full course Welsh 2nd language specification. The aim of the new GCSE is for all pupils to develop their language learning skills. Students should be able understand and use the language for a variety of purposes, in further studies, in the workplace and in the community. A qualification in Welsh will be an asset to any student in 21st century Wales where the demand for Welsh language skills is growing.

Students will study the language under three broad themes;

- EMPLOYMENT
- WALES AND THE WORLD
- YOUTH

SUMMARY OF ASSESSMENT

UNIT 1 - Oracy response to visual material.

Non-examination assessment 6-12 minutes in pairs or groups of three. 25% of qualification.

1 task

(10%) Speaking (15%) Listening

A task for a pair/group of three based on a visual stimuli provided by the WJEC. Students will watch a visual clip and then will discuss the clip.

UNIT 2 - Communicate with others

Non-examination assessment 6-12 minutes in pairs or groups of three. 25% of qualification.

1 task

(20%) Speaking (5%) Listening

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

UNIT 3 - Report and instruct

Written examination 1 hour 30 minutes.

(15%) Reading (10%) Writing

Reading and writing tasks with non-verbal and written responses, including one translation from English to Welsh and a proofreading task.

UNIT 4 - Descriptive, creative and imaginative

Written examination 1 hour 30 minutes.

(10%) Reading (15%) Writing

Reading and writing tasks with non-verbal and written responses.

Unit 1 may be completed in Year 10 or Year 11.

Units 2, 3 & 4 will be completed in Year 11.

For more details about the course, see Miss Jarrett (T13)

Why Product Design?

Product Design is about the creation of new items that people will buy. It includes appearance and function and balancing science and art for its success. Styling and function are crucial to commercial success, and through product design you will gain a thorough understanding of the processes involved in turning ideas into attractive and useful products. Shape, colour, user perception, usability and sustainability are just some of the elements you will learn to work with.

Creative, imaginative dedicated students to push the boundaries of design. Future career opportunities include: Interior Design/ Architecture, Engineering, Product Design, Construction, Civil and Structural Engineering, CAD Operators, etc.

The students will follow the new Welsh Joint Education Committee (WJEC) Examination in Product Design.

Year 10 - Pupils will have the opportunity to build a portfolio of skills ready for Year 11. They will have the chance to further develop their creativity, practical skills and subject knowledge from KS3.

Pupils can expect:-

- More in-depth and challenging projects to design and produce high quality products that people want.
- Develop products that balance aesthetics, function and creativity along with market demands.
- Explore volume production, linked to industrial practices and a visit to a local factory.
- Enhancing design skills using Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) in our dedicated suite.

This will be undertaken using a series of Product Analysis, Focused Practical Tasks and Design & Make assignments in different contexts. The underlying issues in all areas are: Health & Safety, development of practical skills, expressing creativity and design appreciation.

Year 11. Unit 2 60% of the GCSE This would have been known as the coursework element in previous years but under new government guidelines we are introducing Controlled Assessment Tests (C.A.T's).

- C.A.T's work differently as all work is completed in school under a controlled test environment. Students are still encouraged to continue developing their creativity and imagination outside of school and prepare resources to be used in the C.A.Ts, this will help them during the controlled tests. During the C.A.Ts time students are expected to complete an folder, along with a physical product including some form of packaging. The new course offers opportunity to build a conceptual visualisation and working concept.

Unit 1 50% of the GCSE There is an exam at the end of Year 11. All students are entered at the same tier, questions in the exam have been tailored so each student can make the most of the exam. This will enable students to gain a higher grade compared with previous years where students with poor coursework grades could only be entered for foundation.

For more details about the course, see Mr Dodd (G4)

The GCSE in English Language promotes an integrated approach to oracy, reading and writing so that writing and oracy work are stimulated by reading experiences. GCSE English language will focus primarily on the functional aspects of language. The term 'functional' should be considered as providing learners with the skills and abilities they need to take active and responsible roles in their communities, everyday life, the workplace and educational settings.

Course Outline

Unit 1 Non Examination Assessment

Oracy 20%

Task 1 (10%) - Individual Researched Presentation

One individual, researched presentation, which may include responses to questions and feedback.

Task 2 (10%) - Responding and Interacting

One group discussion to written and/ or visual stimuli provided by the WJEC to initiate discussion.

Unit 2- External Assessment

Reading and Writing: Description, Narration and Exposition

40% (2 hours)

Section A (20%) - Reading

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.

This section will also include an editing task focusing on understanding short texts at word, sentence and text level (2.5% of qualification total).

Section B (20%) - Writing

One writing task to be selected from a choice of two that could either be description, narration or exposition.

This section will include one proof-reading task focusing on writing accurately (2.5% of qualification total).

Unit 3: External Assessment

Reading and Writing: Argumentation, Persuasion and Instructional

40% (2 hours)

Section A (20%)-Reading

Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.

Section B (20%)-Writing

One compulsory argumentation writing task and one compulsory persuasion writing task.

All texts in the examination will be unseen. That is, learners will not have studied the examination texts during the course.

For more details about the course, see Mrs Sage (E3)



About the course

This is a new, exciting and creative course focusing on practical cooking skills and developing a thorough understanding of nutrition, food origin and the working characteristics of ingredients.

The main focus is developing cookery skills to give you a strong understanding of nutrition.

The five core topics are:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance (where it comes from)

Some of the skills you will learn area:

1. being able to design your own recipes
2. carrying out practical experiments
3. making informed choices about ingredients
4. nutrition analysis
5. how to present a dish attractively
6. understanding functional and chemical properties of food
7. being able to select appropriate cooking methods
8. understanding food and the environment
9. developing recipes and considering special diets / nutritional needs / target markets

How it is assessed

EXAM	Worth 40% of the course Time: 1hr 45mins Section A (20marks) - Multiple choice Section B (80marks) - Written answer questions
PRACTICAL INVESTIGATIONS	Worth 60% of the course Two tasks Task 1: Food science investigation (15%) - investigating functions of ingredients. Task 2: Practical cooking (35%) (Including a 3 hr practical) Plan, prepare and cook a menu of three dishes, demonstrating some of the skills you have learned.

Why pick this course...

- It is a perfect mix between academic and practical work—over half your lessons will be practical.
- There is a UK shortage of qualified food scientists and technologists.
- Can lead to many careers in food product development, sports nutritionist, teacher, dietician, consumer research analyst, chef, and many more.
- **IT'S FUN!!!**

For more details about either course, see Mrs Ryder (M3)



In the MFL department, we aim to encourage our students to communicate by speaking and writing in French and to read and listen with understanding. The ability to speak a foreign language can enhance future career opportunities and is an entrance requirement for some university courses.

COURSE OUTLINE

The work done in Years 7, 8 and 9 is a good foundation for the GCSE course and the context for learning the language at GCSE is organized into **three broad themes**, each of which are divided into sub-themes as shown below:

- **Identity and culture** : Youth Culture; Lifestyle; Customs and Traditions
- **Local, national, international and global areas of interest** : Home and Locality; France and French-speaking countries; Global Sustainability
- **Current and future study and employment**: Current study; World of Work; Jobs and Future Plans.

A variety of teaching methods and resources will be used including ICT, text books, film clips, CDs, magazines and newspapers and other authentic materials.

ASSESSMENT

Unit 1: Speaking (25%) – There will be three tasks to complete: one role-play, one photo-card discussion and one conversation.

Unit 2: Listening (25%) – Listening comprehension tasks with non-verbal and written responses.

Unit 3: Reading (25%) – Reading comprehension tasks with non-verbal and written responses, including one translation task from French into English.

Unit 4: Writing (25%) – Writing tasks including one translation task from English into French.

All examinations will take place at the end of the two year course.

WHY STUDY FRENCH AT GCSE?

- Being able to speak French is now an essential life skill, whether at work, in education or for leisure purposes.
- French is spoken in 44 countries in the world by over 120 million people.
- Most employers will look more favorably on job applicants with a foreign language and careers include interpreter, translator, lawyer, doctor, nurse, air hostess, import/export industry, engineering, sales and marketing, accountant, secretary, teacher, banking, United Nations, European Union. In fact any career will be enhanced with a language qualification as you are showing employers that you possess social skills, adaptability and resilience.
- The study of French and French culture demonstrates European awareness which is very desirable in an ever-increasing European business market.
- Learning to communicate in another language is FUN!

WHAT DO WE EXPECT FROM YOU?

Enthusiasm and a willingness to communicate in French.

There is no minimum requirement to do French at GCSE – but it is important that you enjoy it!

For more details about the course, see Mrs Prosser (M8)



YEAR 10

Unit 1: Written examination: 1 hour 30 minutes (40% of qualification)	
Section A: Changing Physical and Human Landscapes	
Core: Theme 1 LANDSCAPES AND PHYSICAL PROCESSES <ul style="list-style-type: none"> - <i>Landscapes in Wales</i> - <i>River processes and landforms</i> - <i>Coastal landscapes</i> - <i>Flooding and flood management</i> 	Core: Theme 2 RURAL-URBAN LINKS <ul style="list-style-type: none"> - <i>Urban and rural Wales (countryside and cities)</i> - <i>Population change</i> - <i>Retail change</i> - <i>Global cities and urbanisation</i>
Section B: Tectonic Landscapes and Hazards	
Options: Theme 3 <ul style="list-style-type: none"> - <i>Tectonic landforms (volcanoes, rift valleys, ocean trenches etc.)</i> - <i>Impacts of tectonic events</i> - <i>Reducing the risk of tectonic events</i> 	

YEAR 11

Unit 2: Written examination: 1 hour and 30 minutes (40% of the qualification)	
Section A: Environmental and Development Issues	
Core: Theme 5 WEATHER, CLIMATE AND ECOSYSTEMS <ul style="list-style-type: none"> - <i>Evidence for and causes of climate change</i> - <i>Causes and effects of weather hazards</i> - <i>Variations in weather and climate in the UK</i> - <i>Ecosystems and their management</i> 	Core: Theme 6 DEVELOPMENT AND RESOURCE ISSUES <ul style="list-style-type: none"> - <i>Global development</i> - <i>Demand for and management of water supply</i> - <i>Regional economic development</i>
Section B: Social Development Issues	
Options: Theme 7 <ul style="list-style-type: none"> - <i>Measuring social development</i> - <i>Population challenges</i> - <i>Health care issues</i> 	

For more details about the course, see Mrs Davids (S1)



Why choose the WJEC GCSE in Health and Social Care Single & Double Award?

This is a qualification that will develop your understanding of the Health and Social Care sectors and provide an opportunity for you to explore practical issues relating to care to prepare you for employment. For those seeking a professional career in care, this course will give you a strong foundation from which you will develop, both personally and intellectually. It is an area to work, which gives many varied opportunities for you to make a difference to people's lives in a positive way. At the same time you are gaining skills that you can transfer to other professions later. Working in health and social care professions can also take you to different parts of the country and overseas.

The course encourages a degree of independent learning and you will learn to be well organised. Although your teacher will give you reminders, the course is designed to prepare you for higher-level courses and for having a responsible job.

Some work will need to be completed quickly and done for the next lesson. Other tasks may take some time to do – such as researching information on a topic or preparing a presentation. You will be expected to complete home work both during the week and often at weekends.

This qualification will allow pupils to progress to a wide range of job roles such as:

Social Worker Occupational Therapist Physiotherapist Nurse Care Manager Teacher Dental Nurse Care Worker Youth Worker Young Offenders Officer Prison Officer Childcare

The main method of Assessment:

- Two controlled assignments – one in year 10 and one in year 11.
- Two exams – one in year 10 and one in year 11.

For more details about the course, see Mrs Williams (M1)



GCSE History

The Black Death, the Second World War, Nazi Germany, Adolf Hitler...interested? History at GCSE is a challenging but varied course and if you choose to study it in year 10 and 11 a whole new range of topics will be open to you.

Unit 1: Studies in Depth – Wales and the wider perspective

EITHER Depression, War and Recovery, 1930-1951 **OR** Austerity, Affluence and Discontent, 1951-1979

Written examination: 1 hour

25% of qualification

This unit considers a Welsh perspective within a wider historical context and will be either on:

This will be assessed by a written exam. These will focus largely on the analysis and evaluation of historical sources and interpretations.

Unit 2: Studies in Depth – History with a European / world focus

Germany in Transition, 1919-1939

Written examination: 1 hour

25% of qualification

This unit considers history in a European or wider world context.

Each option will be assessed by compulsory questions. These will test Historical understanding and also analyse and evaluate historical sources and interpretations.

Unit 3: Thematic studies from a broad historical perspective

EITHER Changes in Crime and Punishment, c.1500 to the present day **OR** Changes in Health and Medicine, c.1340 to the present day

Written examination: 1 hour 15 minutes

30% of qualification

This is a thematic study that covers specific aspects of history, with a particular emphasis on how this had an impact on Wales. The Thematic Study will include the study of an appropriate historic site and its significance.

Each study will be assessed by compulsory questions focusing extensively on concepts including continuity, change, cause, consequence, significance, similarity and difference.

Unit 4: Non-Examination Assessment (NEA) – working as an historian

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

Reasons to study History:

History is both fascinating and worthwhile. The study of History trains you to select relevant information, assess the validity of an argument, think and write logically, make informed judgments about controversial issues and present a well-ordered case backed by supporting evidence. The skill most developed by History is that of critical analysis and the ability to express ideas, knowledge and interpretations clearly and coherently. History students are not just limited to "becoming another history teacher" (unless they want to of course). Nor are they destined to gather dust in a museum or library (again unless they want to). In the fields of management, law, administration, accountancy, journalism and marketing, History is a highly valued asset but more importantly it makes you a better person.

For more details about the course, see Mrs Elliott (E9)



JAMIE OLIVER'S HOME COOKING SKILLS

A very hands-on practical course.

Learn a wide variety of skills, from slicing, dicing, chopping to bread-making, cakes, pastry, pizza, curry, stir frying, pasta and more.

You will learn to cook a variety of dishes and meals, from breakfast, lunch, snacks and main meals.....and the best chocolate Brownies ever!

Continuous assessment throughout the course, based on practical work and a folder of evidence.

Future job opportunities could include cook, chef, waiter/waitress.

Further study opportunities NVQ Catering in college.

For more details about either course, see Mrs Ryder (M3)

Information and Communication Technology (ICT) has a major influence on the way we live, work and learn. **Already 60% of existing and 90% of new jobs require ICT skills** therefore ICT is an ideal qualification to further develop your practical IT skills and extend your knowledge and understanding of ICT systems.

This course is WJEC GCSE ICT which requires you to sit two examinations and produce material for two examination board set scenarios.

One scenario requires you to produce a website where you must demonstrate your ability to use:

- Photoshop
- Flash
- Smart Sounds
- Premiere Elements
- Audacity
- Dreamweaver

The other scenario requires you to help solve problems for an organisation by producing a

- Database
- Spreadsheet
- PowerPoint
- Mail Merge
- Leaflet

There's a lot to do and you'll need some help along the way. You will work with a test buddy, another student in your class, who will help you check your publications.

Will I enjoy the course?

- If you like using a variety of software then you will enjoy this course.
- If you want to further develop the skills covered in year 9 and learn how to incorporate multi-media into your work you will enjoy this course.
- If you are prepared to work hard then you will enjoy this course.

ICT - Certificate in Digital Applications

This is a widely recognised EDEXCEL qualification which focuses on creative computing and in order to achieve this you will use industry standard software. The course consists of two units. Unit 1 is compulsory and you have a choice of either Unit 2 Creative Multimedia or Unit 4 Game Making

Unit 1: Developing Web Products (Compulsory)

When surfing the web, what captures your attention? Acting as a starting point for the qualification, this mandatory unit gives you the knowledge and skills you need to produce attention-grabbing and interactive web products using web authoring software, multimedia assets and navigation features. The assessment is a practical computer-based examination to develop a prototype website.

Unit 2: Creative Multimedia

From websites to video games, almost all digital products contain multimedia (text, images, sound, video and interactive components). This optional unit gives you the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products. You will use Adobe Photoshop, Illustrator, Flash and Premier Elements for video editing in addition to the traditional Microsoft suite of programs.

Unit 4: Game Making

The computer games industry is a growing sector of the economy. In this unit you will find out about different types of computer games, investigate what makes a game successful and learn how to plan, design and create great games

For more details about the course, see Mrs Jennings (T9)



Why study Maths?

There is a very good reason why Maths is a compulsory part of the school curriculum. You need to use 'Maths' skills for practically every other subject and you will certainly need to continue using many of these skills when you leave school.

Maths has applications in many careers, e.g. engineering, medicine, general teaching, architecture, as well as being a discipline followed for its own sake.

GCSE

Year 10 pupils will sit two GCSE's in Mathematics; GCSE Mathematics – Numeracy and GCSE Mathematics. They will be following the WJEC linear specifications for both qualifications.

GCSE Mathematics – Numeracy will build on and progress from the levels of numeracy expected at the end of key stage 3 and will assess the mathematics that learners will need in their every day lives, in the world of work, and in other curriculum areas.

GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical and further mathematical study.

Three tiers of entry are available for each GCSE; higher, intermediate and foundation tiers. At higher tier, the grades available are A* to C, at intermediate, B to E and at foundation, D to G.

Pupils will sit two exam papers for each GCSE, one calculator and one non-calculator paper for each. All exam papers will be sat during Year 11. Each higher and intermediate tier paper takes 1 ¾ hours to complete, and foundation tier papers take 1 ½ hours to complete. Each paper is worth 50% of the overall qualification. There is no coursework involved for either qualification in maths.

In all papers, marks are also awarded for the quality of written communication.

Entry Level Certificate

This course is designed for pupils whose learning needs are not met by the GCSE specifications in Maths. It provides a form of assessment which is appropriate to their needs also. Pupils complete a series of accessible tasks which can be attempted when they are ready. All tests at each level are teacher assessed. Each pupil works through bronze, silver and gold awards over the 2 years.

Progression

In order to study A Level Maths it is necessary to have studied GCSE Mathematics – Numeracy and GCSE Mathematics at higher tier and to have achieved at least a grade B in both qualifications.

For more details about these qualifications, see Mr McGregor (T7)

Why take GCSE Media Studies?

Think for a moment about all the hours you spend watching TV, listening to music, playing computer games, visiting web-sites and social networking sites and going to the cinema. Agree that the media play a big part of your everyday life? On average, we spend 8 hours and 41 minutes a day involved in media activity!

You and your friends may have argued passionately about which is the best Star Wars film or who should have won X Factor. Perhaps you're an expert on which is the best site for streaming music. Your views of the world in which we live could well be affected by what you hear in the media. Your life is very much influenced by the different media that you use and enjoy. Media Studies will help you to develop your understanding of these influences, allowing you to look more critically at a range of media forms, including advertising, newspapers and magazines, film, television and digital media such as web-sites.

“Taking this subject has changed my perspectives on the media – a lot!”

As well as studying existing media products, such as film trailers, magazine front covers and television extracts, you'll be involved in practical projects. This could mean, for example, organising a photo-shoot, designing and producing film posters to promote a new film, making a magazine cover or filming a music video.

What skills will you develop?

Communicating is what the media do best, through words, sounds and pictures! Media Studies will help you to develop your own communication skills. You will learn to work as part of a team, as well as individually. You will develop practical, analytical, technical and creative skills. You don't need to be an artist – but it will help to have ideas, initiative and enthusiasm. Being prepared to **think, ask questions** and having a **desire to learn** are all essential!

The Course:

40% of the course is based on a **controlled assessment** which you will complete during lessons. You will respond to a brief set by the exam board which will ask you to research, plan and produce a media product (**for example**, a DVD cover for a new film or a music video). Once you have completed the production stages, you will evaluate your work in a short written report.

60% of the course is based on two units which will be assessed via written examinations at the end of the course. Unit 1 will involve study of the music industry, advertising, video games and newspapers. In this unit you will learn about an important media concept called representation and be introduced to media language so that you can start to think and write like a media student! The first half of Unit 2 will focus on Wales on television, using a case study such as *Gavin and Stacey* or *Educating Cardiff*. The second half will focus on contemporary Hollywood film and also use a case study of a Hollywood film franchise such as *Harry Potter*, *The Hunger Games* or *Star Wars*.

What do you do in Media Studies?

Below is a **sample** of some of the topics that you might cover during the course. It also includes some ideas of the work you **could** be doing in lessons:

Film:

- How films are produced, e.g. camerawork, sound and lighting
- Film genres, e.g. horror, sci-fi, romantic comedies
- Marketing campaigns for films including posters and trailers
- Classification of films for different age groups

“There's so much more to the media than you realise”
(a Year 10 Media student)

Music:

- Research into music genres and their audiences
- Marketing campaigns using music videos, music websites and CD covers

Newspapers:

- Design and layout
- Who decides what makes the news?

Media Studies and your future?

Because Media Studies is a communication subject, it will help to prepare you for a wide range of jobs and careers. You may decide you'd like to work in a media industry such as television or radio, perhaps in a creative, technical, managerial or marketing role. GCSE Media Studies could be an early step in preparing you for such a career. However, even if you don't plan to work within the media, the variety of skills that you will develop during this course and the knowledge and understanding which you will gain, will prepare you for any career involving communication. Past pupils, for example, have gone into careers such as marketing, journalism, design, teaching, tourism, theatre, retail and public services.

For more details about the course, see Ms Hood (E6)



BTEC Performing Arts – Acting

OPTION

Performing Arts is a vocational subject. It is all about exploring your own imagination and creativity, and working with other people as a member of a production team to produce stimulating and entertaining moments of theatre.

You will learn to think about your movement and using your voice effectively, as well as taking on roles and finding out how best to 'become' a character. You will be expected to create your own plays, as well as learn lines and act in plays written by other writers.

As well as being a rewarding and challenging option, Performing Arts offer you the chance to develop skills that will be useful for the future. You will gain in self confidence and develop the ability to be able to speak in front of groups of people. You will learn to work as part of a team, co-operating to get the most out of every member of the group, often under pressure of a dead line.

You will also find that you will have fun whilst learning self discipline and the ability to take responsibility for your own projects. And, finally, Performing Arts is also a tremendous way of developing, creative, communication and social skills.

Over the two years you will be given a series of formal assignments. You will be expected to keep a journal of your practical lessons, meetings you have and skills you learn to develop. Each assignment will be a combination of practical and written work. All your practical work will be recorded on camera. Every assignment counts towards the final qualification. At the end of the two years you will have a pass, merit or distinction rather than a grade.

For more details about the course, see Mrs Joseph (D3) or Miss Moore (PE)

BTEC Performing Arts – Dance

OPTION

BTEC Level 1/2 Certificate Performing Arts (Dance)

Course Outline

This course is equivalent to 3 GCSE passes at Level 2

The course is predominately practical based; however, learners have to complete logs and written work to complement their practical work.

There are **7 Units** in total to complete throughout the course, they are as follows;

Unit 1 – **Individual Showcase** (externally assessed practical examination)

Unit 2 – **Preparation, Performance and Production**

Unit 4 – **Dance Skills** (2 dance styles)

Unit 8 – **The Performing Arts Industry** (externally assessed written examination)

Unit 10 – **Movement Skills**

Unit 16- **Contemporary Dance**

Unit 18 – **Jazz Dance Techniques**

For more details about the course, see Miss Moore (PE)



This course is suitable for all pupils who enjoy participating in Physical Education and Sport. The course combines practical work with the study of theoretical aspects of sport and PE. The theory aspect of the course includes areas such as health and fitness, the effects of exercise and training on the body, skill and psychological factors affecting performance and factors affecting participation in physical activity.

GCSE PE will be of value to any pupils who are interested in careers in the leisure and fitness industry, PE teaching, physiotherapy, sports journalism, sport development, sports coaching etc.

The Course and its Assessment

Component 1: Introduction to physical education

Written examination: 2 hours

60% of qualification

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

Component 2: The active participant in physical education

Non-exam assessment

40% of qualification

This component is internally assessed and externally moderated.

Learners will be assessed in **three** different activities in the role of performer in at least **one** individual and **one** team sport.

Learners will be further assessed through a written analysis and evaluation of their personal performance in **one** of their chosen activities.

Assessment takes place throughout the course, therefore regular participation is essential. Pupils are encouraged to join in extra-curricular activities to improve their practical performance. It also helps to join clubs outside of school.

It is possible to be assessed in activities not offered in school such as karate, golf, horse-riding etc. For activities followed outside school pupils should obtain evidence of their performance e.g. video evidence, log book detailing training, competition results etc. Their coaches and school PE staff will assess pupils jointly.

Section A tests knowledge and understanding of physical fitness and testing and factors affecting participation, provision and performance in sporting, health and well-being activities.

Section B tests knowledge and understanding of physical, psychological and tactical/technical factors that have an influence on performance, health and well-being.

This linear qualification will be available in May/June each year. It will be awarded for the first time in summer 2018.

For more details about the course, see Mr Harrison (PE)

Religious Studies

What are the benefits of having a GCSE in Religious Studies?

The short answer to this is that Religious Studies (RS) is a highly respected subject that is valued by employers, colleges and Universities. Students who study RS at KS4 embark on careers in many different areas. One chief of police in Wales has qualifications in RS up to degree level, many journalists have studied RS, as have many lawyers, social workers, chefs, people in the armed forces and people in the medical profession. A GCSE in RS will help you develop skills which are valued across all subjects and by all employers; skills such as research skills, evaluation skills, empathy skills and communication skills.

The GCSE course seeks to engage students in reflecting upon and responding to human experience and the issues raised by being human. The course seeks to develop in each student, the knowledge and understanding of how religions have responded to these experiences and issues through the beliefs, values, practices and traditions which help to shape and give meaning to the lives of their followers. In GCSE RS, students both learn about religion and from religion, in their quest to make sense of and to find meaning in their own experience of life. In this process, students need to be developing those skills and critical faculties which are embodied in the aims and assessment objectives of the specification.

In addition to this, a GCSE in RS will help you understand how religion and religious belief motivate many people in today's world. It also helps you to understand cultures and beliefs which are different to your own; meaning that when you encounter people from other cultures in your future employment you will be equipped to engage with them productively. GCSE RS is not about being religious. It is, however, about understanding how religion impacts upon the world and how things happening in the world impact on religion. This is greatly valued by employers worldwide.

Summary of Assessment

Unit 1: Religion and Philosophical Themes

Written examination: 2 hours

50% of qualification

- Judaism – Core beliefs, teachings and practices
- Christianity – Core beliefs, teachings and practices
- Issues of Life and Death (from a Christian and Jewish perspective)
- Issues of Good and Evil (from a Christian and Jewish perspective)

Unit 2: Religion and Ethical Themes

Written examination: 2 hours

50% of qualification

- Judaism – Core beliefs, teachings and practices
- Christianity – Core beliefs, teachings and practices
- Issues of Relationships (from a Christian and Jewish perspective)
- Issues of Human Rights (from a Christian and Jewish perspective)

For more details about the course, see Mrs McCullough (S6).



At the end of Year 9 every pupil will be awarded a teacher assessed end of **Key Stage 3 National Curriculum Level in Science**. This information will be used to organise all the pupils into their Science classes for Year 10.

Science Courses at Key Stage 4

We anticipate the following suite of courses:

1. Triple Science – GCSE Biology, Chemistry, & Physics

Pupils will be invited to **opt** for this course as one of their options. The pre-requisite to this course is that pupils achieve level 7 in Science at Key Stage 3. In addition, a recommendation by their current Science teacher will also be an entry requirement. This course will be offered **only** to those students who are the most able and enthusiastic scientists. This course will be the best preparation for pupils wishing to go on to study Biology, Chemistry and Physics at A level.

Each separate science subject will include the following:

- Year 10 – 1 summer written exam (weighting 45%).
- Year 11 – 1 spring practical assessment (weighting 10%).
- Year 11 – 1 summer written exam (weighting 45%).

2. GCSE Science (Double Award)

Designed to allow students to develop their appreciation of the knowledge and understanding of the world as established by the scientific community. This course will also help prepare pupils who may want to go on to study A level Biology, Chemistry and Physics.

- Year 10 – 3 written examinations: B1, C1, P1 (weighting 45%).
- Year 11 – 2 practical assessments (weighting 10%).
- Year 11 – 3 written examinations: B2, C2, P2 (weighting 45%).

3. GCSE Applied Science (Double Award)

Places the science we learn into a meaningful relationship to the environment in which we live and work.

- Year 10 – 2 written examinations (weighting 45%).
- Year 11 – 2 practical assessments (weighting 10%).
- Year 11 – 1 task based assessment (weighting 20%).
- Year 11 – 1 written examination (weighting 25%).

4. GCSE Applied Science (Single Award)

Places the science we learn into a meaningful relationship to the environment in which we live and work.

- Year 10 – 1 written examination (weighting 40%)
- Year 11 – practical assessment (weighting 10%).
- Year 11 - task based assessment (weighting 20%).
- Year 11 - written examination (weighting 30%).

5. Entry Level Science

Designed to be taught alongside the GCSE Applied Science (Single Award) to allow access to a Science qualification for learners below a Level 1.

- Examination (weighting 25%)
- End of topic tests (weighting 60%).
- Practical assessment (weighting 15%).

For more details about the course, see Mr Hughes (U5)



AIMS OF THE COURSE:

The Skills Challenge Certificate is a new qualification for first teaching from September 2015. Along with the core qualifications of English, Maths, and Science it will form part of the new Welsh Baccalaureate award.

The course will help to increase your self-confidence, as well as developing your independent learning and skills. It has been designed to help you develop key skills for life whilst also allowing you the chance to learn more about yourself as well as your place in Wales and the wider world.

CONTENT OF THE COURSE:

This course will be delivered to all pupils throughout years 10 and 11.

The course comprises four key challenges which are developed, completed and assessed through over the duration of the two years:

- **Individual project** (worth 50%) and completed in year 11;
- **Enterprise and Employability Challenge** (worth 20%);
- **Global Citizenship Challenge** (worth 15%);
- **Community Challenge** (worth 15%).

The final qualification gained is the Skills Challenge Certificate and which will be equivalent to one GCSE

ASSESSMENT PROCEDURE:

The course has four assessed areas which are completed once research, skills development and planning have been undertaken. Some tasks are completed individually, with others being completed in teams of 3-6 pupils.

WHY WILL I FOLLOW THIS COURSE?

This course will give you the opportunity to better yourself and develop essential key skills for the future. Working with others and taking an active part in school life, as well as learning more about Wales and your place in it are all key elements of this new qualification.

For more details about the course, see Mrs Gray (D4)

ADDITIONAL INFORMATION

WHAT IF YOU WANT TO CHANGE YOUR COURSE AT THE BEGINNING OF YEAR 10?

NB. Very few pupils actually change course during year 10.

Why change course?	What you should do
Do you feel as if you're not coping?	<ul style="list-style-type: none"> GCSE courses are different from year 9. Many, if not most, pupils have an initial panic attack! You may simply need a little more time to adjust to the new demands. Check with your teacher. It may be that you simply lack confidence in your own ability. Be honest with yourself. Are you managing your time properly and keeping on top of your work?
It's not what you expected?	<ul style="list-style-type: none"> Check out the course information and syllabus again. Discuss your concerns with your teachers. It may only be a small part of the course that has taken you by surprise.
Not enjoying the course?	<ul style="list-style-type: none"> Be clear about what exactly you are not enjoying. Is it because of one of the other reasons listed? If so, look again at the advice given above. Whatever the reason, you must discuss this with your teachers.

WHAT HAPPENS IF YOU ARE STILL UNHAPPY?

You **must** complete a **CHANGE OF COURSE FORM** to make a **request** to move subject.

NB. This request may not be granted if any signatories on the form are against it, or if the new course is full.

Change of course forms are available from Mr Sass only.

In order to complete the form you must discuss your concerns with the following people and get their signatures:

- 1) the teachers of the subject you wish to drop;
- 2) the Head of Department of the subject you wish to drop;
- 3) the Head of Department of the subject you wish to study;
- 4) your parents;
- 5) your Head of Year;
- 6) Mr Sass.

NB. It will **NOT** always be possible to permit a change of course- so it is important that you make the right choices in year 9!

WHAT HAPPENS NEXT?

1. Your **Option Form** will be issued on **Wednesday 21st March, 2018**. You can make your three option choices on this form and get it signed by your parent. Completed **Option Forms** must be returned to Mr Sass by **Wednesday 18th April, 2018**.
2. During the summer term you will meet with your Head of Year/Mr Sass to discuss and finalise your choices prior to Year 10.

POINTS TO REMEMBER

1. Talk things over with parents, friends and teachers.
2. Choose subjects you like and are good at.
3. Be honest about your abilities.
4. **Do not** choose a subject because you like a particular teacher or because your friend is choosing that subject.

SOME IMPORTANT DATES TO REMEMBER

Wednesday 21 st March, 2018	Option Form issued to year 9 pupils
Wednesday 18 th April, 2018	Deadline for return of Option Form 2018
25 th April – 09 th May 2018	National Literacy and Numeracy tests
Summer term	Head of Year/Mr Sass interviews with year 9 pupils



This notice has been produced on behalf of: AQA, CCEA, Edexcel,

OCR and WJEC

Information for candidates - controlled assessments

This document tells you about some things that you must and must not do when you are completing your work.

Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

“the work which you submit for assessment must be your own”,

“you must not copy from someone else or allow another candidate to copy from you”.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: (<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2013.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) ‘Mary, Queen of Scots’, London: Weston Press.

If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.

Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

This notice has been produced on behalf of: AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC

Information for candidates

GCE, ELC and Project Qualifications, Coursework Assessments

This leaflet tells you about some things that you must, and must not do when you are completing coursework.

Before you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

“the work which you submit for assessment must be your own”,

“you must not copy from someone else or allow another candidate to copy from you”.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

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You must also include a bibliography at the end of your work, which lists the full details of publications you have used in your research, even where these are not directly referred to, for example:
Morrison, A. (2000) “Mary, Queen of Scots”, London: Weston Press.

If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

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