

INTRODUCTION TO THE CURRICULUM

This booklet is a guide to courses on offer in years 10 and 11. In the first three years at this school pupils have followed a timetable very similar to that of their classmates. The curriculum in the lower years has been studied by all pupils as a foundation for examination work. From the beginning of year 10 they will be given a limited choice of subjects to be studied within certain curricular areas. These courses of two years duration, will lead to examination at G.C.S.E. level where appropriate.

We aim to give pupils a balanced education throughout the examination years. The introduction of the National Curriculum has meant that it has become compulsory for all pupils to continue their studies in the following areas:

English, Mathematics, Science, Design and Technology, Welsh, Physical Education and Religious Education.

The opportunity also exists for pupils to select further subjects in areas such as Humanities, Languages, Creative Arts and Business.

Pupils are also provided with a Personal and Social Education (PSE) programme over the two years. It's aim is to provide the individual with relevant knowledge and expertise appropriate to his or her needs in society. Incorporated into the programme is a module of Careers and Education Guidance which will include a series of career interviews and opportunity to follow the Careers Match programme (CASCAiD).

A minimum of five days Work Experience will be offered to pupils during the summer term in year 10. This enables them to experience an actual work situation albeit as unpaid employees.

It is important that this booklet is studied fully before completing the option sheet enclosed. Make sure that all details are understood – help and advice should be sought if any problems arise. Guidance will be given by subject teachers, Year Head and the Deputy Head and should also be given by parents to ensure appropriate selection of courses.

Every attempt will be made to meet the subject requests made, however the final decision as to the suitability of the course chosen in the light of the pupil's ability and maintenance of a balanced curriculum, must be made by the school.

WHY MAKE A CHOICE?

It would be impossible to study all of the subject taken in the lower school years to the required standard for examination entry at the end of year 11. It is necessary for pupils to follow fewer courses for longer periods of the school week. The year 10 timetable will consist of:

COMMON CORE SUBJECTS:

Mathematics

English

Science

Design and Technology

Welsh

Physical Education

Religious Education/P.S.E./Careers

GUIDED OPTIONS

Three Option Subjects

WHAT ARE THE “WRONG” SUBJECTS TO CHOOSE?

Those you choose only because your friend is doing them.

Those you choose only because you like the teacher, (do not ignore a subject because you do not like your present teacher).

CONTENTS

- 1. CAREERS**
- 2. P.S.E.**
- 3. R.E.**
- 4. P.E.**

CORE SUBJECTS

- 5. ENGLISH**
- 6. MATHS**
- 7. SCIENCE**
- 8. DESIGN & TECHNOLOGY**
- 9. CYMRAEG 1ST**
- 10. CYMRAEG 2ND**

CREATIVE SUBJECTS

- 11. ART**
- 12. MUSIC**
- 13. PHYSICAL EDUCATION**

LANGUAGES

- 14. FRENCH/GERMAN**

HUMANITIES

- 15. GEOGRAPHY**
- 16. HISTORY**
- 17. R.S.**

CAREERS MATCH PROGRAMME CAREERS EDUCATION AND GUIDANCE

During year 10 there is an opportunity to use the Careers Match system as part of the school's careers educational guidance work:

WHAT IS CAREERS MATCH?

Careers Match offers a flexible way of accessing careers matching and information. Using Careers Match on the Internet enables users to access it any time and from anywhere with Internet facilities. Careers Match provides individuals with a personalised list of career suggestions and up to date information on over 1800 career titles. Information can also be transferred quickly and easily between user and adviser, and responses can be saved for a later date.

Careers Match is ideal for both young people and adults and provides careers information that is updated three times a year.

FINDING YOUR FUTURE DIRECTION

- Online careers matching
- Information updated three times a year
- Detailed information on over 1800 career titles
- Flexible access via the Internet
- Facility to enter Health factors
- Facility to select between Study and Training options
- Salary and labour market information
- Live web and email links
- Help feature
- Printing facility.

WHAT ABOUT CONFIDENTIALITY?

Information about pupils is stored in coded form on the computer, and only authorised staff have access to it.

WHAT DO PUPILS RECEIVE?

All pupils receive online information showing their occupational interests, and giving job suggestions, with a summary of useful information for each job. These can be printed out and every effort is made to ensure that it is easy to understand.

BENEFITS

- Instant access to the latest and most up to date information
- No need for installation – simply log on to Careers Match
- Availability – use it when and where you want, seven days a week

WHAT DOES CAREERS MATCH LEAD ONTO?

That depends on the pupil! Those who take it seriously, will, we hope, discuss the suggestions with their parents and friends.

The information is extremely helpful when pupils are having career interviews with their teachers or with the careers officer. It can also be used for the provision of Work Experience, where possible.

PERSONAL AND SOCIAL EDUCATION (P.S.E.)

P.S.E. aims to provide the individual with relevant knowledge and expertise appropriate to his/her needs in society, the opportunity to acquire the necessary skills of decision-making, rational choice and self-awareness, and to develop an understanding of the individual's role in society. It aims to teach pupils to look critically at society's values, to weigh evidence and to acquire powers of discrimination.

The main elements of the course are:

- Citizenship
- Economic and Industrial Understanding
- Careers Guidance (including Careers Match in year 10)
- Political and Legal Awareness
- Environmental Education
- Health education including Sex education which include topics such as Contraception and Sexually transmitted Diseases. The school Sex education Policy is available for all parents upon request. Pupils also discuss issues such as Drugs, Alcohol and Smoking and consider the need to adopt a healthy lifestyle.
- Responsibility for self and others.

RELIGIOUS EDUCATION

The Education Reform Act, 1988, by giving R.E. a prominent place within the whole curriculum, has ensured that the subject forms a basic element in the education of all pupils at Key Stage 4.

The R.E. syllabus places emphasis on the community in which we live and reflects the fact that religious traditions are in the main Christian. Other faiths are also studied.

As in the case of the Education Act 1944, parents have a right to the withdrawal of their child from Religious Education and from the daily act of religious worship.

PHYSICAL EDUCATION

Pupils in years 10 and 11 currently have only one fifty minute compulsory period of P.E. per week. The programme of Study is purely of a practical nature and activities taught at Key Stage 4 follow on directly from the previous key stages.

It is intended that pupils are given a wider variety of sporting activities from within the National Curriculum areas of study to pursue since it is hoped that at this stage pupils will find a sport that they will actively participate in once they have left school.

Increased automation within contemporary society means that we are faced with increasing amounts of leisure time in adult life, and it is important therefore that pupils are encouraged to use their leisure time in a positive manner. More sedentary type jobs, -(for many)-, also make physical activities of paramount importance in our everyday lives if we are to attempt to live an active and healthy lifestyle.

All pupils are expected to participate in P.E. lessons regularly, and must bring a letter requesting to be excused if they are medically unfit to participate.

WORK EXPERIENCE

Work Experience in year 10 plays an integral part of the curriculum, and runs for one week in the summer term. There is also a reference to –“Paving The Way”-, for all students, which will involve work-related activities, and also a preparation session for their week on work experience. This will enable them to experience an actual work situation albeit as unpaid employees. We are fortunate that so many local employers are willing to co-operate with us in this matter.

The school places great value on it's contacts with local employers. Work experience forms one element of such contacts and it is a helpful method of bridging the gap for our pupils between a protected society, such as school, and the outside world.

CORE SUBJECTS

ENGLISH

G.C.S.E. AND C.o.E.

English is a compulsory subject for all year 10 and year 11 pupils. Courses aim at developing skills in reading, writing, speaking and listening. All pupils are prepared for G.C.S.E. examinations in English and English Literature, although some pupils may eventually sit only the English examination. Examination entry is decided by the class teacher.

In addition to G.C.S.E. the department offers a Certificate of Education qualification in communication skills.

ORGANIZATION OF SETS:

Classes will be organised according to ability.

EXAMINATIONS – PRESENT ARRANGEMENTS

(A) G.C.S.E ENGLISH

Pupils will be entered for one of two tiers:

Foundation Tier G – C

Higher Tier D – A*

ASSESSMENT: Coursework and two Examinations

COURSEWORK: 40%

Speaking and Listening – 20%

Reading – 10% (4 pieces of work)

Writing – 10%

EXAMINATION: 60%

Two papers of two hours to test both reading and writing skills:

Reading – 25%

Writing – 35%

(B) G.C.S.E. ENGLISH LITERATURE:

Pupils will be entered for one of two tiers:

Foundation Tier G – C

Higher Tier D – A*

ASSESSMENT:

Coursework and one Examination

COURSEWORK: 30%

Four pieces of work to include work on drama, prose and two on poetry.

EXAMINATION: 70%

A two and a half hour paper with questions on prose, drama and poetry.

Pupils have to study a pre-twentieth century Literature text in all three genre.

MATHEMATICS

G.C.S.E.

AIMS:

- (a) To develop mathematical knowledge and oral, written and practical skills.
- (b) To develop a feel for numbers and encourage confidence to carry out calculations.
- (c) To apply mathematics in every day situations.
- (d) To solve problems with good presentation.
- (e) To use mathematics as a means of communication with emphasis on clear expressions.
- (f) To develop an ability to apply mathematics in other subjects.
- (g) To reason logically and to appreciate patterns and relationships in mathematics.
- (h) To develop co-operative inquiry with extended pieces of work of practical and investigative kind.

Assessment

There are 2 tiers of entry for this examination.

Higher Tier: Grades A*, A, B, C, D

Foundation Tier: Grades C, D, E, F, G

All candidates are required to sit 2 written papers in June Year 11 (weighted at 50% each).

The first paper in each tier will be a non-calculator paper.

The duration of the written papers are as follows:

Higher Tier: 2 hours

Foundation Tier: 2 hours

It is very important that all pupils have their own calculator, ruler, pair of compasses and protractor for the course.

SCIENCE

NEW SYLLABUS - G.C.S.E. SCIENCE AND GCSE ADDITIONAL SCIENCE (TWO GCSEs)

EXAMINATION BOARD: W.J.E.C.

IN YEAR 10: GCSE Science will be followed and examined at the end of Year 10.

IN YEAR 11: GCSE Additional Science will be followed and examined at the end of Year 11.

Each year involves 3 units (biology, physics and chemistry), externally assessed, plus an internally assessed practical examination for each of the three sciences – 25%.

Each of the 3 external units will have a 25% weighting = 75%.

Tiers: There are two levels of examination:-

Higher tier targeting grades A*-D; and
Foundation tier targeting grades C-G

Each internal practical examination is not tiered.
It is NOT called 'coursework' and is not taken home.

Overall in two years the pupils should gain two GCSEs (these may be different grades).

DESIGN AND TECHNOLOGY

G.C.S.E.

EXAMINATION BOARD: W.J.E.C.

INTRODUCTION:

Design and Technology offers the opportunity to identify and solve real problems through designing and making. Design and Technology develops interdisciplinary skills and is essentially a practical activity, combining skills with knowledge and understanding, using a broad based approach.

SUBJECT FOCUS AREAS:

The specification allows candidates to work in one or more of the following focus areas.

- 14.□.□.□. Food Technology
- 14.□.□.□. Resistant Materials Technology
- 14.□.□.□. Textiles Technology

ASSESSMENT:

COURSEWORK:

60% of the final mark and approximately 40 hours of work. This involves one integrated design and make project based on one of the focus areas.

EXAMINATION:

There are two levels of entry

Foundation tier	Grades G – C
Higher tier	Grades D – A*

The tier entry is dependant on assessment and examination performance

Paper 1 Common paper – (general D&T knowledge) – 30 minutes - **10%**
Three questions designed to be accessible to candidates across all focus areas.

Paper 2 Questions relating to chosen focus area -one hour and thirty minutes – **30%**
Paper 2 has a consistent format of five questions, the fifth being a question worth 25% of the marks for the paper.

CYMRAEG

G.C.S.E.

EXAMINATION BOARD: W.J.E.C.

INTRODUCTION:

Welsh is compulsory for all pupils in years seven to eleven. In years ten and eleven two Key Stage 4 programmes of study will be followed as laid down by the National Curriculum.

Welsh language and Welsh Literature

Welsh as a second language.

WELSH LANGUAGE AND WELSH LITERATURE

Students will study language, literature and contemporary culture, developing an appreciation of Welsh and the ability to use the language effectively. They will learn to write in a variety of styles and for specific audiences and purposes. They will also study modern poetry, prose and film and will learn to respond effectively to a range of stimuli.

ASSESSMENT:

The examinations are as follows:

Welsh Language

Oral examination individual and group task	33.30%
Coursework	33.30%
Written examination and comprehension	33.30%

Welsh Literature

Oral examination based on film	33.30%
Coursework based on poetry and play	33.30%
Written examination on poetry and novel	33.30%

Students will be entered at either foundation or higher level for the above examinations.

Foundation	Grades G – C
Higher	Grades D – A*

CREATIVE SUBJECTS

GCSE Art & Design

GCSE Art & Design is intended to meet the needs of the following groups of students:

- Those who, whilst having an interest and aptitude in the subject, are not intending to study the subject beyond GCSE
- Those who will undertake further studies in Art & Design at AS/A Level, Advanced Vocational Certificate of Education (VCE) or BTEC National Diploma
- Those who will study subjects or take up careers for which an Art & Design background is relevant

Summary of Course Breakdown & Assessment

Paper	Component	Weighting	Method of Assessment	Requirements
1	Coursework Unit 1.	60%	Internally Set Internally Marked Externally Moderated	Must show evidence of all assessment objectives Must include work journal
	Coursework Unit 2.		Internally Set Internally Marked Externally Moderated	Must show evidence of all assessment objectives Must include work journal
2	Externally Set Assignment	40%	Externally Set Internally Marked Externally Moderated 8 Weeks Preparation Time 10 Hour Timed Examination	Must show evidence of all assessment objectives Must include work journal

Assessment Objectives

A01	Record observations, experiences & ideas in forms that are appropriate to intentions.	25%
A02	Analyse & evaluate images, objects & artefacts showing understanding of context.	25%
A03	Develop & explore ideas using media, processes and resources, reviewing, modifying & refining work as it progresses.	25%
A04	Present a personal response, realising intentions & making informed connections with the work of others	25%

Coursework

Each unit of coursework will consist of a body of work which must fully cover all four assessment objectives and an understanding of their interrelationships. Each unit must consist of a body of research, supporting studies and development work leading to one or more outcomes or to a variety of resolutions. The two coursework units, together with the Externally Set Assignment, must provide evidence of two years' full-time study at KS4. There must be a discrete body of evidence for each unit and each must also contain a work journal.

Work Journal

The work journal is a combination of a sketchbook and time-based record. It should not be seen merely as a sketchbook. The form of the journal will reflect the student's approach, but most particularly the contents will provide evidence of the student's ability to address the assessment objectives. It must contain evidence of the development of student's ideas, including reference to the work of others, showing understanding of meanings, contexts and ability to make skilled judgements, using appropriate visual/verbal form. The work journal for each unit will be assessed separately in relation to that unit.

MUSIC

G.C.S.E.

EXAMINATION BOARD: W.J.E.C.

INTRODUCTION:

The G.C.S.E. Music course is interesting, varied and promotes and explores all aspects of music. The course may be followed by any pupil, with any instrument being acceptable for practical work.

SUBJECT CONTENT:

(1) APPRAISING

This includes general music knowledge, different genres and periods of music, music from other cultures and instrument recognition. This work is carried out through the exploration of five areas of study.

- Music in Wales – folk, pop etc.
- Musical Structure – classical, jazz, rock and the combining of these
- Music for Special Occasions – national and sports events or family, friends and community celebrations.
- Music for Stage and Screen – music written for Musicals and for Films
- Music Evolution – sound experimentation, graphic scores, recording and I.C.T.

(2) PERFORMING

All pupils will perform on an instrument or instruments of their choice.

- Solo performance - a performance of up to five minutes in length. As a general guide, a good performance at grade 3 should gain an 'A' grade.
- Ensemble performance – pupils will perform in an ensemble of their choice, e.g. Band, vocal, ensemble, quartet.

(3) COMPOSING

During the course, pupils will compose or arrange contrasting pieces of music, from which a selection will be entered for assessment.

- Each piece of music can be in any style, e.g. blues, pop and for any combination of instruments, e.g. string quartet, jazz trio, piano and so on.
- Music I.C.T. will be explored for the recording and printing of this work.

ASSESSMENT:

Examination	-	appraising module as a listening paper – 1.5hours – 30%
Coursework	-	composition folio – 40%
Practical examination	-	assessed by an external examiner – 30%

GCSE PHYSICAL EDUCATION

The national growing popularity of this subject is reflected at YDS where Physical Education continues to be one of the most popular and successful options at key stage 4. The specification content aims to augment the students understanding and appreciation of the principles, practices and training which underpin improved performance, better health and well-being. The course caters for all students who demonstrate a commitment and interest in physical activity and sport and is ideally suited to those who enjoy participation in physical activity and who are interested in pursuing a career in the sport and leisure industry; medical profession; teaching or coaching professions; the forces; or for those students who simply wish to extend their knowledge of how to look after their bodies and pursue active, healthy lifestyles!

The course is split into 2 components:

THEORY: 40%
PRACTICAL
COURSEWORK: 60%

The practical coursework is assessed internally. Students are required to demonstrate effective performance, the use of tactics or compositional techniques and to observe the rules and conventions of their **4** chosen practical activities. Students also have to be able to analyse performance in **1** of their chosen activities. Students must choose their 4 activities from a minimum of **2** of the activity areas listed below:

Games activities; Gymnastic activities; Dance activities; Athletic activities; Outdoor and Adventurous activities; Swimming activities and Exercise Activities.

The theory is assessed via a 1 hour 45 minute paper at the end of the course. The content is divided into 3 main UNITS:

- 1. FACTORS AFFECTING PARTICPATION AND PERFORMANCE.**
- 2. THE RELATIONSHIP BETWEEN HEALTH FITNESS AND PRACTICAL PERFORMANCE.**
- 3. RISK ASSESSMENT IN PHYSICAL ACTIVITY.**

Should you require any further information please see P.E. Staff

LANGUAGES

MODERN FOREIGN LANGUAGES

G.C.S.E. (FRENCH)

In the world of industry, business and travel today a foreign language is a great advantage, perhaps even a necessity. In the recent Nuffield Languages Inquiry one of the findings was that many young people from the UK are at a disadvantage in the recruitment market as they do not possess a qualification in a foreign language. GCSE French will give you the edge!

GCSE French will enable students to communicate confidently, clearly and effectively in a foreign language through both the spoken and written word. Students will develop a knowledge and understanding of the countries where the foreign language is spoken. GCSE French will provide a suitable foundation for further study and/or practical use of the foreign language and will provide a satisfying and worthwhile course for students who do not progress to further study in the subject.

Content

The syllabus is organised into five areas of experience.

- a) Everyday activities
- b) Personal and social life
- c) The world around us
- d) The world of work
- e) The international world.

Assessment

The following exams will be sat at the end of Year 11. Students may be entered for any combination of Foundation or Higher Tier papers. The marking is positive and pupils are judged on their ability to communicate successfully to a sympathetic native speaker.

Listening and Responding – Foundation 35 minutes / Higher 45 minutes

Speaking – Foundation 10 minutes / Higher 12 minutes – two role-plays and a general conversation.

Reading and Responding – Foundation 35 minutes / Higher 45 minutes

Writing – students will do class-based written tasks in exam conditions throughout the two years. They will be allowed dictionaries for these tasks. The best five pieces of work are then chosen for assessment.

For any further information you require, please do not hesitate to consult Modern Foreign Languages staff.

MODERN FOREIGN LANGUAGES

G.C.S.E. (GERMAN)

In the world of industry, business and travel today a foreign language is a great advantage, perhaps even a necessity. In the recent Nuffield Languages Inquiry one of the findings was that many young people from the UK are at a disadvantage in the recruitment market as they do not possess a qualification in a foreign language. GCSE German will give you the edge!

GCSE German will enable students to communicate confidently, clearly and effectively in a foreign language through both the spoken and written word. Students will develop a knowledge and understanding of the countries where the foreign language is spoken. GCSE German will provide a suitable foundation for further study and/or practical use of the foreign language and will provide a satisfying and worthwhile course for students who do not progress to further study in the subject.

Content

The syllabus is organised into five areas of experience.

- a) Everyday activities
- b) Personal and social life
- c) The world around us
- d) The world of work
- e) The international world.

Assessment

The following exams will be sat at the end of Year 11. Students may be entered for any combination of Foundation or Higher Tier papers. The marking is positive and pupils are judged on their ability to communicate successfully to a sympathetic native speaker.

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Speaking – Foundation 10 minutes / Higher 12 minutes – two role-plays and a general conversation.

Reading and Responding – Foundation 35 minutes / Higher 45 minutes

Writing – students will do class-based written tasks in exam conditions throughout the two years. They will be allowed dictionaries for these tasks. The best five pieces of work are then chosen for assessment.

For any further information you require, please do not hesitate to consult Modern Foreign Languages staff.

HUMANITIES

GEOGRAPHY

G.C.S.E.

EXAMINATION BOARD: W.J.E.C.

INTRODUCTION:

The G.C.S.E. Geography course is dynamic, interesting and varied, linking the many aspects of the subject. There is much scope for graphic and analytical skills within the written framework.

SUBJECT CONTENT:

UNIT 1: THE FRAGILE WORLD

- 1A - Ice, rivers and sea and their distinctive landscapes.
- 1B - Weather, climate and tourism.
- 1C - Towards sustainable development of the environment.

UNIT 2: THE INTERDEPENDENT WORLD

- 2A - Economic Activity and its consequences
- 2B - The influence of economic and social change, urban development.
- 2C - Global citizenship and interdependence.

ASSESSMENT:

COURSEWORK: Fieldwork on rivers - **25%**

EXAMINATION: There are two levels of examination,
Higher Level/Tier Grades A* -D
Foundation Level/Tier Grades C – G

The tier of examination entered by the candidate is dependent upon assessment and examination performance.

HIGHER TIER	Paper 1	(2 hours)	37.5%
	Paper 2	(2 hours)	37.5%
FOUNDATION TIER	Paper 1	(1 ³ / ₄ hours)	37.5%
	Paper 2	(1 ³ / ₄ hours)	37.5%

HISTORY

G.C.S.E.

EXAMINATION BOARD: **W.J.E.C. (SYLLABUS C)**

INTRODUCTION:

The G.C.S.E. History syllabus builds upon and extends the knowledge, understanding and historical skills developed at earlier stages. The syllabus aims to encourage candidates to develop an interest in the past and to adopt an enquiry based approach to learning.

SUBJECT CONTENT:

- Module 1:** Hitler's Germany 1919 –1945
- Module 2:** The Changing Role and status of Women 1900 to present day
- Module 3:** Crime and Punishment 1500 to present day
- Module 4:** COURSEWORK: Newport Rising. Cuban missile crisis.

ASSESSMENT:

- COURSEWORK:** One exercise based on the Cuban missile crisis.
 One exercise based on the Newport Rising - **25%**
- EXAMINATION:** **Paper 1** (2hours) testing modules 1 & 2 – **45%**
 Paper 2 (1 hour & 20 minutes) testing module 3 – **30%**

Candidates are required to demonstrate their knowledge and understanding in all questions.

RELIGIOUS STUDIES

G.C.S.E.

EXAMINATION BOARD: W.J.E.C. SYLLABUS B

INTRODUCTION:

The Religious Studies syllabus is intended for all pupils, whether religious or not. It aims to give an insight into the beliefs and way of life of two religions, in this case, Christianity and Islam, as people that we will live and work with in the future may be guided by their faith. Religious Studies provides opportunities to understand others and to consider our own views on a range of issues.

SUBJECT CONTENT:

Year 10 – Religion and Life Issues

- Relationships – about love, marriage and divorce
- Is it fair? – about justice and inequality
- Looking for meaning – about the idea of God, life and death
- Identity and belonging – about how religion gives a person a sense of belonging; about the choices/rules people face.
- Our world – about ideas of creation and conservation

Year 11 – Religion and Human Experience

- Religion and conflict – about war, violence and peace
- Religion and medicine – about medical ethics (right and wrong) and the importance of life.
- Religious expression – about how people show their belief in action
- Authority – about law and order in religion and in society
- Suffering and evil – about why the innocent suffer and the idea of evil

ASSESSMENT:

Year 10 – Paper 1 Religion and life issues	1 hour 35 minutes = 40%
Internal assessment – Our World	= 10%
Year 11 – Paper 2 Religion and human experience	1 hour 35 minutes = 40%
Internal assessment – Suffering and Evil	= 10%

YEAR 9 OPTION CHOICE - 2007/08

Below is a list of subjects divided into three option groups. Your son/daughter is required to choose ONE subject from each of the option groups to assist us in establishing the final options. Choices must include at least one Humanities subject i.e. History, Geography or Religious Studies. Their choice needs to be entered into the boxes and the lower copy needs to be returned to Mrs. D. John at the school by **Monday 19th February 2007**. If their choice of subjects does not fit these lines please let us know. However, we must also stress that any of the subject options listed below may be withdrawn if there are insufficient numbers - as was the case last year with German. In such an event, we will ask you to choose another option from the list.

<u>OPTION 1</u>
FRENCH
GERMAN
PHYSICAL EDUCATION
RELIGIOUS STUDIES

<u>OPTION 2</u>
MUSIC
ART
GEOGRAPHY
PHYSICAL EDUCATION

<u>OPTION 3</u>
GEOGRAPHY
HISTORY
RELIGIOUS STUDIES

✂.....

This copy to be returned to Mrs. D. John at school by **Monday 19th February 2007**
ONE subject to be chosen from **each** of the option groups

<u>OPTION 1</u>
FRENCH
GERMAN
PHYSICAL EDUCATION
RELIGIOUS STUDIES

<u>OPTION 2</u>
MUSIC
ART
GEOGRAPHY
PHYSICAL EDUCATION

<u>OPTION 3</u>
GEOGRAPHY
HISTORY
RELIGIOUS STUDIES

NB These option lines may be subject to change depending on initial feedback.

Pupils Name:.....

Parents/Guardian Signature:

DEWISIADAU BLWYDDYN 9 - 2007/08

Isod, mae rhestr o bynciau wedi eu rhannu i dri grwp dewis. Gofynnir i'ch mab/merch ddewis un pwnc o bob grŵp er mwyn helpu ni i benderfynu ar yr opsiynau terfynol. Mae rhaid cynnwys o leiaf un o'r dyniaethau yn y dewisiadau er enghraifft Hanes, Daearyddiaeth neu Addysg Grefyddol . Dylid ysgrifennu'r dewis yn y bylchau a dychwelyd y rhan isod i Mrs. D. John yn yr ysgol erbyn Monday 19th February 2007. Os nad ydy dewis eich plentyn yn gweithio gyda'r opsiynau yma plis rhowch wybod i ni. However, we must also stress that any of the subject options listed below may be withdrawn if there are insufficient numbers - as was the case last year with German. In such an event, we will ask you to choose another option from the list.

<u>DEWIS 1</u>	<u>DEWIS 2</u>	<u>DEWIS 3</u>
FFRANGEG	CERDDORIAETH	DAEARYDDIAETH
ALMAENEG	CELF	HANES
YMARFER CORFF	DAEARYDDIAETH	ADDYSG GREFYDDOL
ADDYSG GREFYDDOL	YMARFER CORFF	

✂.....

Dylid dychwelyd y copi hwn i Mrs. D. John yn yr ysgol erbyn Monday 19th February 2006.
Dewisir un pwnc o bob grŵp dewis.

<u>DEWIS 1</u>	<u>DEWIS 2</u>	<u>DEWIS 3</u>
FFRANGEG	CERDDORIAETH	DAEARYDDIAETH
ALMAENEG	CELF	HANES
YMARFER CORFF	DAEARYDDIAETH	ADDYSG GREFYDDOL
ADDYSG GREFYDDOL	YMARFER CORFF	

NODER: Efallai bydd yr opsiynau yn newid gan ddibynnu ar yr at borth cyntaf.

Enw'r disgybl:.....

Llofnod Rhiant / Gwarchodwr:.....