

A photograph of a classroom where several students in green school uniforms are seated at desks, focused on their work. The room has large windows with blinds, and a science bench with a water tap is visible in the background. A decorative graphic of overlapping green and grey diagonal stripes is on the left side of the image.

# Year 9 Options 2017

Barry Comprehensive School




# Successful outcomes at Key Stage 4

A successful academic outcome for a student at Key Stage 4 is one where, having been given every opportunity to succeed, attains their full potential.

Regardless of what type of course is being studied, the basic principles of hard work, focus and effort remain as important drivers towards attaining goals and realising potential.

This evening is to begin to plan the next stage of your sons' education. The school curriculum is shaped to develop wider opportunities for each student.

A focused curriculum, coupled with academic success, enables Barry Comprehensive students to plan for the same careers, colleges and universities as every other Vale of Glamorgan student.



# Key Stage 4 Curriculum 2017

## Core (Compulsory) Subjects

- English
- Maths
- Science
- Skills Challenge Certificate
- RE
- Welsh
- PE

# GCSE Mathematics (16% curriculum time)

## GCSE Mathematics – Numeracy

- Two equal weighting examination papers (non-calculator and calculator)

## GCSE Mathematics

- Two equal weighting examination papers (non-calculator and calculator)

Three tiers of entry	Higher	A* - C
	Intermediate	B - E
	Foundation	D - G

[http://www.wjec.co.uk/qualifications/mathematics/  
r-mathematics-gcse-2015/](http://www.wjec.co.uk/qualifications/mathematics/r-mathematics-gcse-2015/)

## GCSE English Language (16% curriculum time)

- Two equal weighting examination papers (80%)
- Speaking and listening oracy assessment (recorded) (20%)

No tier of entry – Grades A\* - G

<http://www.wjec.co.uk/supporting/english-language-gcse-in-wales.html>

## GCSE Double Award Science (24% Curriculum time)

- Two Biology examinations (2x 15%)
- Two Chemistry examinations (2x 15%)
- Two Physics examinations (2x 15%)

Tiers of entry: Higher            A\*A\* - DD  
                                                 Foundation    CC - GG

- Practical assessment (10%)

<http://www.wjec.co.uk/qualifications/science/gcse/science-double-gcse-2016/>

### ***Level 2 BTEC Personal and Social Development (SWEET)***

- *100% internally assessed leading to a vocational qualification equivalent to a grade "B" GCSE.*

# GCSE Triple Science (24% curriculum time)

Biology (8% curriculum time)

- Two Biology examinations (2x 45%)

Tiers of entry: Higher	A* - D
Foundation	C - G

- Practical assessment (10%)

[http://www.wjec.co.uk/qualifications/science/gcse/  
biology-gcse-2016/](http://www.wjec.co.uk/qualifications/science/gcse/biology-gcse-2016/)



# GCSE Triple Science (24% curriculum time)

Physics (8% curriculum time)

- Two Physics examinations (2x 45%)

Tiers of entry: Higher	A* - D
Foundation	C - G

- Practical assessment (10%)

<http://www.wjec.co.uk/qualifications/science/gcse/physics-gcse-2016/>



# GCSE Triple Science (24% curriculum time)

Chemistry (8% curriculum time)

- Two Chemistry examinations (2x 45%)

Tiers of entry: Higher	A* - D
Foundation	C - G

- Practical assessment (10%)

[http://www.wjec.co.uk/qualifications/science/gcse/  
chemistry-gcse-2016/](http://www.wjec.co.uk/qualifications/science/gcse/chemistry-gcse-2016/)

## GCSE Welsh Second Language (8% curriculum time)

- Two equal weighting examination papers (2x 25%)
- Two non-examined oracy assessments (2x 25%)

No tier of entry – Grades A\* - G

<http://www.wjec.co.uk/qualifications/welsh-second-language/r-welsh-second-language-gcse-2017/>

# Skills Challenge Certificate (6% curriculum time)

The Skills Challenge Certificate comprises:

- Assessed individual research project (1000-2000 words)
- Three assessed challenges
  - Community
  - Global citizenship
  - Enterprise and employability

Two outcome tiers:	GCSE National	A* - C
	GCSE Foundation	Pass*/Pass

<http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015/ks4-national-foundation/Revised%20Delivery%20Handbook.pdf>



## **Philosophy and Ethics-RE (2% curriculum time)**

- Short course GCSE – grades 0.5A\* - 0.5G

## **Physical Education - PE (4% curriculum time)**

## **Institute of Financial Studies (curriculum week at end of summer term, curriculum collapse days)**

- Level 2 Certificate in Financial Capability and Careers Development  
GCSE grades A\* - C



Students choose option subjects for the remainder of their timetabled curriculum

# Qualifications

Each option subject will lead to one of the following qualifications:


- GCSE
- Vocational courses (equivalent to GCSEs)

All option subjects are level 2 qualifications, allowing for further study at post-16

# Key Stage 4 option courses new to students

- Business Studies
- Computing
- Geology
- Photography
- Sport
- Technology – Product Design, Electronics and Catering
- Leisure and Tourism





# Plus existing learning areas available as Key Stage 4 option courses

- Art
- Drama
- French
- Geography
- History
- ICT
- Music
- Philosophy and Ethics (RE)



# EXAMINATION based courses

This is when students follow the subject content over two years and are awarded the qualification based on their performance in one or more exams.



# **CONTROLLED ASSESSMENT and EXAMINATION Courses**

Controlled assessments (or in some instances, practical assessments) are completed in school, under supervision and within a set time limit. They are completed at a time deemed suitable by the department throughout year 10 and 11. These assessments contribute towards the overall grade along with an external examination.



# Vocational Courses

These courses are made up of a number of units. At least one of the core units will be an **external examination** which must be passed for an overall grade to be achieved.

The remainder of the course is assessed through practical or written tasks completed in school and at home.

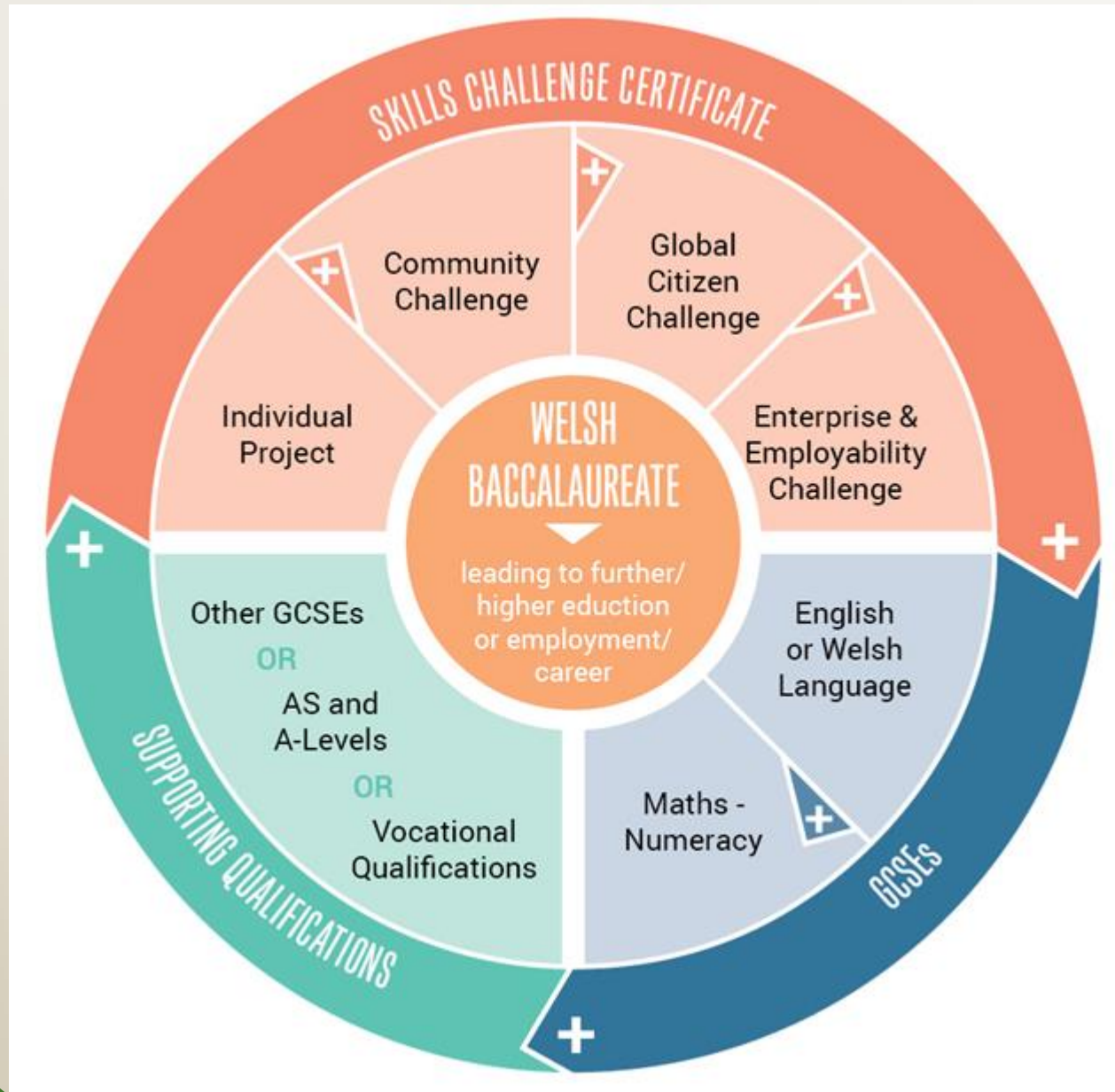


# The Welsh Bacalaureate Measure

Student success and progress within the curriculum will be assessed by the Welsh Assembly Government to award students a Welsh Bacalaureate measure.

Students attaining the Bacalaureate measure will be judged by employers as displaying a good level of:

- Digital Literacy
- Critical Thinking and Problem Solving skills
- Planning and Organisational capacity
- Creative and Innovative thinking



The **Welsh Baccalaureate** is awarded at two levels:

- **NATIONAL** - which requires:
  - English Language grade C+
  - Either Maths grade C+
  - Skills Challenge Certificate C+
  - 3 other GCSE at grades C+
- **FOUNDATION** - which requires:
  - English Language grade G+
  - Either Maths grade G+
  - Skills Challenge Certificate at either PASS\* or PASS
  - 3 other GCSE at grades G+





[Home](#) [Headteacher's Welcome](#) [About](#) [Contact](#) [Documents](#) [Events](#) [Governors](#) [Sixth Form](#) [Vale Learning](#) [Hwb+](#)

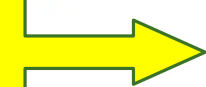
## Hard work and strong support adds up to GCSE Mathematics success

Posted on [February 4, 2016](#) by [BCS](#)



Year 11 students at Barry Comprehensive are feeling very proud of themselves after receiving their GCSE Mathematics results from the November examinations. Due to their hard work, and support from their teachers and parents, 62% of the year group have already secured a C grade or higher in their GCSE Mathematics

LINK



orship: this week's theme is Achieve





# The BARI Pathways

Students are the defining variable towards successful level 2 outcomes. Each student has a different set of skills and abilities. The four pathways are designed to maximise the opportunities for each student post-16.

The recommended pathway is selected following a consultation process involving:

- subject teachers and subject leaders
- pastoral coordinator
- senior learning mentor
- School leadership team
- Careers guidance and changing job markets

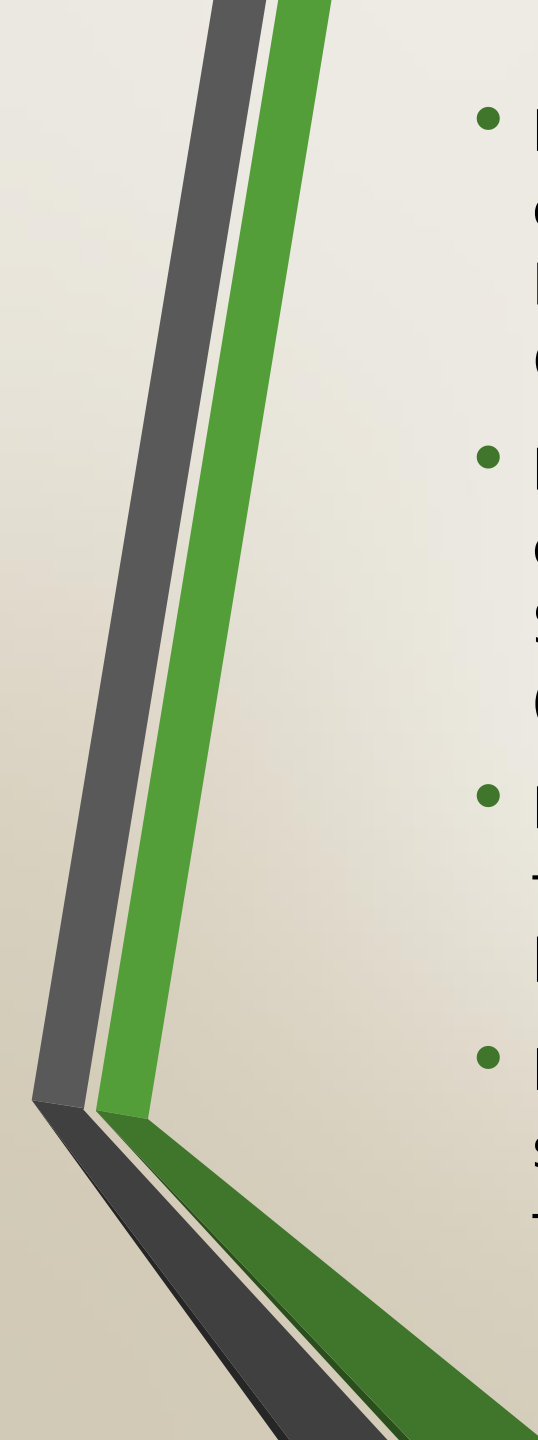


During this process we take into account:

- Assessment and performance data from curriculum subjects
- Ability
- Aptitude
- Personal Characteristics
- Learning styles of individual students.

The aim is to recommend a pathway which will allow each young person to maximise his potential and achieve academic success.

For some students that pathway leads to eventual applications for competitive top university courses. For others the pathway prepares them for a job seeking marketplace, with skills and qualifications that make them stand apart from other applicants.

- 
- **Pathway B** – students follow 3 GCSE options alongside a core of: English Language, English Literature, Mathematics, Numeracy, Triple Science, Welsh and the Skills Challenge Certificate.
  - **Pathway A** - students follow 3 GCSE options alongside a core of: English Language, Mathematics, Numeracy, Double Science, Welsh, BTEC Personal and Social Development (Sweet) and the Skills Challenge Certificate.
  - **Pathway R** – the same core curriculum as pathway A, with the option of selecting, if successful, vocational and college based courses.
  - **Pathway I** – a more structured route with vocational and suitable GCSE courses available to the students along with the core curriculum.

# Steps to making your choice

- Pick subjects you enjoy
- Pick subjects you are good at
- Be prepared to study the subject for two years
- Check if you need subjects for your preferred career
- Be prepared to work hard, complete homework and revise for tests.
- Make the decisions that are right for you

## Monitoring and communicating academic progress

As for Key Stage 3, students are continually assessed within each of their core and option GCSE courses.

Teachers discuss, set and review target grades with students, ensuring that target grades are aspirational and extend student potential.

All targets are individualised, but are realistically attainable with prolonged motivation, high attendance and a sterling work ethic.

Classroom teachers and Heads of Department are primarily responsible for monitoring student progress towards subject targets. Interventions will be put in place at a departmental level to support and extend students within that particular subject.

Performance across the curriculum will be monitored and actioned upon by senior staff.

All of this will be communicated home with ***Interim Progress Reports***, outlining target and projected grades. Attendance at ***Parental Consultation Evenings*** is crucial to maintain the collaborative link the school and parents have in supporting students towards their potential.



## Successful outcomes at Key Stage 4

Student progress within education is a cumulative process. Extending and developing knowledge and understanding is built upon fundamental learning accrued earlier. For that reason, perhaps the most important success driver is the need for every pupil to maintain a high level of **attendance**.

**Nathan is in Year 8.  
His attendance is always around 90%.  
He thinks this is pretty good.**



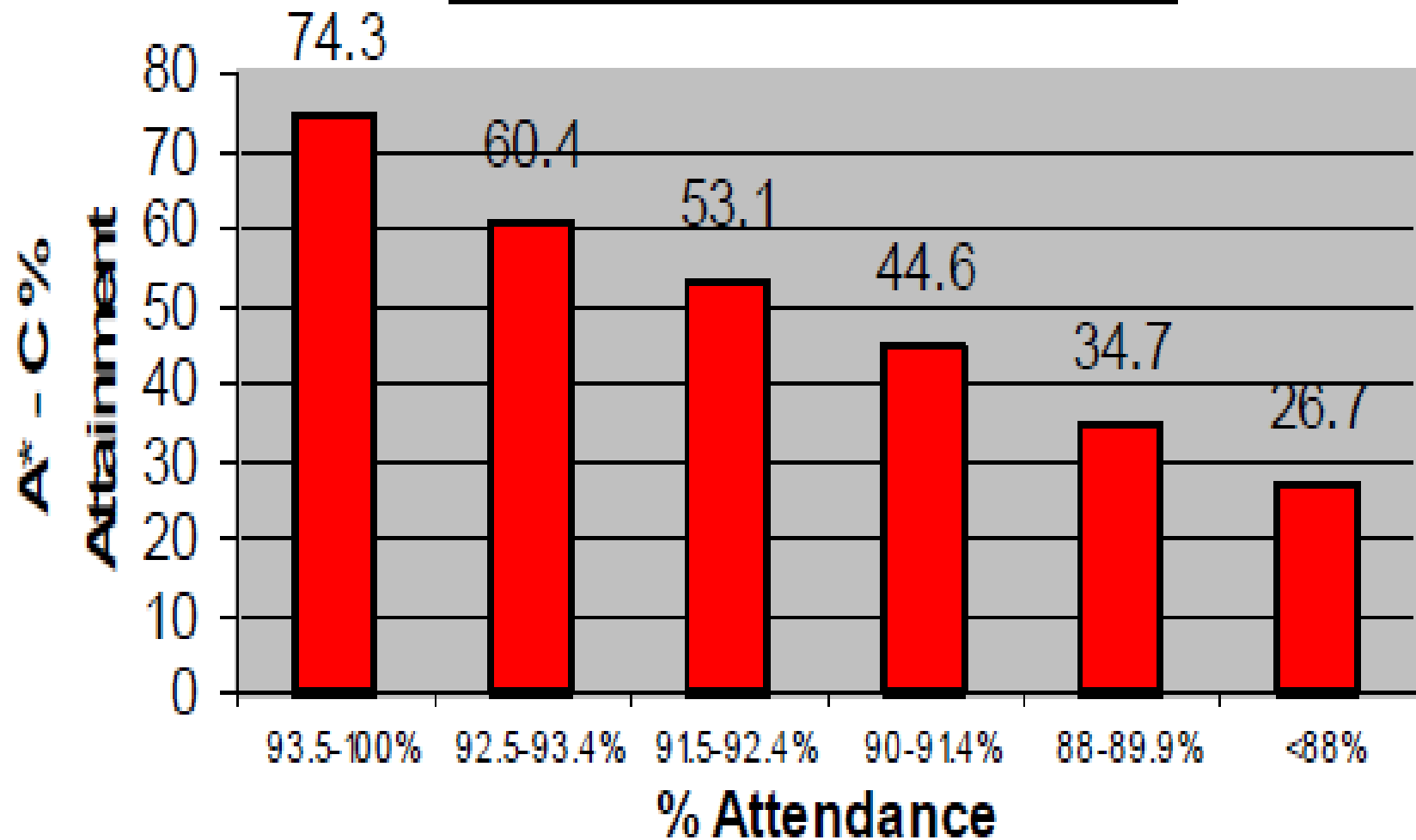
90% attendance means that he is absent from lessons for the equivalent of *one half day every week.*

In Year 7 he missed the equivalent of *four whole weeks,* or the equivalent of *half a term*

If Nathan continued this pattern then over five years he will *miss* the equivalent of about *one half of a school year*



## Chances of Success at GCSE





## Attendance target for every student at Barry Comprehensive is 97% as a minimum

Academic aspirations for each student at Barry Comprehensive are high. Each academic year brings improved outcomes.

The school, along with parents, expects students to want to achieve the highest possible grades.

Each student should be working their hardest to secure a place at Barry Sixth Form; widening options and improving prospects.

High attendance is needed if that goal is to be realised.

# Steps to making your choice

- Find out about new courses on offer – start by speaking to the subject teachers this evening
- Current teachers can discuss suitability at **parental consultation evening** on Thursday 9<sup>th</sup> February
- Complete and return the form *by **Friday 3<sup>rd</sup> March***

*\*\* Option Forms will not be processed without parental signature.*



***Options***

**2017**

Any questions?

Mr D Manley – Senior Learning Mentor

Miss A Ellis – Pastoral Co-ordinator