

St Brigid's School

To Inspire and be Inspired

Home / School Agreement

Key Stage 4



“To Inspire and be Inspired”

St Brigid's School Home School Agreement

**Through:
Love
Faith
Truth
Respect
Excellence**

Parents/Guardians

As a Parent /Guardian I agree to:

- Take an active interest in all aspects of my child's learning at St Brigid's School.
- Encourage my child to do their best.
- Ensure that my child meets homework/coursework deadlines by checking and signing the planner each week.
- Support school action taken if my child does not comply with the school's code of conduct and other policies.
- Ensure my child abides by the school uniform policy.
- Ensure my child attends school regularly and is punctual.
- Join the school in celebrating success.
- Avoiding booking holidays in term time.
- Contact the school to discuss any circumstances that may affect my child's behaviour or attitude.

Students

I agree to:

- Attend school regularly, on time, in the correct uniform as outlined in the code of conduct.
- Abide by the code of conduct.
- Show respect, care courtesy and consideration to all members of our school community.
- Work hard and meet all course requirements.
- Show responsibility for my learning through self motivation.
- Make the most of the opportunities available to me.
- Abide by the school internet regulations.
- Demonstrate socially responsible behaviour.
- Ensure that my behaviour is of the highest possible standard at all times including the journey to and from school



“To Inspire and be Inspired”

St Brigid's School Home School Agreement

**Through:
Love
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St Brigid's School aims to:-

- Provide a safe caring Christian environment in which all students achieve their full potential.
- Provide an education which is based on high expectations through a balanced, stimulating and well taught curriculum.
- Achieve high standards of attainment and behaviour supported by mutual respect and good relationships between all members of the school community.
- Mark and assess student work to inform them of their progress and help them set targets for the future.
- Ensure all students observe the school's code of conduct.
- Keep parents informed about student progress and other school related issues.
- Inspire and be inspired by our students through meeting individual pupil needs and providing them with extra / extended learning opportunities and extra curricular activities.
- Celebrate the success of all our students.

Other information for Pupils and Parents/Guardians

Please see centre of the Learning Agreement for all forms which need to be completed, signed and returned to school as soon as possible

Attendance

The school encourages all pupils to strive for 100% attendance. Parents/Guardians will be contacted if attendance falls below 95% as this will affect a pupils' success at school.

The law requires parents:

- To ensure that children attend every day, arriving on time.
- To notify the school if a child is unable to attend due to illness or other valid reason.
- Make an advanced request in writing to the school before arranging to take children on holiday during term time.

Parents should:

- Not take children on holiday during term time because of the detrimental effect this has on progress.
- Help their child aim for school attendance of 100%.
- Let school know by telephone and letter as soon as possible if their child is absent.
- Contact the school if there are attendance problems – the school will ask the Educational Social Worker to work with the family to solve any such problems.

Rewards and Sanctions

It is crucial that school and parents/guardians work together to ensure the best standards of behaviour at school so that all pupils are enabled to fulfill their potential. The school has an Operating Chart which clearly articulates the process by which sanctions are issued; this includes detentions at break/lunchtime with class teachers in the first instance for missed homework or unsatisfactory conduct. The next stage is break detention with a member of the Senior Leadership Team (about which you will be informed). The final sanction is Headteacher detention which is held on Fridays 3.45 – 4.45pm. You will be informed of this in advance and may be called by the Headteacher by phone or requested to come into school.

We believe however, in a positive approach and have a variety of measures in place to celebrate and reward pupils, which often negates the need for sanctions.

Communication

Good communication between the school and parents is vital if children are to receive the best education possible. The school will:

- Provide parents with a calendar of the year's events at the start of every school year, and publish a newsletter at least once every term.
- Provide an annual report to parents on the work of the school by the Governing Body.
- Provide an annual report on each pupil's progress and an opportunity to discuss progress with subject teachers and the head of year.
- Inform parents of any causes for concern or praise due and respond to any parental enquiries.
- Ensure that we respond to any enquiries from parents

Parents should:

- Inform the school of any absence by letter or phone.
- Check the Pupil Planner and sign it when required.
- Reply to letters from school
- Contact the school promptly if any problem arises, asking to speak with the Primary Coordinator/Head of Learning (KS3 or 14-19).

Complaints

Complaints/Concerns related to academic progress should be made via the appropriate Head of Learning in the first instance:

Miss Parry-Hughes – HoL Communications (English, Welsh, MFL, Drama, Dance, Art, Photography)
Dr Humberstone – HoL Maths/Science/Technology (Maths, Science, Technology, ICT, Music, PE,)
Mrs Ellis – HoL Humanities (RE, History, Geography, Sociology, Business Studies, Childcare, Psychology)
Miss Knox – Foundation Phase
Mrs Hughes- KS2
Mrs Jones – Primary Co-ordinator

Complaints/Concerns related to Behaviour/Attendance and Pastoral needs should be made to the appropriate Head of Learning in the first instance.

Miss Price – HoL KS3
Mr Ayres (acting) – HoL 14-19
Mrs Jones – Primary Co-ordinator

If your concern is not resolved then communication should be with the Headteacher via Mrs Lloyd-Davies, the head's PA on 01745 815228 option 1. The school has a formal complaints procedure, but we always strive to resolve problems before the formal procedures are required.

ParentPay

Parentpay is the school online payment system that lets you make secure online payments by credit or debit card for a variety of payments including dinner money, school trips, extra-curricular activities and many other school events. You can also pay cash at local PayPoint stores. Please note we no longer accept cheques or cash at school.

ParentPay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available.

You have a secure online account, activated using a unique set of activation codes (available from the school office). You will be prompted to change these and create your own secure Username and Password for future logins. If you have two or more children at the school, you can merge their accounts once logged in.

Making a payment is straightforward and ParentPay holds an electronic record of your payments to view at a later date; no card details are stored in any part of the system. Once you've activated your account you can make online payments straight away. Please note there is a minimum payment of £20 for dinner money only.

Parents not wishing to pay online should contact the school office to request the option of paying at local convenience stores displaying the PayPoint logo. You will be issued with a bar code letter for **each service**, e.g. dinner money, school trips etc. which is scanned by the Paypoint retailer when you make your payment. PayPoint payments are recorded in the same way as online payments and may be seen in your payment history.

By registering an e mail address with ParentPay, you will be assisting the school to become paperless, where possible, as we will be able to send all letters, newsletter and information, regarding your child, to you electronically.

Your child will be able to access their dinner money in the canteen, at break time for the tuck shop and for dinner at lunchtime, by using their biometric log-in at the till. This will mean that they do not need to carry cash around in school. We suggest that even if your child is bringing sandwiches to school it is useful for them to have £20 on their Parentpay account for those days when they do not have any dinner, for whatever reason.

Your child will have an image of their fingerprint taken for use with the canteen system **only**. We have received assurances that the system we have authorised cannot use the image for any other purposes. The system uses an image of the fingerprint to create a mathematical algorithm and then **discards the fingerprint**; only the numbers remain and these cannot be converted back into a fingerprint image. When a student leaves the data can be deleted. We will need to register all students regardless of whether they currently receive a dinner or use the Tuck Shop.

If you have any problems or queries with Parentpay please contact school on 01745 815228.



E-safety Rules – Secondary School Pupils

These e-Safety Rules help to protect students by describing what is acceptable and unacceptable computer use.

- ✓ The school owns the computer network and sets the rules for its use.
- ✓ Irresponsible use by any pupil may result in the loss of network or Internet access.
- ✓ Your user ID and Password must not be given to any other person, nor should you use anybody else's user ID and Password.
- ✓ Copyright must be respected. You must not download any file, picture, game or programme that you know is copyright protected. If in doubt, ask a teacher.
- ✓ Messages and e-mails must be written politely and you must not use words that could be abusive or offensive to other people.
- ✓ Do not open e-mails or attachments that you suspect may contain a virus or malware.
- ✓ Anonymous messages and chain letters are not permitted. Forwarding these to your friends may upset them.
- ✓ You must take care not to reveal your personal information (your name, address or the school you attend) in an email, on a social networking site, by personal publishing, blogs or messaging.
- ✓ Do not make arrangements to meet people you have met online without first checking with a parent or guardian.
- ✓ The school ICT systems are to be used for educational purposes only, unless the head teacher has given specific permission to use them for recreational purposes i.e. at break times.
- ✓ Use for personal financial gain, gambling, political activity, advertising or illegal purposes is not permitted.
- ✓ If you accidentally access any site you think is not suitable, report it to a teacher or member of School staff. Using proxy avoidance sites to intentionally access this material is not permitted.
- ✓ The school may monitor the use of the school's computer systems, including access to the internet, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Electronic Devices

We are aware that more and more students are bringing laptops and other electronic devices in to school. Due to the high value of many of these devices, we are keen to ensure that items of this nature are not brought to school without parental consent.

Students bringing their own equipment to school for study purposes with the intention of accessing the Internet will only be granted access if we have received a completed permission slip.

Equipment found to be accessing the Internet through the school network when permission has not been granted will be permanently barred.

The school will not accept liability for any loss or damage to equipment; neither will we provide technical support for devices belonging to students.

By signing the form at the back of the agreement you will grant permission for your child to bring a laptop or similar device to St. Brigid's school and use it to access the Internet.

You will give agreement to the following:

- equipment is brought to school at the owners risk; the school will not accept any liability for loss or damage.
- the equipment will only be used for study purposes.
- provision of Internet access is not guaranteed, and is at the school's discretion.
- the equipment will be used in accordance with the school's acceptable Internet use policy.
- I will ensure that adequate anti virus software is installed and kept up to date.
- logon credentials for Internet access will not be disclosed to anybody else.
- if I wish to withdraw this permission at any time, I will notify the school in writing.

Head Lice

What are Head lice?

They are small insect-like creatures which are sometimes found in the hair of adults and children. They live on, or very close to the scalp - they do not wander far down the hair shafts for very long, and they do not 'prefer' any particular type of hair.

How do they spread?

Direct hair to hair and head to head contact for at least 60 seconds is necessary to spread the lice from one person to another. Transmission of lice within the classroom is relatively rare. When it does occur, it is usually from a 'best friend'. At any one time, most schools will have a few pupils who have active infection with head lice. The perception by parents and staff is often that there is a serious 'outbreak' with many of the children in the school infected - this is hardly ever the case. Also, the level remains constant during school holidays. It is the responsibility of the parent to check their children's hair and to inform the school as soon as possible if head lice are discovered.

What St Brigid's school does if Head Lice are found.

1. The louse causes no ill effects, except occasionally mild itching. The school will send out educational information about head lice as part of our Home/School Agreement.
2. An infection cannot be confirmed in school unless a live, moving louse is seen.
3. If a pupil in school is found to have a live moving louse, the infected child's parent will be informed (in confidence) so that they can treat the infection. All parents in the class where the pupil is infected will be informed. The school will provide the parent with the latest information on treating head lice and advise that the child be taken to the GP or local pharmacy for treatment.
4. The school will inform the school nurse of cases of head louse infection where the same child has been infected on more than three occasions. This is so that, if warranted, confidential contact can be made with the family to offer information, advice and support.
5. A pupil with head lice will not be excluded from school, the only exception is when the carriage of head lice is a persistent problem and part of a problem with the child's hygiene - the child may then be excluded under provisions of the Education Act until management of the hygiene problem, including the eradication of the head lice, is complete.

KEY STAGE

4

**Programme of
Study**

An Overview

GCSE Additional Science

What will I learn?

In Year 11, you will study Additional Science. Here the approach which is practically based emphasises the role of experimentation in discovering the validity of knowledge. The course will focus on evaluating evidence and the implications of science for society.

How will I learn?

You will be given the opportunity to undertake your own scientific measurements and investigations. By being given this opportunity, we will help you develop your Scientific Language, Mathematical, Communication and ICT skills. This will enable you to understand and evaluate scientific information from both scientific and popular sources.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

External assessments are tiered. In Year 11, you will then be examined in Biology 2, Chemistry 2 and Physics 2 the following summer. All external assessments are composed of structured questions involving some extended writing.

The controlled internal assessments are untiered. The tasks will be provided annually by WJEC and will be marked by your teachers and then moderated by WJEC.

What next after the course?

This GCSE course offers the exciting opportunity to study one or more Science subjects at AS or A-level. A-level Sciences can be the gateway into a number of great career choices and can be absolutely essential to access certain degree courses at university.

Future employment opportunities?

Examples of careers where A-level Sciences are essential are vast and varied and can range from such careers as Medicine, Nursing and Veterinary Science to being a Marine Biologist or Planetary Scientist.

GCSE Art and Design

What will I learn?

At St. Brigid's we follow the unendorsed course in Art and Design. This is a broad course exploring practical and critical /contextual work through a range of 2D and/or 3D processes and new media and technologies.

The following are the areas in which you will study:

Fine Art: A range of approaches including painting, drawing, mixed media, sculpture, installation, printmaking, lens and light based media and new media.

Textile Design: Includes fashion, printed and/or dyed fabrics, constructed textiles, costume design, wearable sculpture and mixed media.

Three Dimensional design: Includes jewellery, body ornament, theatre design, exhibition design, film-set design, and environmental design.

Photography: Lens and Light based media Includes digital photography, documentary, photojournalism, and experimental imagery.

How will I learn?

At the start of the course you will be given KEY WORDS which you will use to undertake a series of taught tasks, experiences and exercises. This will allow you to:

Have the opportunity to use a variety of media, including pencils, both leaded and coloured, fine line pen, pen & ink and various paints and mixed media.

Record for research and outcomes, with the use of available technologies, e.g. digital camera.

Use ICT for careful and appropriate research and creative making purposes, with a variety of software.

Analyse the work of others, compare and contrast, reflect, and make relevant, appropriate and personal connections.

Work in different dimensions and scale.

Visit an appropriate primary source, whether a gallery, museum, a location, an artists studio.

Draw from direct observation, imagination and memory.

By doing the above you should/will have enough skills, knowledge and understanding acquired during the induction period to become confident as an independent thinker, planner and maker of art and design.

How will I be assessed?

You will follow the WJEC specification through the medium of English.

The course consists of TWO parts

Assessment 1: candidate portfolio (60% of total marks)

Assessment 2: externally set task (40% of total marks)

Both the portfolio and externally set task are marked internally by the Art teacher. It is then displayed and moderated by WJEC.

During the course you will be continuously assessed by the teacher with weekly targets given. You will also self and peer assess.

What next after the course?

Having taken art and design at GCSE you are able to further your education within the art field at As and A level. You can continue in the unendorsed area of art and design or you can choose to study in a more specialised area such as Photography.

Future employment opportunities?

There are numerous employment opportunities for those following various art and design courses. Fashion designer/Buyer; Photographer; Interior designer; Illustration; Graphics; Ceramicist; and so on. The opportunities are endless, so if you enjoy art, have an aptitude for it, and are self motivated then taking Art and Design at GCSE will be an enjoyable and fruitful experience.

BTEC LEVEL 2 IN PUBLIC SERVICES

The BTEC in Public services mixes theory and practical elements with an emphasis on leadership, teamwork, communications, problem solving and fitness.

The BTEC Level 2 Diploma in Public Services, is an internationally respected qualification equivalent to 4 GCSEs at A*- C level.

What will I learn?

The syllabus has been designed to improve valuable life skills. Students learn professional CV preparation, interviewing techniques, communication, first aid, adventure training, health and nutrition.

In addition to existing CCF activities, Cadets are also required to complete the course syllabus which includes supervised adventure training activities and occasional weekend training. All coursework is assessed by Edexcel.

How will I learn?

This is a very practical course so everything you learn in the classroom will be followed by practical activities. So once you have applied for a job by completing a CV and application form you will attend a mock interview. After devising a fitness plan you will be given a fitness test. After brushing up on your map skills you will plan your own route and spend two days completing your route as part of your Bronze Duke of Edinburgh Award. All of the activities carried out in CCF time also count towards your marks for the BTEC in Public Services.

How will I be assessed?

Unit 1: Coursework written assignment and job interview (20%)

Unit 2: Coursework on fitness, nutrition and expedition planning (20%)

Unit 3: Practical assessments including Duke of Edinburgh Award, fitness test, first aid course and method of instruction course (60%)

What's next after the course?

The BTEC in Public Services provides students with the skills needed to enter the work force. Although specific careers are looked at such as the ambulance service, police and army all of the skills learnt can be used in any career. It provides students with extra qualifications above other students applying for University. UCAS points from the Duke of Edinburgh will help students to achieve valuable points towards their university place. The course is also offered in year 12 as a level 3 BTEC equivalent to A levels

Future Career Opportunities

Overall the course broadens students' horizons helping them to appreciate the great outdoors and giving them valuable skills for life.

BTEC Level 2 Diploma in Health and Social Care

The course is designed to prepare you for a career involving caring for other people. This may mean caring for children, for people who have physical or learning disabilities or for the elderly.

As part of this course you will be expected to complete 30 hours work experience. The BTEC Diploma in Health and Social Care is a practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

It introduces you to the employment area you have chosen and provides a good basis to go on to a more advanced work-related qualification

BTEC - Introduction to the Hair and Beauty Sector

What are the qualifications about?

Designed to build on your interest and passion for the hair and beauty industry, an Introduction to the Hair and Beauty Sector provides you with an ideal, practical introduction to prepare you for further learning or training.

You can take a short qualification specialising in a particular area like hair plaiting, make-up or nail art. Or you can go into more depth and develop your skills in a whole range of hair and beauty therapy techniques.

Who are they for?

These qualifications are designed for people who want to prepare for further learning or training in the hair and beauty sector.

GCSE Business Studies

What will I learn?

In GCSE Business Studies, which is studied in Year 10 and Year 11, you will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing and economics and discover some of the methods and techniques used to analyse an organisation's performance.

How will I learn?

You will encounter a variety of teaching methods including case studies, role-plays and ICT alongside more traditional methods. Students will be expected to immerse themselves in a business-like mindset and to pay attention to the world around them. For example, students would be expected to take note of relevant news items, which may be used as a basis for discussion and class-work.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

The course contains both coursework and examination components. Coursework is undertaken in controlled conditions.

What next after the course?

This GCSE course opens exciting opportunities to study business-related subjects at AS or A-level. Business can be the gateway into a number of great career choices: as well as being a fascinating subject in its own right, it is a useful subsidiary subject alongside almost any degree course at university. Some common courses to combine with Business are Law, Accounting, Economics, Journalism, English, ICT and Engineering.

Business is a favoured Bachelor Degree for universities recruiting to MBA (Master of Business Administration Degree) courses which lay the foundations of a career in senior management within all sorts of exciting industries.

Future employment opportunities?

We live in a corporate world and the markets operate around us constantly. Because of this, business is a universal subject. There are few, if any, careers for which an understanding of business would not be of some benefit. Business Studies is also a key to attaining highly paid and challenging roles in all levels of management.

GCSE Child Development

What will I learn?

Child Development, which is studied in Year 10, is designed to give you an opportunity to extend and apply your skills, knowledge and understanding of the development and care of children from conception to the age of five years. It promotes an understanding of the social, emotional, physical and intellectual development of the child which is inter-linked through the study of the family, community and the responsibilities of parenthood.

How will I learn?

This GCSE will provide opportunities for you to develop your critical thinking and to manage a range of resources in order to develop items which are suited to the needs of individuals or families, and to recognise the influence of current trends, the market economy and technological change. It will offer opportunities for candidates to develop an understanding of citizenship through the relevant issues of the subject.

How will I be assessed?

The course comprises of three units.

Unit one is an untiered paper which will be externally set and marked at the end of the course, worth 40% of the overall mark.

Unit two and three are controlled assessments worth 30% each. Unit two is a Child Study undertaken in year 10. Unit three is a Child Focussed task in year 11. The tasks will be provided annually by WJEC and will be marked by your teachers and then moderated by WJEC.

What next after the course?

This GCSE course offers the opportunity to study AS or A-level Child Development and can be the gateway into a number of great career choices.

Future employment opportunities?

Examples of careers where A-level Child development can help are vast and varied and can range from such careers as Nursing, Social Worker, Speech Therapist, Primary School Teacher and Educational Psychologist.

GCSE Chinese (Mandarin)

What will I learn?

You will learn to speak and understand spoken Mandarin Chinese, and to write and understand written Chinese. Mandarin is the official language of China, which is spoken and understood by everyone in Mainland China, Taiwan and Singapore. You will also learn about Chinese culture, family life and important festivals and historical events.

By the end of the course you will be able to communicate all your basic information and needs, such as shopping, talking about your family, getting about and talking about food. You will also learn to talk and write about certain topic areas in more detail. These will include media and culture, sport and leisure, business and employment, and travel and tourism.

Most important, you will learn how to develop and apply the language to any field in your future career.

How will I learn?

In each lesson you will practise all four skills (speaking, listening, reading and writing). You will typically be set written homework tasks using new language. As you progress, you will be expected to produce independent written work using dictionaries and the internet.

You will be expected to memorize Chinese characters and you will be tested on new characters every week during the GCSE course.

You will have opportunities to practise speaking with a native speaker, possibly conversing online.

How will I be assessed?

You will follow the Edexcel course which involves a combination of controlled and terminal assessment. You will sit two examinations in listening and reading skills. You will also undertake controlled assessments in speaking and writing, based on the topics which we study in more depth.

What next?

Currently the school is not offering A'level Mandarin. However, there are opportunities to continue Mandarin as a major or subsidiary subject at university.

Future employment opportunities

A qualification in any language is attractive to employers, though you should not expect to be offered a job solely on the basis of being able to speak Mandarin. The 2010 Education and Skills survey by the Confederation of British Industries showed that 44% of employers would prefer to recruit employees with Mandarin as a second language.

GCSE Drama

What will I learn?

Studying drama has many benefits. You can learn to devise your own drama, develop as an actor, develop a technical design skill, learn to direct, develop your creative skills, develop your analytical skills, make decisions, work in teams and develop your communication.

The course is divided into the three areas you will have already studied in years 7, 8 and 9.

- devising drama;
- acting and/or technical design;
- analysing and evaluating drama.

You will do some of these activities by studying published plays.

How will I learn?

The course is based on your practical understanding of theatrical and dramatic works. The course is divided into three units. In unit one you will complete two tasks. In the first task you will devise a piece of drama in a group and learn how to shape and present your own piece of theatre. In task 2 you will write a report on the work you did in task one. In the second unit you will perform a scene from a published play in groups where you will develop your understanding of dramatic interpretation and how to transfer drama from page to stage.

Finally, in unit 3, you will answer questions in an examination. These questions will be based on a play that you will study in a practical way during the year.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

Unit One is a controlled assessment worth 60%.

Unit Two is assessed by an external examiner and is worth 20%.

Unit Three is a written examination worth 20%.

What next after the course?

This course is an excellent foundation for anyone wishing to follow a pathway in the performing Arts and is a great stepping stone towards A Level or vocational studies. But the course is also a great opportunity for students to develop their self-confidence, improve their social skills and improve their communicative abilities, all strong life skills that will be integral to any future career pathway.

Future employment opportunities?

The future opportunities that are provided from this course are diverse and varied. Acting, directing and technical opportunities in Theatre, Film and Television are obvious directions that may be pursued, but there are also opportunities in Media, Drama Psychology, Drama Therapy, Advertising, Marketing, Training, Producing, Leisure and Tourism and Broadcasting to name but a few, that may develop from this strong foundation.

GCSE English Language

What will I learn?

In GCSE English Language you will be able to develop your reading, writing and speaking and listening skills. These skills are, of course, essential in order to be able to participate effectively in society and employment. In addition, you will be taught how to write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

How will I learn?

In English Language you will learn how to analyse fiction and non-fiction texts and you will also compose your own stories and transactional pieces, such as letters, advertisements, articles and speeches.

In addition, you will develop your speaking and listening skills, both as an individual and also in collaborative work.

How will I be assessed?

You will follow the WJEC specification for this course, which involves a mixture of controlled assessments and terminal examinations. External examinations are tiered. Controlled assessments range from short story writing to analytical essay writing. The tasks will be provided annually by the WJEC and will be marked by your teachers and then moderated by the examination board.

What next after the course?

The GCSE English Language course provides an excellent foundation for studying English Language and/or English Literature at Advanced Level.

Future employment opportunities?

A qualification in English Language demonstrates the ability to communicate ideas in a sophisticated and fluent manner and also enables students to develop their analytical, communication and writing skills. These skills are of course useful in a broad range of career areas, from business through to media and Law areas.

'Students should see their English teacher in respect of possible changes to the course content and/or structure.'

GCSE English Literature

What will I learn?

In GCSE English Literature you will learn to become a critical reader of fiction and non-fiction prose, poetry and drama. You will consider different times, cultures, viewpoints and situations as found in literary texts and explore how texts from cultures and traditions may reflect or influence values, assumptions and sense of identity. Above all, you should be inspired as you develop an understanding of the ways in which literature is rich and influential.

How will I learn?

In English Literature you will discuss a range of literary texts from Shakespeare to contemporary poetry and short stories. You will develop your analytical skills and will be able to apply technical terminology effectively. Your essay writing skills will be central to the course, enabling you to construct a written argument in a mature and logical manner.

How will I be assessed?

You will follow the WJEC specification, which involves a mixture of controlled assessments and terminal examinations. External examinations are tiered. Controlled assessments range from short story writing to literary analytical essay writing. The tasks will be provided annually by the WJEC and will be marked by your teachers and then moderated by the examination board.

What next after the course?

The GCSE English Literature course provides an excellent foundation for studying English Literature at Advanced Level. Advanced Level Literature is highly regarded by university tutors, ranging from arts and humanities courses and even Medicine, as a fourth subject. It demonstrates the student's ability to write in a mature and detailed manner as well as showing an understanding of complex contexts.

Future employment opportunities?

A qualification in English Literature demonstrates the ability to communicate ideas in a sophisticated and fluent manner and also allows students to develop the ability to frame a clear, logical written argument. These skills are ideal for a range of careers from Journalism, Teaching, Business and Government areas to Medicine, Psychology and Law. English Literature graduates often follow careers in radio, television and film as well as in publishing.

'Students should see their English teacher in respect of possible changes to the course content and/or structure.'

GCSE French

What will I learn?

In year 10 and 11, the GCSE specification in French will enable you to:

- develop understanding of the language in a variety of contexts
- develop knowledge of the language and language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken.

The content that will be studied will cover the following broad contexts:

Personal and Social Life

The Local Community

The World of Work

The Wider World

How will I learn?

You will be learning in a safe and relaxed environment where you will be given the opportunity to express your opinions about various topics. You will also have the chance to be immersed in the French culture and take part in different types of activities to enhance your learning.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

Assessment for GCSE French is tiered, externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) and C-G (Foundation Tier).

Unit 1: Listening (20%): one paper

Unit 2: Speaking (30%): structured conversation and presentation

Unit 3: Reading (20%): one paper

Unit 4: Writing (30%): 2 controlled assessments

What next after the course?

French at AS or A-level: this course will give you a firm basis for future life-long learning.

Future employment opportunities?

Knowing other languages gives you distinct career advantages. Business, Multiple Government Agencies, Travel Industry, Engineering, Communication, Education, Law, Advertising, Entertainment, Scientific Research, Tourism and many more.

Whatever your career goals, knowing a language increases your employability and opens up career opportunities that you would not have had otherwise. Knowing languages gives you an advantage over monolingual applicants for the same jobs.

**Documents
for completing, signing and
returning to school.**

**Please remove all these documents from the booklet, sign, date
and insert your child's name and form where appropriate, staple
the pages together and return to school.**

Pupil Name.....

Form/Class.....

**Parent/Guardian Name
(please print).....**

Relationship to pupil.....

Parent/Guardian Signature.....

Date.....



“To Inspire and be Inspired”

**Through:
Love
Faith
Truth
Respect
Excellence**

**St Brigid’s School
Home School Agreement**

Agreement to be signed by both Parents and Pupils

Parents/Guardians

As a Parent /Guardian I agree to:

- Take an active interest in all aspects of my child’s learning at St Brigid’s School.
- Encourage my child to do their best.
- Ensure that my child meets homework/coursework deadlines by checking and signing the planner each week.
- Support school action taken if my child does not comply with the school’s code of conduct and other policies.
- Ensure my child abides by the school uniform policy.
- Ensure my child attends school regularly and is punctual.
- Join the school in celebrating success.
- Avoiding booking holidays in term time.
- Contact the school to discuss any circumstances that may affect my child’s behaviour or attitude.

Parent..... Date.....

Students

I agree to:

- Attend school regularly, on time, in the correct uniform as outlined in the code of conduct.
- Abide by the code of conduct.
- Show respect, care courtesy and consideration to all members of our school community.
- Work hard and meet all course requirements.
- Show responsibility for my learning through self motivation.
- Make the most of the opportunities available to me.
- Abide by the school internet regulations.
- Demonstrate socially responsible behaviour.
- Ensure that my behaviour is of the highest possible standard at all times including the journey to and from school

Student..... Date.....

RECOGNITION OF AND ACCEPTANCE OF THE SCHOOL'S ROMAN CATHOLIC AIMS AND IDENTITY

St Brigid's School was founded at the request of the Bishop in 1939 to provide for the educational needs of Catholic families in the Denbigh Area, by the Congregation of St Brigid, who ran the School, sometimes known as Brigidine Convent School, until 1990, when it was handed over to an Educational Charity, as St Brigid's School Limited.

The Articles of Association of the School Trust state that "The Company is established for the advancement of the education of children between the ages of 3 and 19, by the provision of a voluntary-aided Roman Catholic School or School for the education of Roman Catholic children, either with or without other Christian or non-Christian children."

The Constitution of the school states that "Religious observance and education in the school shall be in accordance with the rights and practices and doctrines of the Roman Catholic Church"

The Governing Body of the School intend that pupils should receive an education of a high standard provided by teachers dedicated to the task of the Christian formation of Children and young people in an atmosphere pervaded by Gospel values and the message of Christ.

This means that Religious Education, whilst given full expression in the Prayer life of the School, its acts of worship and instruction in the faith, is not limited to these, and as the Bishops have said,

"The beliefs and values it communicates should inspire and unify every aspect of school life. It should provide the context for, and substantially shape the school curriculum and offer living experiences of the life of faith in its practical expression."

Partnership with parents, the primary educators of their children has long been a principle embedded in Catholic education. The Governing Body values and welcomes, above all, the co-operation of parents in seeking to achieve these aims for pupils attending the school.

The governing Body has agreed that all parents seeking a place at this school should be required to sign below to signify that they understand and accept this statement of aims and identity for pupils at the school.

Parent/Guardian Signature.....Date.....

Essential Information Update

Please will you fill in and return the information grid below so that our records can be kept up to date.

Pupil Name	
Form Class	
1 st . Emergency Name & Contact number Relationship to student	
2 nd . Emergency Name & Contact number Relationship to student	
3 rd .Emergency Name & Contact number Relationship to student	
Any medical condition/allergy	
Medication prescribed by a Doctor /or for emergency use only	
Medication to be given in school Please ensure any inhalers/ Epi pens / medication given into the school office are within the best before date.	

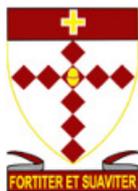
There may be occasions when it is necessary to discuss your child with other agencies e.g school nurse/councilor/chaplain/ESW re. attendance matters etc. Please inform the school in writing if you wish to attend all or any of these meetings (should they be required).

Contact the appropriate Head of Learning:

Miss Price - HoL KS3

Mr Ayres (acting) - HoL 14-19

Mrs Jones – Primary Co-ordinator



St Brigid's School

Annual Educational Visits Medical Information/Consent Form

This form requests medical and contact information for the named pupil to be used for all low risk educational visits, day trips and off-site sporting activities undertaken in the academic year 2011-2012. **No pupil will be allowed to attend any visit/activity unless this information/consent form has been fully completed and returned to the School.**

You will be informed of the detail of each visit by letter at the appropriate time. Separate visit specific forms will be provided for each residential/overseas visit or visits involving higher risk activities, for which specific consent will be required. Please note any activities that will, or might, involve swimming (e.g. sailing) will also require separate consent.

Pupil's Name		Form/Class		Date of Birth	
1. Medical Information					
GP'S name				Tel.No.	
Address				Post Code	
Is your child currently vaccinated against tetanus?		YES	NO	Date of last booster	
May your child be given paracetamol?	YES	NO			
May your child be given ibuprofen?	YES	NO			
Does your child have any condition or illness not mentioned below that requires medical or surgical treatment, including medication? If YES please provide details below:				YES	NO
Does your child suffer from any of the following conditions? Please tick as many as are applicable:					
Anxiety or Depression	Asthma or Bronchitis	Menstrual problems		Fits, fainting/blackouts	
Severe headaches/migraine	Heart condition	Diabetes (sugar tolerance issues)		Travel sickness (car, bus, sea or air)	
Does your child have any allergies? (dietary/medicinal/materials/animals/insects)	YES	NO	If yes please give details:		
Specific dietary requirements					
Any other relevant information					

Please note:

1. Where medication is required, an adequate amount for the entire visit must be provided in its original packaging, labelled with the pupil's name, the name of the medication, the condition which it treats and the appropriate dosage.
2. If specific advice needs to be followed in an emergency, these details and a doctor's letter, confirming the treatment, and fitness to participate in the individual visit must be provided.

2. Contact Information			
In case of an emergency, please use the following contact telephone numbers, in order of preference:			
First preference	Name		Home telephone No.
Relationship to pupil			Work telephone No.
Address			Mobile telephone No.
Email address			
Second preference	Name		Home telephone No.
Relationship to pupil			Work telephone No.
Address			Mobile telephone No.
Email address			
Emergency Contact	Name		Home telephone No.
Relationship to pupil			Work telephone No.
Address			Mobile telephone No.
Email address			
3. Consent			
<p>1. I agree that my daughter/son, named above, may attend and participate in all low risk educational visits, day trips and off-site sporting activities organised by St Brigid's School during the academic year 2011-2012.</p> <p>2. I have ensured that my daughter/son understands that it is imperative for their safety, and the safety of the group, that rules and instructions given by persons in charge of the visit/activities are obeyed. I accept that if they do not meet the Code of Conduct requirements then they may be returned home, accompanied by an adult before the end of the trip, and that I will be required to bear the cost of this and also the cost of any loss or damage caused by my daughter/son which is not attributed to the negligence of the school or the staff accompanying the trip.</p> <p>3. I authorise members of staff to approve such medical treatment for the above named pupil as is deemed necessary in an emergency. While I understand that the school will use all reasonable endeavours to contact me, I agree to them receiving medical treatment, including anaesthetic, as considered necessary by the medical authorities present, and that I will be responsible for any costs not covered by insurance.</p> <p>I do not agree to my daughter/son receiving the following medical treatment (please specify if any)</p> <p>.....</p> <p>4. I undertake to inform the visit leader / form teacher / head teacher in writing as soon as possible of any change to the information provided above. I understand that the Head may decide that it is not in the interest of the group that my daughter/son participates if his/her medical condition is likely to affect his/her safety or the safety of the group.</p> <p>5. I agree to this form being used solely for the purpose of organising educational visits and understand that it, and all copies, will be destroyed at the end of the academic year</p>			
Parent/Guardian's Signature			Date

THE INFORMATION ON THIS FORM WILL BE TAKEN ON EVERY VISIT BY THE GROUP LEADER WITH A COPY RETAINED BY THE SCHOOL EMERGENCY CONTACT DURING THE DURATION OF THE VISIT

E-safety Rules – Secondary School Pupils

Agreement to be signed by both Parent and Pupil

Pupil Agreement:

- I have read the e-safety rules and agree to abide by them.
- I will make sure that I use the school computers in a responsible way and understand that any misuse may result in the withdrawal of my IT use.
- I know that internet and network use may be monitored by my school who may report concerns about my use to my parents or guardians.

Name:Class:
.....

Signed:

.....Date:.....

To be completed by a Parent or Legal Guardian:-

Consent for Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published on the internet, for example the schools website.

I also agree that appropriate images and video that include my son/daughter may be published, but for safety reasons any photographs will not be accompanied by pupil names.

Consent for Internet Access

I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials.

I understand that the school cannot be held wholly responsible for the content of external websites accessed and I will ensure my son/daughter is fully aware of the e-safety rules and that any misuse may result in withdrawal of network or internet access.

Signed:

Date:.....

Electronic Devices

By signing this form, I grant permission for the person named below to bring a laptop or similar device to St. Brigid's school and use it to access the Internet.

Name of pupil:..... Form:.....

I agree to the following:

- equipment is brought to school at the owners risk; the school will not accept any liability for loss or damage.
- the equipment will only be used for study purposes.
- provision of Internet access is not guaranteed, and is at the school's discretion.
- the equipment will be used in accordance with the school's acceptable Internet use policy.
- I will ensure that adequate anti virus software is installed and kept up to date.
- logon credentials for Internet access will not be disclosed to anybody else.
- if I wish to withdraw this permission at any time, I will notify the school in writing.
-

Signature:.....

Name:.....

Date:.....

Relationship to pupil:.....

GCSE ICT

What will I learn?

In Units 1 and 3 which are year 10 and 11 respectively you will learn about current and emerging technologies and their impact on individuals, organisations and society, whilst considering issues of risk, safety, security and responsible use of ICT. You will also become familiar with a variety of application programs including web development systems, database management systems, multimedia software, graphics and animation software.

• How will I learn?

- The course is offered in both long and short course formats, with short course consisting of only Units 1 & 2. For long course Units 3 & 4 follow in the second year of study.
- Units 1 and 3 are theory based in which you will be taught using the latest techniques for learning and recall. Units 2 and 4 are extended practical tasks in which you will learn to solve problems using ICT, using your creative, logical and critical skills to deliver exciting multimedia solutions for particular audiences.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

Internal and external assessments in ICT are untiered.

At the end of Year 10 you will sit a 1 ½ hour external examination covering Unit 1 having already completed a 22 ½ hour internally-assessed controlled assessment for Unit 2. Year 11 follows a similar pattern with another 22 ½ hour controlled assessment for Unit 4 and 1 ½ hour examination for Unit 3

The controlled assessment tasks will be provided annually by WJEC and will be marked by your teachers and then moderated by WJEC.

What next after the course?

This GCSE course prepares students for the modern world by providing them with essential ICT skills but it also offers opportunities to experience some of the exciting new areas in ICT such as web development, animation, digital imaging and music.

Future employment opportunities?

ICT is useful in so many areas of modern life but the course can prepare you particularly for careers in modern media, ICT consultancy, digital animation and graphic design.

GCSE Home Economics, Food and Nutrition

What will I learn?

The course is divided into **four** compulsory **areas of study** which will be interrelated whenever possible. The following content will be taught in the context of the assessment objectives.

1 – Nutrition, Diet and Health throughout Life

2 – Factors Affecting Consumer Choice

3 – Nutritional, Physical, Chemical and Sensory Properties of Foods in Storage, Preparation and Cooking

4 – Food Hygiene and Safety

How will I learn?

Food and Nutrition (Home Economics) is a practical subject. Candidates develop and demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding of the topic areas 1-4. Key Skills are integral to the study of Home Economics: Food and Nutrition and maybe assessed through the course content. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Candidates are expected to make effective use of ICT in ways that are appropriate to the needs of the subject. Opportunities will arise in the Controlled Assessment and classroom activities where pupils will be expected to find, select and synthesise information from a variety of primary and secondary sources.

How will I be assessed?

Unit 1: Principles of Food and Nutrition (40%)

Written Paper: 1½ hours (80 marks)

The paper will contain short-answer, structured and free response questions drawn from all areas of the specification and will assess the quality of written communication.

Unit 2: Food and Nutrition Practical Tasks (60%)

Controlled Assessment (120 marks)

(i) Task 1: (20%) One task to be selected from a bank of three tasks set by WJEC.

Duration: 10 hours to commence in the first half of the course.

Internally assessed using WJEC set criteria and externally moderated.

(ii) Task 2: (40%) One task to be selected from a choice of two tasks set by WJEC.

Duration: 20 hours to commence in the second half of the course.

Internally assessed using WJEC set criteria and externally moderated.

What's next after the course?

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

Future employment opportunities?

Examples of careers where GCSE Food and Nutrition will be of great value include;

Chef, Sous chef, Caterer, Food service manager, Food and snack product developer, Packaging developer, Quality Assurance Managers, Dietician, Health Educator.

GCSE Home Economics, Textiles

What will I learn?

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

1 – Fibres and Fabrics

2 – Textile Design

3 – Construction and Decoration of Textiles

4 – Consumer Choice

How will I learn?

Key Skills are integral to the study of GCSE Home Economics: Textiles and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Candidates are expected to make effective use of ICT in ways that are appropriate to the needs of the subject. Opportunities will arise in the Controlled Assessment and classroom activities where pupils will be expected to find, select and synthesise information from a variety of primary and secondary sources. This specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social, cultural and other issues. The specification provides opportunities for candidates to make judgements and decisions and will contribute substantially to their understanding of these issues.

How will I be assessed?

Unit 1: Principles of Textiles and Fashion (40%)

Written Paper: 1½ hours 80 marks

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

Unit 2: Textiles and Fashion Practical Tasks (60%)

Controlled Assessment 120 marks

(i) Task 1: (20%) One task to be selected from a bank of three tasks set by WJEC to include investigation and production.

Duration: 10 hours to be carried out within the centre to commence in the first half of the course. Internally assessed using WJEC set criteria and externally moderated.

(ii) Task 2: (40%) One task to be selected from a choice of two tasks set by WJEC to include researching, planning, making and evaluating.

Duration: 20 hours to commence in the second half of the course. Internally assessed using WJEC set criteria and externally moderated.

What's next after the course?

The specification provides a suitable basis for further study at 16+ offering progression on to academic and a variety of vocational courses including A/AS Home Economics, Design and Technology (Textiles) and Art. It provides progression opportunities into other qualifications, within the same or a related area. It could enhance career opportunities or provide a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in the subject.

Future employment opportunities?

Examples of careers where GCSE Home Economics Textiles will be of great value include;

- Apparel Stylist
- Assistant Stylist
- CAD (Computer Aided Design) Designer or Operator
- Design Technician
- Fabric Development Specialist
- Lace Designer
- Print Designer
- Production Equipment Operator
- Textile Artist or Designer

GCSE Geography

What will I learn?

The WJEC course in Geography is aimed at developing the students' skills in observing how people interact with their environment, how various processes affect people and places and how people make decisions that affect their future. Practical skills such as map work, fieldwork, IT and geographical investigations are developed during the course. There has never been a better time to study Geography. In a world that is constantly changing and at a phenomenal pace it certainly pays to understand the causes and effects and how this may affect the future – for all of us!

Some physical themes: Rivers: how they shape the land and how we can avoid flooding (Building on a floodplain? Why?). We will be taking a fresh look at Plate Tectonics - Volcanoes and Earthquakes to you and me! – and this will involve hazard perception and disaster management. We will also look at how Climate Change is affecting our environment.

Amongst the human themes: A chance to consider where we fit into the big “global” picture. How can we use science and technology to feed a constantly growing world population? We will investigate Retailing in the Global Marketplace. All this whilst still learning to understand why we need to encourage fair-trade and fair development amongst nations and the way forward to a sustainable future for the whole planet. Come and join us

How will I learn?

You will learn through a variety of media including debate, decision-making and fieldwork.

Field day: This involves a trip to Snowdonia to study 3 different aspects of the course:

- (1) River processes along the middle section of the River Elwy.
- (2) Tourism in Betws-y-Coed: the “honey pot” of Snowdonia.
- (3) Coastal processes at a location along the North Wales coast.

How will I be assessed?

Unit 1: The Core (40%)

Unit 2: The Options (35%)

Unit 3: Controlled Assessment: A school-based assessment drawing on fieldwork skills with reference to both the physical and human world (25%)

What next after the course?

Geography is a broad-ranging subject which will provide you with the skills needed for the modern workplace. You will have learned to make value judgments and decisions based on observation, facts, statistics and patterns. Obviously the next step would be to study Geography at A-level where you would hone these skills through more independent learning and fieldwork observations. However, even if you decide not to study Geography to a further level then you will always be able to put your skills to use in everyday life e.g. map- reading, data analysis and report writing.

Future employment opportunities?

Not all Geographers are teachers, but if you enjoy the subject then it is an option. Geography is a great cross-curricular subject. It covers social aspects as well as studying the scientific processes. A good Geographer will always be in demand. They have good spatial awareness, an analytical mind, and excellent organisational skills and are good communicators. Some other employment opportunities are:

- Administration
- Advertising
- Archaeology
- Broadcasting
- British Forces
- Civil Service
- Communications
- Conservation
- Environmental Health
- Journalism
- Law
- Leisure and Tourism
- Marketing
- Police
- Politics
- Town and Country Planning

GCSE Mathematics

What will I learn?

In Mathematics you will be studying the Linear Syllabus which is designed to spread the learning of the four major areas of Number, Algebra, Shape and Space and Handling Data over the two year period of Key Stage 4. It is expected that the course would be completed by the end of the Autumn term of Year 11 allowing for sufficient revision time before the final examinations the following June. Number explores the properties of numbers, how to manipulate them using various numerical techniques and enabling you to solve a wide range of problems and real-life situations involving mathematics. Algebraic rules are learnt and applied both in a 'pure' mathematical form and as a tool to solving problems as well as using graphs in a wide range of activities. Shape and Space involves you in exploring properties of shapes, both in 2D and 3D, using aspects of trigonometry for finding lengths and angles of shapes and calculation of areas and volumes. Handling Data includes aspects of probability and statistical calculations. There is a new emphasis on solving multi-faceted problems involving more than one technique at a time – very much a 'lateral thinking' approach which makes the subject so much more interesting and applicable to the real world.

How will I learn?

You will use a variety of computational, algebraic, communication and ICT skills to explore the world of mathematics and be able to use your knowledge to mathematical applications in the real world and real-life situations. The new syllabus which applied from September 2010 is very much focused on you being able think mathematically when faced with these practical problems and you will be able to learn how to tackle multi-layered problems with confidence.

How will I be assessed?

The formal internal assessments are based on the WJEC papers and these will take place after an appropriate time in Year 10 and in Year 11 to support the reporting of progress. Being a Linear course you will sit the final external examinations at the end of Year 11 and the exam consists of two papers, one of which does not allow use of a calculator. There will be further internal assessments at the end of each unit of study and these will occur regularly throughout the course.

What next after the course?

The GCSE course leads on to the AS and A level courses offered here at St. Brigid's. You can study three units for an AS award or 6 units for the A level. We offer both Mechanics and Statistics as well as Pure Maths units and there is also the opportunity to study Further Maths

Future employment opportunities?

Mathematics underlies a vast range of human activity and the list of careers where A-level Mathematics are essential or desirable is endless; some examples are engineering, surveying, banking and finance, economics, medicine and aerospace. A Degree in Mathematics is a passport to being considered a serious contender for a wide range of jobs in the 21st Century.

GCSE Media Studies

What will I learn?

The WJEC Media Studies course will allow you to draw on your existing experience of the media, to develop your abilities to explore media and work on creating media. You will learn about products of the media (media texts: exploring genre, narrative and representation; organisations (production, distribution and regulation); and audiences. In Media Studies, you will be able to develop investigative, critical thinking and decision making skills, through considering real and relevant issues. You will also develop an appreciation and critical understanding of the media and its role in your daily lives. You will be able to develop practical and creative skills as well as understand how to use media concepts and ideas to analyse media productions. Topics may include: Television Drama, Music, Advertising, Animation, Science Fiction, Lifestyle and celebrity, News and Comedy.

How will I learn?

You will be given the opportunity to think about the media, investigating media texts and contexts. You will also be able to be creative by planning, producing, presenting and evaluating your own media texts. You will be encouraged to develop your use of media terminology, communication and ICT skills.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

External Assessment: Written Examination (40 %) 2 hours 15 minutes.

Section A: Thinking about the Media – Investigating. This assesses your knowledge and understanding of a set topic.

Section B: Thinking about the Media – Planning. This assesses your planning and creative skills through a series of tasks.

Controlled Assessment (60 %)

Two textual investigations of 400-850 words (10 % each)

One media production (40 %) consisting of: research, planning, production and evaluation.

The tasks will be marked by your teacher and then moderated by WJEC.

What next after the course?

You may decide to continue your media studies training by following a media studies, film or creative arts course. You may consider pursuing a career in the media and may consider studying media, film or journalism at a higher level.

Future employment opportunities?

The media industry encompasses a wide range of employment opportunities.

GCSE Music

What will I learn?

You will learn how to improve your performing skills. You will develop your composing skills that you have learnt in KS3. You will learn about the following areas: music for stage and screen, music from Wales, modern music, musical forms and devices.

How will I learn?

To prepare for the performing exam you will perform to your friends at various times throughout the two years. You will be guided through a coursework booklet to help you to compose to a GCSE standard.

If you are not confident about music theory then you will work through a theory booklet in year 10 exploring the following chapters: reading and writing music, keys and scales, chords, structure and instruments. You will be tested at the end of each chapter. In the last term of year ten and during year eleven you will look at the GCSE exam questions.

You will listen to and write about music from films and musicals. You will listen to music by popular Welsh composers and bands. You will listen to more modern music such as minimalistic music, jazz, rock and blues. You will listen to and write about different structures of music and recognise the different devices used such as verse/chorus structure and imitation and ostinato.

How will I be assessed?

You will have to perform two contrasting performances in year eleven. Your teacher will record and mark you. You have to perform one solo piece and one as a member of an ensemble. One of the pieces should link to an area of study: a popular one being music for stage and screen.

You will have to compose two contrasting pieces. You will be helped with this as you fill a log in each term as you complete each deadline. You will write about how you composed your piece in your log and as each draft deadline is completed you will say what improvements you have made.

Your final assessment will be a listening/written exam. You will listen to different pieces of music from the different areas of study and answer questions on them as you listen. At the end of the listening exam you will then write about one of your compositions or about one of your performance pieces.

What next after the course?

You will then have the opportunity to develop your skills at AS level. Your standard of performance and composition will have improved enabling you to take the next course. You will get even more opportunities to study more varied styles of music.

Future employment opportunities?

The advantage of studying music is that it teaches you a whole range of skills that can be used in future employment. Every pupil who studies music at St. Brigid's school will have the opportunity to develop the following skills:

- Literacy
- Time-Management
- Numeracy
- Presentation
- Co-ordination
- Planning
- Listening
- Motivation
- Confidence
- Dexterity
- Intuition
- Imagination
- Creativity
- Teamwork
- Communication

GCSE Dance

What will I learn?

In Years 10 & 11, you will study 4 Units:

1. Critical appreciation of dance
2. Set Dance
3. Performance in a Group
4. Solo Composition and choreography

How will I learn?

You will be given the opportunity to develop your skills, knowledge and understanding of dance as a choreographer, performer and critic through

- applying and adapting
- creating dances
- developing the ability to analyse
- appreciate the contribution of dance to their personal health

How will I be assessed?

You will follow the AQA Specification through the medium of English

What next after the course

This GCSE course offers the exciting opportunity for pupils to further their career in Performing Arts through AS (held at St Brigid's School), A level, diploma or degree at a Performing arts College.

Future employment opportunities?

Examples of careers where a diploma or degree is necessary:

- Professional Dancer
- Choreographer
- Teacher
- Actor

GCSE Physical Education

What will I learn?

In G.C.S.E. Physical Education which is studied in Years 10 and 11, you will be encouraged to become increasingly physically competent through being actively involved in a range of physical activities. They will also become progressively more effective in their performance in different types of physical activity such as a player, leader and/or official.

You will study the factors affecting exercise, performance, health, well-being and lifestyle choices and also the physical, psychological, tactical and technical influences on health, fitness and well-being, lifestyle choices and performance.

How will I learn?

You will be given the opportunity to select practical activities that take account of previous achievements, personal interest, and individual levels of motivation.

The theory elements of the course taught will arise from and during the practical activities.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

There are 2 units in this specification, theory and practical:

Unit 1: Factors affecting exercise, performance, health, well-being and lifestyle choices (40%)

Unit 2: Performance in Physical Education (60%)

Practical Controlled Assessment of four practical activities

There will be one written exam paper of 1 hour 30 minutes, which is split into 2 Sections:

Section A (20%)

Compulsory questions to test knowledge and understanding of physical fitness, its assessment and factors affecting participation, provision and performance in sporting, health and well-being activities. This will be assessed through a series of short answer and extended writing questions and based on video extracts.

Section B (20%)

Compulsory questions to test knowledge and understanding of physical, psychological and tactical/ technical factors that have an influence on performance, health and well-being. This will be assessed through a combination of short answer and extended writing questions.

What next after the course?

This GCSE course offers the exciting opportunity to further study PE at A-level.

A-level PE is split into three areas – physiology, psychology and sociology. In the first, you study anatomy and how the body responds to playing sport. Psychology focuses on how the mind affects performance – for example, what makes some footballers choke when taking a penalty. In sociology you look at issues such as drug taking and discrimination – for example why certain races play certain sports

Future employment opportunities?

Examples of careers where A-level Physical Education leads to include sports science, PE law, physiotherapy and medicine. You could go into coaching or sports marketing and PR. You could choose education, or work for your local council. You could become a successful sports professional.

GCSE RELIGIOUS STUDIES

(FULL AND SHORT COURSE)

What will I learn?

All candidates study Specification B, Unit 1: Religion and Life Issues in Year 10. They will study four topics: 'Relationships', which deals with issues of love, marriage and divorce; 'Is It Fair?' which deals with issues of justice and equality, including racism, sexism, wealth and poverty; 'Looking For Meaning' which deals with issues about God, life and death and 'Our World' which explores creation and our place in the world.

In Year 11, candidates study Unit 2: Religion and Human Experience. They will study four topics: 'Religion and Conflict' which deals with issues of peace, forgiveness and conflict; 'Religion and Medicine', which deals with issues of medical ethics and the sanctity of life; 'Religious Expression', which deals with issues of expressing one's faith and 'Religion and State' which deals with issues of law and order in religion and society.

How will I learn?

Lessons will involve a variety of activities to enable students of all learning styles to access the course. Good debating skills are needed both orally and in written form, and students will need to work well with others as well as on their own. Many lessons will involve discussion, the sharing of opinions and debate as well as individual study and group work. Many issues will be approached through the use of film, drama and real life case studies.

How will I be assessed?

All candidates sit the Short Course exam on 'Religion and Life Issues' at the end of Year 10. There will be four structured questions consisting of visual stimuli used as a basis for a series of paragraph and extended writing answers. Students' knowledge and understanding will be assessed as well as their ability to evaluate different responses to religious and moral issues using relevant evidence and argument.

In Year 11, candidates sit a Further Short Course on 'Religion and Human Experience', in order to qualify for Full Course certification. All students sit the same examination paper in which grades are awarded ranging from A* - G

What next after the course?

The GCSE course offers the opportunity to study Religious Studies at AS or A level, which is a valuable subject to undertake for any career choice which involves working with people. A great deal of the course requires the use of philosophical analysis, very much wanted and respected by universities and other further education establishments.

Future employment opportunities?

A student, whose career ambitions include the caring professions such as nursing, social work, the probationary service, teaching and policing would benefit from studying RS. It is also particularly useful for the armed services, law, politics and medicine.

GCSE Science A

What will I learn?

In Science A, which is studied in Year 10, you will be able to develop an appreciation of the knowledge and understanding of the world, as established by the scientific community.

You will also study the processes undertaken by the scientific community to validate and extend this knowledge. Within the subject areas of Biology, Chemistry and Physics you will investigate the ways in which this scientific knowledge impacts upon society and how society influences science.

How will I learn?

You will be given the opportunity to undertake your own scientific measurements and investigations. By being given this opportunity, we will help you develop your Scientific Language, Mathematical, Communication and ICT skills. This will enable you to understand and evaluate scientific information from both scientific and popular sources.

How will I be assessed?

You will follow the WJEC Specification through the medium of English.

External assessments are tiered. Learners following Science A will be examined in Biology 1, Chemistry 1 and Physics 1 at the end of their Year 10. All external assessments are composed of structured questions involving some extended writing.

The controlled internal assessments are untiered. The tasks will be provided annually by WJEC and will be marked by your teachers and then moderated by WJEC.

What next after the course?

This GCSE course offers the exciting opportunity to study one or more Science subjects at AS or A-level. A-level Sciences can be the gateway into a number of great career choices and can be absolutely essential to access certain degree courses at university.

Future employment opportunities?

Examples of careers where A-level Sciences are essential are vast and varied and can range from such careers as Medicine, Nursing and Veterinary Science to being a Marine Biologist or Planetary Scientist.

GCSE Sociology

What will I learn?

The key concepts in this subject help the students understand how people can learn the appropriate norms, values and more through socialisation and how social identity is constructed.

In year 10, we study the Family and Education as core topics. The Family is the key area of primary socialisation, families set norms and values and are central to our understanding of how culture is transmitted between the generations and inequalities are perpetuated. Education is a key area of secondary socialisation as it is central to understanding of how our culture is transmitted.

In year 11, Work and Crime show how people experience varied life chances to the social groups to which they belong and contribute to their sense of social identity. Work is a major source of identity and students will be asked to consider and evaluate the causes of alienation and poverty. Crime and Deviance look at how the life chances of class, gender, age and ethnicity are impacted by crime.

How will I learn?

Candidates will analyse a wealth of social data through the ideas of the Functionalist, Marxist, Feminist and Interactionist writers in this subject. The more students immerse themselves in the subject the easier it becomes to apply these concepts.

A wide range of resources are used to illuminate many of the human consequences of the problems we will study. The media and the internet have a wealth of case studies which offer a new dimension to learning the problems which face people throughout their lives. Also, there are many specific websites that cover every social problem imaginable!

How will I be assessed?

Students can take an examination at the end of year 10 which tests their knowledge of Education and Family. In year 11 they can take paper 2 which tests their knowledge of Crime and Education; however, in most situations students will sit both papers at the end of year 11 as they have had more time to become mature in their understanding of some very challenging concepts.

What next after the course?

The four main subjects above are studied again but in much deeper detail in A level Sociology. The subject teaches tolerance of different people and cultures, understanding of the nature of values and the construction of social identity.

Future employment opportunities?

Education and all forms of social care. Many students actually go into studying.

GCSE Spanish

The GCSE Spanish specification will naturally enhance the European awareness of candidates. Similarly, opportunities will naturally arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied. Welsh-medium versions of specifications and question papers will be available. Opportunities will be provided for candidates to develop their Key Skills.

Within each examination there are two tiers — Foundation and Higher — and candidates may be entered for **either** tier in **each** component.

Foundation Tier assesses Grades C—G.

Higher Tier assesses Grades A*—D.

Four elements will be tested — Listening, Speaking, Reading and Writing.

Two alternatives are available:

Either

The whole course (100%) assessed in a terminal examination.

Or

Three skills (Listening, Speaking, and Reading) assessed in a terminal examination (75%).

Coursework submitted to assess Writing (25%).

Listening and Responding [35 minutes for Foundation Tier; 45 minutes for Higher Tier] 25%

Speaking [Foundation Tier 10 minutes, Higher Tier 12 minutes] 25%

Tests may **be** conducted by the teacher, tape-recorded and marked by the Board.

or

Teachers may assess their candidates and record a sample for moderation by the Board.

N.B. This option is not available if centres choose the Coursework Writing Option

The test will consist of 2 rôle-plays and a general conversation.

Reading and Responding [35 minutes for Foundation Tier; 45 minutes for Higher Tier] 25%

Writing [45 minutes for Foundation Tier and 1 hour for Higher Tier] 25%

GCSE Welsh Second Language Full Course / TGAU Cymraeg Ail iaith Cwrs Llawn

Students at St Brigid's School are given the choice to opt to study **Full Course GCSE which will give them a full GCSE qualification** or Short Course GCSE which will give them a qualification worth half a GCSE.

What will I learn?

These specifications provide experiences which give all candidates the opportunity to reach their full potential in Welsh in line with their needs and abilities. The aim is to ensure that candidates are aware of the use made of Welsh in modern Wales by nurturing a positive attitude towards the Welsh language and culture. Candidates' skills are developed to make use of the language for effective and appropriate communication in their everyday lives and/or in occupational situations. Studying the GCSE Welsh Second Language Course should encourage candidates to:

- develop their interest in Welsh and enthusiasm for the language. They should be inspired, stimulated and challenged through the study of a broad, coherent, satisfying and rewarding course.
- develop their confidence when communicating effectively in Welsh.
- develop essential skills while undertaking practical tasks which fulfil the needs of candidates, employers and further education.
- develop the skills of candidates to make practical use of the language in order to communicate effectively, usefully and appropriately in the bilingual society of the 21st century.
- develop the necessary knowledge, understanding and skills for further study of Welsh Second Language.

How will I learn?

Full Course -There are 4 units to be studied Context A for units 1 & 2 and Context B for units 3 & 4. These topics will be studied in each unit.

Context A	Context B
Holidays	Leisure time
Sports	Alcohol, drugs & smoking
Fashion & shopping	The environment
Welsh celebrities	Keeping fit & healthy
The cinema / film	Family & friends
Pop music	The home
Charity /part-time work	The weekend
An area	The media
Welsh culture	Technology
Wales	Celebrations
Myself	School experiences
Special events	

How will I be assessed?

Year 10

Unit 1 – Context A - 1 hour exam paper – reading 15% & writing 10%

Unit 2 – Context A - Controlled assessments

1. Individual oral presentation – 10%
2. Pair/group work – situation role play – 10%

1. 1 written task -5%

Year 11

Unit 3 – Context B - Pair/group oral - 15% response to reading - 5%

Unit 4 – Context B -1 hour exam paper – reading 15% & writing 10%

What next after the course?

This GCSE course offers the exciting opportunity to study Welsh Second language at AS or A-level. A-level Welsh can be the gateway into a number of great career choices especially if one wishes to work in Wales.

Future employment opportunities?

Many employers in Wales are looking for a qualification in Welsh. These GCSE specifications provide experiences which give all candidates the opportunity to reach their full potential in Welsh in line with their needs and abilities. The aim is to ensure that candidates are aware of the use made of Welsh in modern Wales by nurturing a positive attitude towards the Welsh language and culture. Candidates' skills are developed to make use of the language for effective and appropriate communication in their everyday lives and/or in occupational situations.

GCSE Welsh Second Language Short Course / TGAU Cymraeg Ail iaith Cwrs Byr

Students at St Brigid's School are given the choice to opt to study Full Course GCSE which will give them a full GCSE qualification or **Short Course GCSE which will give them a qualification worth half a GCSE.**

What will I learn?

These specifications provide experiences which give all candidates the opportunity to reach their full potential in Welsh in line with their needs and abilities. The aim is to ensure that candidates are aware of the use made of Welsh in modern Wales by nurturing a positive attitude towards the Welsh language and culture. Candidates' skills are developed to make use of the language for effective and appropriate communication in their everyday lives and/or in occupational situations. Studying the GCSE Welsh Second Language Course should encourage candidates to:

- develop their interest in Welsh and enthusiasm for the language. They should be inspired, stimulated and challenged through the study of a broad, coherent, satisfying and rewarding course.
- develop their confidence when communicating effectively in Welsh.
- develop essential skills while undertaking practical tasks which fulfil the needs of candidates, employers and further education.
- develop the skills of candidates to make practical use of the language in order to communicate effectively, usefully and appropriately in the bilingual society of the 21st century.
- develop the necessary knowledge, understanding and skills for further study of Welsh Second Language.

How will I learn?

Short Course -There are 2 units to be studied Context A for units 1 & 2

Context A
Holidays
Sports
Fashion & shopping
Welsh celebrities
The cinema / film
Pop music
Charity /part-time work
An area
Welsh culture
Wales
Myself
Special events

How will I be assessed?

Unit 1 – Context A - 1 hour exam paper – reading 15% & writing 10%

Unit 2 – Context A - Controlled assessments

1. Individual oral presentation – 10%
2. Pair/group work – situation role play – 10%

1 written task -5%

What next after the course?

This GCSE course offers the exciting opportunity to study Welsh Second language at AS or A-level. A-level Welsh can be the gateway into a number of great career choices especially if one wishes to work in Wales.

Future employment opportunities?

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