



# TGAU/GCSE LLYFRYN OPSIYNAU OPTIONS BOOKLET

Arweiniad i ddisgyblion a rhieni  
Guidance for pupils and parents

# Croeso gan y Pennaeth

## Headteacher's Welcome

### Annwyl Ddisgybl Blwyddyn 9 a'u Rhieni/ Gofalwyr,

Rydych ar fin cychwyn ar un o'r teithiau mwyaf cyffrous yr ydych wedi'i brofi yn yr ysgol hyd yma. Mae penderfyniadau am bynciau y byddwch yn eu hastudio yn CA4 yn eithriadol bwysig a byddant yn effeithio arnoch am weddill eich oes. Felly, fe'ch anogaf i ystyried eich opsiynau yn ofalus ac i wneud defnydd da o'r cyfoeth o gymorth sydd ar gael i'ch helpu i wneud dewisiadau rhagorol.

Rydym yn cynnig ystod o bynciau ar lefel TGAU a Galwedigaethol ac mae dewis y cyfuniad o bynciau sy'n eich galluogi i wireddu eich breuddwydion a'ch dyheadau yn y dyfodol yn gofyn i chi ystyried nifer o ffactorau, gan gynnwys (ond nid yn unig):

- Pa bynciau ydych chi'n eu mwynhau?
- Ym mha bynciau ydych chi'n fwyaf tebygol o lwyddo?
- Pa gyfuniad o bynciau fydd yn eich galluogi i ddilyn eich uchelgais o fewn addysg (e.e. Safon Uwch a Gradd) a gwaith/gyrfa yn y dyfodol?
- Pa gyfuniad o bynciau fydd yn cadw eich opsiynau ar agor os nad ydych yn gwybod beth fydd eich llwybr yn y dyfodol ar hyn o bryd?

Beth bynnag yw eich penderfyniad, rwy'n eich cynghori yn gryf i selio eich penderfyniadau ar yr hyn sydd ei angen arnoch ar gyfer eich dyfodol, gan wrthsefyll unrhyw demtasiwn i gael eich dylanwadu gan ddewisiadau eich ffrindiau. Mae eu huchelgeisiau a'u gobeithion nhw ar gyfer y dyfodol yn debygol o fod yn wahanol iawn i'ch rhai chi. Hefyd, mae'n hanfodol bwysig i chi ymgynghori â'ch athrawon a gwrando yn astud ar eu cyngor. Maent yn eich adnabod yn dda a bydd ganddynt ddealltwriaeth wych o'ch sgiliau a'ch doniau, ac os y bydd rhain yn eich galluogi i lwyddo yn eu pynciau.

Unwaith y bydd y broses hon wedi dod i ben, rwy'n hyderus, os dilynwch y cyngor a roddir ac os byddwch yn gwneud y dewisiadau cywir, y gwnewch fwynhau profiadau eang a llawer o lwyddiannau yn ystod y ddwy flynedd nesaf. Mae gennym dîm hynod ymroddedig a thalentog o staff yn Ysgol Gymraeg Bro Morgannwg sydd wedi ymrwymo i sicrhau bod pob disgylb yn cael yr addysg orau a'r cyfleoedd allgyrsiol gorau i gyflawni eu breuddwydion a'u dyheadau personol.

Gobeithiaf bydd y llyfryn yma yn ddefnyddiol ac edrychwn ymlaen at gydweithio â chi er mwyn sicrhau eich bod yn mwynhau dyfodol disgrair.

Yn gywir

**Mr R. Angell Jones**  
Pennaeth



### Dear Year 9 Pupil and Parents/ Carers,

You are about to embark on one of the most exciting journeys that you have experienced in school to date. Decisions about subjects that you will study in KS4 are hugely important and will impact on the rest of your life. As such, I encourage you to think carefully about your options and to make good use of the wealth of support that is available to assist you in making excellent choices.

We offer a range of subjects at GCSE and Vocational levels and choosing the combination of subjects that enable you to achieve your dreams and aspirations in the future requires that you consider a range of factors, including (but not exclusively):

- Which subjects do you enjoy?
- In which subjects are you most likely to succeed?
- Which combination of subjects will enable you to pursue future ambitions in education (e.g. A'levels and Degree) and work/ career?
- Which combination of subjects will keep your options open if you are currently undecided about your future pathway?

Whatever you decide, I strongly advise that decisions are based on what you need for your future and resist the temptation to be influenced by the choices of your friends, as their ambitions and future destinations are likely to differ greatly to yours. Also, I cannot stress strongly enough the importance of consulting with and listening to the advice of your teachers. They know you well and will have a good understanding of your skills and aptitudes, and whether these will enable you to succeed in their subjects.

Once this process has concluded, I am confident that if you follow the advice given and make the right choices, you will enjoy varied experiences and many successes during the next two years. We have an incredibly dedicated and talented team of staff at Ysgol Gymraeg Bro Morgannwg who are committed to ensuring that every pupil is provided with the best education and the best extracurricular opportunities to achieve their individual dreams and aspirations.

I trust that you will find this booklet useful and look forward to providing support that guides you to a successful future.

Yours sincerely

**Mr R. Angell Jones**  
Headteacher

# Addysg Bersonol a Chymdeithasol

## Personal and Social Education

Ceir pum elfen o fewn gweithgareddau ABCh yng nghyfnod allweddol 4:

- Dinasyddiaeth weithgar
- Iechyd a lles emosynol
- Datblygiad Moesol ac ysbrydol
- Paratoi ar gyfer dysgu gydol oes
- Datblygiad cynaliadwy a dinasyddiaeth fyd-eang.

Cyfeirir at faterion allweddol o fewn pob elfen. Trwy astudio'r materion hyn, bydd disgylion yn datblygu sgiliau meddwl a chyfathrebu, gweithio gydag eraill a gwella dysgu eu hunain. Mae yna hefyd pwyslais ar sgiliau rhifedd a llythrennedd o fewn gweithgareddau penodol.

### Dinasyddiaeth weithgar

Annogir disgylion I ddatblygu parch i'w hunain ac eraill, i werthfawrogi amrywiaeth, hawliau dynol ac i gyfranogi yn ymarferol yn y gymuned. St

Enghraift o weithgareddau a meysydd astudio sydd ar gael i fyfyrwyr cyfnod allweddol 4:

- Y gyfraith a hawliau.
- Digartrefedd; hawliau pobl ifanc a materion sy'n effeithio'r gymdeithas.
- Diwrnod ffug etholiadau ysgol gyfan.
- Gwleidyddiaeth yng Nghymru y DU a'r Undeb Ewropiaidd.
- Cyfleoedd i godi arian dros elusenau.
- Hawliau Dynol.

### Iechyd a Lles Emosynol

Annogir myfyrwyr i dderbyn cyfrifoldeb personol am gadw'r meddwl a'r corf yn ddiogel a iach. Rhoddir cyfle iddynt ddatblygu agwedd gyfrifol at gydberthnasau personol, gan gynnwys cydberthnasau rhywiol.

Enghraift o weithgareddau a meysydd astudio sydd ar gael i fyfyrwyr cyfnod allweddol 4:

- Diogelwch we.
- Diogelwch ffyrdd.
- Alcohol a chyffuriau; dylanwad y cyfryngau, canlyniadau cyfreithiol a chymdeithasol defnyddio sylweddau cyfreithlon ac anghyfreithlon.
- Lles emosynol; hunan werth, hunan ddelwedd, anhwylder bwyd.
- Cydberthnasau iach; rhyw a rhywioldeb, camdriniaeth domestig a chydberthnasau sydd ddim yn iach Cydymio Rhywiol LGBT.

### Datblygiad Moesol ac Ysbrydol

Bydd disgylion yn ystyried sut mae credoau a gwerthoedd yn effeithio'u ymdeimlad o hunaniaeth a rhoddir y cyfle iddynt drafod ac ystyried y ffactorau sy'n ymwneud â llunio barn foesol.

Enghraift o weithgareddau a meysydd astudio sydd ar gael i fyfyrwyr cyfnod allweddol 4:

- Lles Emosynol; hunan weth, hunan ddelwedd a'r gwerthoedd sy'n llywio bywydau pobl.

### Datblygu ar gyfer Dysgu Gydol Oes

Ym mlwyddyn 11 rhoddir y cyfle i fyfyrwyr brofi ffug gyfweliad gyda phobl proffesiynol o'r byd gwaith.

Enghraift o weithgareddau a meysydd astudio sydd ar gael i fyfyrwyr cyfnod allweddol 4:

- Ffug gyfweliad
- Cwblhau cofnod Llwybrau Dysgu
- Sgiliau Cyflogaeth

### Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-Eang

Trwy weithgareddau yn y dosbarth a gweithgareddau ysgol gyfan, annogir disgylion i adnabod hawliau cenedlaethau'r dyfodol a arwyddocâd eu penderfyniadau, gweithredoedd a ffordd o fyw.

Enghraift o weithgareddau a meysydd astudio sydd ar gael i fyfyrwyr cyfnod allweddol 4:

- Materion byd-eang yn ymwneud â masnachu pobl ac effaith ein bywydau ar blant mewn gwledydd eraill.
- Masnach deg a bwyd lleolp.
- Ôl Troed Carbon, Lleihau, Aildefnyddio, Ailgylchu. Gwastraff dŵr, trydan. Effaith teithio ar yr amgylchedd.



## Personal and Social Education

Pupils will study five elements within PSE in Key Stage 4:

- Active Citizenship
- Health and Emotional Wellbeing
- Moral and Spiritual Development
- Preparing for Lifelong Learning
- Sustainable Development and Global Citizenship

There are key issues in each element to be addressed by the students. Through their study of these issues, students will develop thinking and communication skills, work with others and improve their own learning. There is also some emphasis on numeracy and literacy skills in selected units of work.

### **Active Citizenship**

Students are encouraged to develop respect for themselves and others, to value diversity, human rights and to engage in practical involvement in the community.

Some of the activities and areas of studies available to students in key stage 4 are:

- The law and our rights
- Homelessness; young people's rights and issues affecting our society
- Gangs and knife crime; effects on the community
- Take part in the school election day
- Politics in Wales, the UK and the European Union,
- Opportunities to raise money for charity

### **Health and Emotional Wellbeing**

Students are encouraged to accept responsibility for keeping the mind and body safe. They are given the opportunity to develop responsible attitudes towards personal relationships, including sexual relationships.

Some of the activities and areas of studies available to students in key stage 4 are:

- Internet Safety
- Road Safety
- Alcohol and drugs; influence of the media, the social and legal consequences of the use of legal and illegal substances.
- Emotional Wellbeing; self-esteem, self-image, eating disorders.
- Healthy relationships; sex and sexuality, domestic abuse and unhealthy relationships, Sexual consent, LGBT.

### **Moral and Spiritual Development**

Students will consider how beliefs and values affect their sense of identity and they will have the opportunity to discuss and consider the factors involved in making moral judgements.

Some of the activities and areas of studies available to students in key stage 4 are:

- Emotional Wellbeing; self-esteem, self-image and the values by which we live.

### **Preparing for Lifelong Learning**

Students in year 11 students are given the opportunity to experience a mock interview, conducted by professionals from the world of work.

Some of the activities and areas of studies available to students in key stage 4 are:

- Mock interview
- Complete Learning Pathways
- Employment Skills

### **Sustainable Development and Global Citizenship**

Through activities within the class and whole school activities, students are encouraged to recognise the rights of future generations and the significance of their decisions, actions and choice of lifestyle.

Some of the activities and areas of studies available to students in key stage 4 are:

- Global issues relating to child soldiers and the mining of elements for luxuries such as mobile phones.
- Fair trade and local food.
- Carbon Footprint, - Reduce, Reuse, Recycle. Water and Electric Wastage. Effects on travel on the environment.



# Addysg Gorfforol

## Physical Education

### Amcanion y Cwrs

- Annog arfer ac astudio Addysg Gorfforol mewn modd pwrrpasol a phleserus;
- Rhoi cyfle i'r disgylion gymryd rhan mewn cwrs eang a chytbwys mewn addysg gorfforol;
- Caniatáu i'r disgylion ddewis gweithgareddau ymarferol sy'n ystyried cyrhaeddiad blaenorol, diddordeb personol a lefelau unigol o gymhelliant;
- Galluogi'r disgylion i gaffael hunan-dyb, parch tuag atynt hwy eu hunain a thuag at eraill ac i ddatblygu ymrwymiad i ffordd fywiog o fyw;
- Sicrhau bod elfennau theori y cwrs yn codi'n naturiol o'r gweithgareddau ymarferol.

### Nodau'r Cwrs

- Datblygu a chymhwysyo eu gwybodaeth, eu sgiliau a'u dealltwriaeth o addysg gorfforol drwy weithgareddau ymarferol dewisedig;
- Datblygu eu gwybodaeth a'u dealltwriaeth o'r gwahanol ffactorau sy'n effeithio ar gymryd rhan a pherfformiad, ac arddangos y berthynas rhwng dynt;
- Deall swyddogaeth rheolau a chonfensiynau mewn gweithgareddau dewisedig;
- Hybu eu dealltwriaeth o'r buddion iechyd a'r risgau sy'n gysylltiedig â chymryd rhan mewn gweithgaredd corfforol;
- Datblygu'r sgiliau sydd eu hangen i ddadansoddi a gwella perfformiad;
- Cynorthwyo eu datblygiad personol a chymdeithasol drwy gymryd swyddogaethau gwahanol mewn gweithgareddau dewisedig wrth weithio gydag eraill.



### Crynodeb o'r Asesiad

#### Uned 1: Cyflwyniad i Addysg Gorfforol

Papur Ysgrifenedig: 2 awr  
100 o farciau (50% o'r cymhwyster)

Asesir dysgwyr drwy amrywiaeth o gwestiynau atebion byr a chwestiynau ysgrifennu estynedig. Bydd y cwestiynau'n seiliedig ar ysgogiadau clyweledol a ffynonellau eraill.

#### Uned 2: Y Cyfranogwr Gweithredol mewn Addysg Gorfforol

Asesiad di-arholiad  
100 o farciau (50% o'r cymhwyster)

Bydd dysgwyr yn cael eu hasesu fel perfformiwr mewn tri gweithgaredd gwahanol yn o leiaf un gamp unigol, un gamp tîm ac un arall. Bydd un o'r gweithgareddau hyn yn brif weithgaredd a bydd rhaglen ffitrwydd bersonol yn gysylltiedig â'r gweithgaredd hwn.



# Addysg Gorfforol

## Physical Education

### **Objectives of the course**

- To encourage the purposeful and enjoyable practice and study of physical education;
- To allow pupils the opportunity to participate in a broad and balanced course in physical education;
- To allow pupils to select practical activities that take account of previous achievement, personal interest, and individual levels of motivation;
- To enable pupils to acquire self esteem, respect for themselves and others and develop a commitment to an active lifestyle;
- To enable the teaching of the theory elements of the course to arise from the practical activities.

### **Aims of the course**

- To develop and apply the pupil's knowledge, skills and understanding of physical education through selected practical activities;
- To develop the knowledge and understanding of the different factors that affect participation and performance and demonstrate their relationship;
- To encourage pupils to understand the roles of rules and conventions in selected activities;
- To promote the pupils' understanding of the health benefits and risks associated with taking part in physical activity;
- To develop the skills necessary to analyse and improve performance;
- To support the pupils' personal and social development through adopting different roles in selected activities when working with others.



### **Summary of Assessment**

#### **Unit 1: Introduction to Physical Education**

Written examination: 2 hours  
100 marks (50% of qualification)

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

#### **Unit 2: The Active Participant in Physical Education**

Written examination: 2 hours  
100 marks (50% of qualification)

Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other. One activity will be a major activity which will have a personal fitness programme linked to the activity.



# Adeiladu'r Amgylchedd Adeiledig

## Constructing the Built Environment

### Nod

Mae'r diwydiant adeiladu yn cyflogi dros 3 miliwn o bobl yn y DU ac yn cynnig ystod amrywiol o gyfleoedd cyflogaeth. Mae gyrfaoedd ar gael ym mhob rhan o'r broses adeiladu gan gynnwys syniadau a dyluniadau cychwynnol, adeiladu a'r cynllunio a chynnal strwythurau sy'n digwydd.

Mae'r cwrs galwedigaethol hwn wedi'i ddylunio i gefnogi dysgwyr i ddatblygu ymwybyddiaeth o'r diwydiant adeiladu. Mae'n darparu dysgwyr â chyflwyniad eang i fasnach gwahanol sy'n rhan o'r sector a'r mathau o gyfleoedd gyrrfa sydd ar gael.

Mae'n arbennig o addas yn fel sail i astudiaeth bellach. Gallai'r astudiaeth bellach hwn ddarparu dysgwyr ag ymwybyddiaeth

o waith mathau gwahanol o swyddi yn y sector fel plymwyd, seiri a theilsio. O ganlyniad, efallai yr hoffent ddechrau ar brentisiaeth neu barhau â'u hastudiaethau i addysg uwch er mwyn mynd ymlaen i'r swyddi hymny. Gallai cyflawni'r cymhwyster hwn yn llwyddiannus ddarparu'r dysgwyr â chyfleoedd i gael mynediad at ystod o gymwysterau gan gynnwys:

- Prentisiaethau mewn adeiladu
- Cymwysterau Lefel 2 mewn meysydd arbenigol fel plymio, gosod brics a gwaith saer
- Cymwysterau Lefel 3 mewn adeiladu, fel Diplomas mewn Adeiladu a'r Amgylchedd Adeiledig

Cydnabyddir y cwrs gan y BHDA (Bwrdd Hyfforddi'r Diwydiant Adeiladu) sy'n datgan:

"Mae'n bleser i'r BHDA weithio gyda CBAC i ddatblygu'r Cymhwyster Adeiladu lefel 1/2 wedi'u seilio ar gynnwys a gymeradwyd gan y diwydiant fydd yn darparu'r cyfreithiol i ysbrydoli'r genhedaeth nesaf o bobl ifanc i ystyried Adeiladu fel gyrrfa"

### Manylion y Cwrs

Mae'r cwrs yn cynnwys 120 oriau dysgu dan arweiniad:

#### 1. Diogelwch ym maes adeiladu (30 awr)

Drwy'r uned hon, bydd dysgwyr yn meithrin y wybodaeth a'r ddealltwriaeth sydd

eu hangen i allu cynllunio sut i leihau'r risg i'w hiechyd a'u diogelwch eu hunain ac iechyd a diogelwch eraill mewn cyd-destunau gwahanol.

#### 2. Sgiliau adeiladu ymarferol (60 awr)

Ffocws yr uned hon fydd datblygu 3 sgil adeiladu penodol er enghraift; gwaith saer, plymio a theilsio. Fe fydd dysgwyr hefyd yn dysgu i ddehongli'r wybodaeth dechnegol er mwyn cynllunio'r gwaith o adnewyddu adeilad, gan ystyried materion iechyd a diogelwch. Byddant yn defnyddio sgiliau a thechnegau priodol er mwyn gwneud y gwaith adnewyddu.

#### 3. Cynllunio projectau adeiladu (30 awr)

Bydd dysgwyr yn defnyddio'r hyn a ddysgwyd wrth feithrin sgiliau ymarferol a gofynion iechyd a diogelwch prosesau adeiladu ac yn meithrin y wybodaeth a'r ddealltwriaeth sydd eu hangen i gynllunio prosiectau datblygu amgylchedd adeiledig syml.

### Asesu

Uned 1 - Asesir 'Diogelwch ym maes adeiladu' drwy arholiad ar-lein 60 munud. Caniateir i ddysgwyr ailsefyll unwaith. Bydd y radd uchaf yn cyfrannu at y radd gyffredinol ar gyfer y cymhwyster.

Uned 2 – Asesir 'Sgiliau adeiladu ymarferol' yn fewnol cyn ei gymhedroli'n allanol gan CBAC.

Uned 3 - Asesir 'Cynllunio projectau adeiladu' hefyd yn fewnol cyn ei gymhedroli'n allanol gan CBAC.

Gwobrwyir y cymhwyster terfynol yn ôl un o'r graddau dilynol:  
Lwyddiant Lefel 1, Llywyddiant Lefel 2, Teilyngdod Lefel 2 neu Ragoriaeth Lefel 2.



# Adeiladu'r Amgylchedd Adeiledig

## Constructing the Built Environment

### Aims

The construction industry employs over 3 million people in the UK and offers a diverse range of employment opportunities. Careers are available in all phases of the construction process including initial ideas and designs, building and the ongoing planning and maintenance of structures.

This vocational course is designed to support learners to develop an awareness of the construction industry. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available.

It is especially suitable as a foundation for further study. The successful completion of this qualification could provide the learner with opportunities to access a range of qualifications including:

- Apprenticeships in construction
- Level 2 qualifications in specialist areas such as plumbing, tiling and carpentry
- Level 3 qualifications in construction, such as Diplomas in Construction and the Built Environment

The course is recognised by the CITB (Construction industry Training Board) who say: "CITB are delighted to have been able to work with WJEC to develop the level 1 / 2 Construction Qualifications which are based on industry approved content and provide the opportunity to inspire the next generation of young people to consider Construction in its widest context as a Career of Choice."

### Course Details

The course is comprised of 120 guided learning hours within 3 units of study:

#### **1. Safety and security in construction (30 hours)**

Through this unit, learners will gain the knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts.

#### **2. Practical construction skills (60 hours)**

The focus of this unit will be on developing 3 specific skills such as carpentry, plumbing and tiling. Learners will also learn how to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment.

#### **3. Planning construction projects (30 hours)**

Learners will use their learning from the development of practical skills and health and safety requirements of construction processes to plan straightforward built environment development projects.

### Assessment

Unit 1 - Safety and security in construction is assessed by a 60 minute online examination. Learners are allowed one re-sit opportunity. The highest grade will contribute towards the overall grade for the qualification.

One re-sit opportunity. The highest grade will contribute towards the overall grade for the qualification;

Unit 2 - Practical construction skills is internally assessed and externally moderated by the WJEC.

Unit 3 - Planning construction projects is also internally assessed and externally moderated by the WJEC.

The final qualification will be awarded according to one of the following grades:

Level 1 Pass, Level 2 Pass, Level 2 Merit, Level or Level 2 Distinction.



# Athroniaeth, Moeseg a Chrefydd

## Philosophy, Ethics and Religion

### Mae hwn yn gwrs dwy flynedd.

Ym mlwyddyn 10 astudir yr uned 'Crefydd a Themau Athronyddol' ac ym mlwyddyn 11 bydd y disgylion yn astudio'r uned 'Crefydd a Themau Moesegol'. Mae TGAU CBAC mewn Astudiaethau Crefyddol yn defnyddio dull seiliedig ar faterion nodedig o astudio astudiaethau crefyddol, athronyddol a moesegol yn y byd modern. Mae'n rhoi cyfle i ddysgwyr ddeall mwy am y byd, yr heriau crefyddol sy'n ei wynebu a'u lle yn y byd hwnnw. Bydd dilyn y cwrs TGAU hwn yn atgyfnerthu dealltwriaeth o grefyddau a'u heffeithiau ar gymdeithas. Bydd yn datblygu cymhwysedd dysgwyr mewn perthynas ag ystod eang o sgiliau ac ymagweddau ac yn galluogi pobl ifanc i fod yn grefyddol wybodus ac ystyriol, ac yn ddinas ydion sydd wedi'u hymgysylltu.



### Amcanion Cyffredinol

Gwelir TGAU mewn Astudiaethau Crefyddol fel sylfaen ardderchog i unigolion sy'n ystyried gyrrfa mewn

**Newyddiaduraeth, Y Gyfraith, Addysg, Meddygaeth gan gynnwys Meysydd Gofal eraill yn ogystal â gwaith yn y Gwasanaeth Sifil.**

Mae'r cwrs yn darparu cyfle i fyfyrwyr:

- datblygu gwybodaeth a dealltwriaeth dysgwyr o grefyddau a chredoau anghrefyddol, megis anffyddiaeth a dyneiddiaeth
- datblygu gwybodaeth a dealltwriaeth dysgwyr o gredoau crefyddol, dysgeidiaethau, arferion a ffynonellau doethineb ac awdurdod, yn cynnwys drwy ddarllen testunau crefyddol allweddol, testunau eraill, ac ysgrifurau'r crefyddau maent yn eu hastudio
- datblygu gallu'r dysgwyr i lunio dadleuon cytbwys, strwythuredig sydd wedi eu dadlau'n dda ac sy'n seiliedig ar wybodaeth dda, gan ddangos dealltwriaeth fanwl ac eang o'r pwnc
- darparu cyfleoedd i ddysgwyr ymgysylltu â chwestiynau mewn perthynas â chred, gwerth, ystyr, pwrpas, gwirionedd, a'u dylanwad ar fywyd dynol
- herio dysgwyr i fyfyrlo ar eu gwerthoedd, credoau a'u hagweddau eu hunain a'u datblygu yn sgil yr hyn maent wedi ei ddysgu, gan gyfrannu at eu paratoad ar gyfer bywyd fel oedolion mewn cymdeithas amlblwyfol a chymuned fyd-eang

<b>Uned 1--Rhan A</b>	<b>Uned 2--Rhan A</b>
Credoau ac arferion Cristnogol ac Islamaidd	
<b>Rhan B –Cysyniadau Allweddol</b>	<b>Rhan B –Cysyniadau Allweddol</b>
<b>Bywyd a Marwolaeth</b>	<b>Daioni a Drygioni</b>
Bywyd ar ôl marwolaeth	Daioni/drygioni
Cyfrifoldeb amgylcheddol	Maddeuant
Ewthanasia	Ewyllys rydd
Esblygiad	Cyflawnder
Erthulu	Moesoldeb
Ansawdd bywyd	Heddychiaeth
Sancteiddrwydd bywyd	Cydwybod
Yr enaid	Dioddefaint
<b>Perthnasoedd</b>	
<b>Hawliau Dynol</b>	
Godineb	Sensoriaeth
Ysgariad	Gwahaniaethu
Cyd-fyw	Eithafiaeth
Ymrwymiad	Hawliau dynol
Atal cenhedu	Argyhoeddias personol
Cydraddoldeb rhwng y rhywiau	Rhagfarn
Cyfrifoldebau	Tlodi cymharol ac absoliwt
Rolau	Cyflawnder cymdeithasol

### Crynodeb o'r Asesu

Bydd disgylion yn sefyll DAU bapur 2awr, un ar ddiwedd blwyddyn 10 ar llall ar ddiwedd blwyddyn 11. Bydd y papurau arholiad yn cynnwys cwestiynau strwythuredig ac fe fydd cyfle i ymgeiswyr ysgrifennu'n estynedig.



# Athroniaeth, Moeseg a Chrefydd

## Philosophy, Ethics and Religion

### This is a two year course

In year 10, students will study a unit on 'Religion and Philosophical Themes' and in year 11 they will follow a separate unit on 'Religion and Ethical Themes.' The WJEC GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. It provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effects on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.

### General Aims

**A GCSE in Religious Studies is viewed as an excellent grounding for people who are considering a career in Journalism, Law, Education, Medicine and other professions as well as work within the Civil Service.**

The course provides an opportunity for students to:

- develop learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority.
- develop learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provide opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- challenge learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community



Care

Unit 1--Part A		Unit 2--Part A	
Christian and Islamic beliefs and practices			
Part B –Key Concepts		Part B –Key Concepts	
Life and death	Good and Evil	Relationships	Human Rights
Afterlife	Good/Evil	Adultery	Censorship
Environmental Responsibility	Forgiveness	Divorce	Discrimination
Euthanasia	Free Will	Cohabitation	Extremism
Evolution	Justice	Commitment	Human Rights
Abortion	Morality	Contraception	Prejudice
Quality of Life	Pacifism	Gender Equality	Personal conviction
Sanctity of Life	Conscience	Responsibilities	Relative and Absolute poverty
Soul	Suffering	Roles	Social justice

### Summary of Assessment

Pupils will sit two papers, one at the end of Year 10 and the other at the end of Year 11, each of which will be 2 hours. The examination papers will consist of structured questions and there will be an opportunity for candidates to write at length.



# Arlwyo a Lletygarwch

## Hospitality and Catering

### Amcanion:

Dyma'r dewis i chi os oes gennych chi ddiddordeb mewn paratoi, cyflwyno a gweini bwyd i safon uchel. Yn ogystal ag ymestyn eich gallu mewn Technoleg Bwyd fe ddysgwch am bob agwedd o'r Diwydiant Arlwyo a Lletygarwch fel diet, maetheg, hylendid a swyddi o fewn y diwydiant. Mae'r wobr CBAC Lefel 1/2 mewn Lletygarwch ac Arlwyo wedi ei gynllunio i gefnogi dysgwyr mewn ysgolion a cholegau sydd eisiau dysgu am y sector galwedigaethol a'r posibilrwydd y gall ei gynnig iddynt ar gyfer eu gyrfaoedd neu astudiaeth bellach. Mae'n fwyaf addas fel sylfaen ar gyfer astudiaeth bellach. Byddai hyn yn rhoi i ddysgwyr y cyfle i ddatblygu ystod o sgiliau arbenigol a chyffredinol a fyddai'n cefnogi eu dilyniant i gyflogaeth. Gall y cwrs gynnig cyflogaeth mewn meysydd lletygarwch ac arlwyo. Mae hyn yn amrywio o staff gweini, derbynyddion a chynorthwywyr arlwyo i gogyddion, rheolwyr gwestai a bar a thechnolegwyr bwyd sy'n gweithio i gadwyni archfarchnadoedd. Mae pob un o'r rolau hyn yn gofyn am addysg bellach a hyfforddiant naill ai drwy brentisiaethau neu addysg bellach ac uwch.

### Manylion y Cwrs

Rhennir cynwys y cwrs yn ddau faes gorfodol o astudiaeth:

#### Uned 1 - Y Diwydiant Lletygarwch ac Arlwyo – Bwyd a Diod

- Rolau swydd, cyfleoedd gwaith a hyfforddiant perthnasol
- Iechyd, diogelwch a hylendid
- Cyfathrebu a chadw cofnod
- Ystyriaethau amgylcheddol

#### Uned 2 - Y diwydiant Lletygarwch ac Arlwyo ar waith

Sgiliau arlwyo a choginio ymarferol sy'n gysylltiedig â pharatoi a gweini bwyd

### Asesu

i. Papur theori ar lein 90 munud o hyd, i'w sefyll ar ddiwedd y cwrs (40% o'r marciau). Fe fydd y papur yn cynnwys yr holl wybodaeth o Uned 1 a 2.

ii. Asesiad o waith ymarferol o dan reolaeth (60% o'r marciau)



### Aims:

If you have an interest in food preparation and presentation this is the course for you. As well as extending your practical abilities from your Food Technology lessons, you will learn about all aspects of the Hospitality and Catering Industry such as diet, nutrition, hygiene and work roles within the industry. The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists working for supermarket chains. All of these roles require further education and training either through apprenticeships or further and higher education.

### Course Details

The course specification is divided into 2 areas of study:

#### Unit 1 - The Hospitality and Catering Industry – food and drink

- Job descriptions, work opportunities and training
- Health, hygiene and safety
- Communication and record keeping
- Environmental considerations

#### Unit 2 - Hospitality and Catering in action:

Catering skills associated with the preparation, cooking and serving food.

### Assessment

i. An end of course on line examination theory paper, 90 minutes in length (40% of course marks). All candidates are entered for the examination. This will use all of the knowledge gained in Unit 1 and 2.

ii. Assessment of practical work - Candidates will be expected to complete a controlled practical cooking task. This will be completed in school under set examination conditions (60%)



# Busnes

## Business

Mae'r fanyleb TGAU hon yn cyflwyno dysgwyr i fyd busnes, gan eu grymuso I ddatblygu fel unigolion mentrus sydd â meddyliau masnachol. Bydd dysgwyr yn cael cyfle i ddatblygu amrywiaeth eang o sgiliau, fydd yn eu galluogi i ddefnyddio gwybodaeth fusnes yn feirniadol, i ddatblygu dadleuon, i wneud penderfyniadau y gellir eu cyfiawnhau, a'u paratoi ar gyfer astudiaeth bellach a llwybrau gyrfaoedd.

Mae cynnwys y pwnc yn galluogi dysgwyr i gymhwysyo eu gwybodaeth a'u dealltwriaeth i wahanol gyd-destunau busnes, yn cynnwys amrywiaeth o fusnesau o fentrau bach I gwmniau rhyngwladol mawr a busnesau sy'n gweithredu mewn cyddestunau lleol, cenedlaethol a byd-eang.

Mae'r cynnwys yn cael ei gyflwyno mewn chwe maes testun clir a phenodol:



### Arholiadau

Bydd cynnwys pwnc TGAU Busnes yn cael ei asesu mewn dau bapur arholiad:

#### **Uned 1: Byd Busnes - 62.5% o'r cymhwyster**

##### **Arholiadau ysgrifenedig 2 awr**

Cymysgedd o atebion byr a chwestiynau strwythuredig yn seiliedig ar ddeunydd ysgogi yn ymdrin â holl gynnwys y fanyleb

##### **Cyfanswm marciau: 100**

#### **Uned 2: Canfyddiadau Busnes - 37.5% o'r cymhwyster**

##### **Arholiad ysgrifenedig: 1 awr 30 munud**

Cwestiynau ymateb i ddata yn ymdrin â holl gynnwys y fanyleb

##### **Cyfanswm marciau: 60**

Mae'r ddwy uned yn asesu cynnwys o'r chwe maes testun, felly bydd yn ofynnol I ddysgwyr ddefnyddio gwybodaeth, sgiliau a dealltwriaeth o bob elfen o gynnwys y pwnc ym mhob asesiad.

This GCSE specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

The subject content enables learners to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Learners are required to develop an understanding of how these contexts impact on business behaviour.

The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

### Exams

The subject content for GCSE Business will be assessed across two examination papers.

#### **Unit 1: Business World - 62.5% of qualification**

##### **Written examination: 2 hours**

A mix of short answer and structured questions based on stimulus material covering all of the specification content

##### **Total Marks: 100**

#### **Unit 2: Business Perceptions - 37.5% of qualification**

##### **Written examination: 1 hour 30 minutes**

Data response questions covering all of the specification content

##### **Total marks: 60**

Both units assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.



# Celf a Dylunio

## Art and Design

### Amcanion cyffredinol

Mae'r cwrs TGAU Celf a Dylunio yn cynnwys dewis eang o sgiliau a phrofiadau a fydd yn galluogi'r disgyblion i ddatblygu syniadau gwreiddiol a'u troi'n gynnyrch gorffenedig, gan ddilyn ffordd o weithio penodedig. Yn ystod y cwrs fe fydd yn rhaid i bob ymgeisydd blethu astudiaethau o waith Arlunwyr, Crefftawr a Dylunwyr i'w gwaith. Fe fydd cyfle i ddisgyblion ddatblygu eu sgiliau yn y meysydd canlynol -

- Lluniadu a Pheintio
- Argraffu
- Tecstilau
- Dylunio 3D
- Ffotograffiaeth
- Astuaethau Beirniadol a Chyd-destunol

Fe fydd y cwrs TGAU Celf a Dylunio yn cynnwys dwy ran:

- **Asesiad 1:** Portffolio yr Ymgeisydd (60%)
- **Asesiad 2:** Tasg a Osodir yn Allanol (40%)

Fe fydd yr uned portffolio yn cael ei osod yn fewnol gan yr adran ac yn cael ei ddatblygu o fan cychwyn personol. Fe fydd y portffolio yn hybu cymhelliant diddordeb personol pob disgybl ac ar yr un pryd yn cysylltu mewn ffordd adidas gyda phrofiadau addysgiadol gwerthfawr. Mae'r cwrs yn cynnwys pedwar prif faes. Mae'r meysydd yma yn cael eu cynnwys yn y pedwar nod asesu:

- Dealltwriaeth cyd-destunol
- Gwneud creadigol
- Cofnodi myfyriol
- Cyflwyniad personol

Gelwir y Papur Cwestiwn yn Brawf Rheoledig a mae'n cynnwys elfen o'r cwrs a osodir yn allanol ac mae'n nodweddiadol i gynnwys spardunau gweledol ac ysgrifenedig.



### Crynodeb o'r asesiad

#### Uned 1 (Portffolio yr Ymgeisydd) (60%)

Gosodir yn fewnol ac fe ddatblygir o fan cychwyn personol neu un a osodir yn fewnol.

Ymgeisydd yn dethol a chyflwyno detholiad o waith o'r hyn a gyflawnwyd yn ystod y cwrs.

Mae angen tystiolaeth o sut mae'r ymgeisydd wedi cwrdd â phob un o'r nodau asesu.

#### Uned 2 (Tasg neu man cychwyn a osodir yn allanol) (40%)

Ymchwil ac astudiaethau paratoadol.

Angen cynnal cyfnod parhaol o astudio sydd ddim yn fwy na 10 awr.

Cyflwynir i'r ymgeisydd ddim yn gynarach na dechrau Ionawr yn ystod blwyddyn yr arholiad.

Mae angen tystiolaeth o sut mae'r ymgeisydd wedi cwrdd â phob un o'r nodau asesu.



### **General Aims**

The GCSE Art and Design course will cover a wide range of skills and experiences that will enable pupils to develop original ideas through to finished products, following an organised methodology and approach. The course will develop the individual's judgement and ability. Within the course, pupils will be encouraged to incorporate studies of work by other Artists, Craft workers and Designers. There will be an opportunity for pupils to develop their skills within the following fields –

- Drawing and Painting
- Printmaking
- 3D Design
- Critical & Contextual Studies

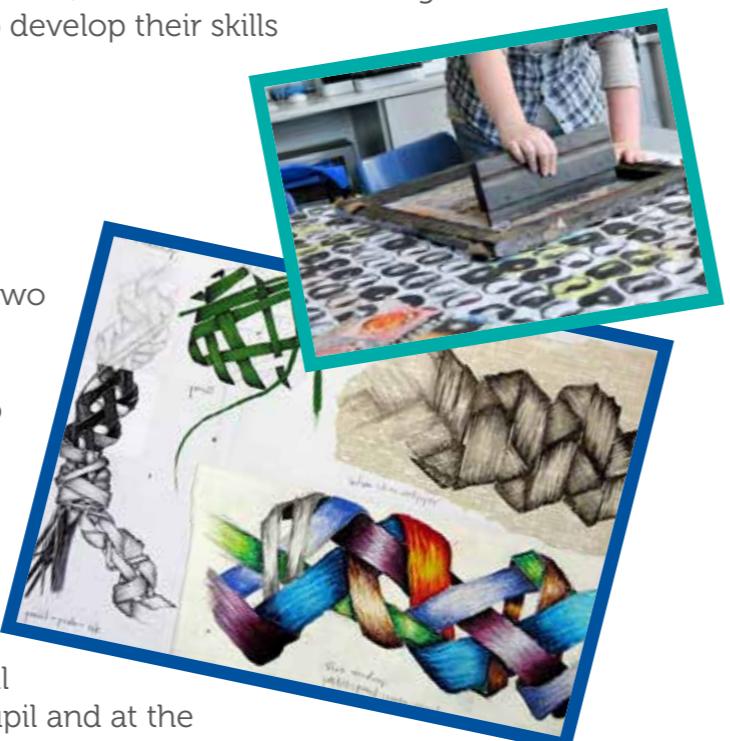
The GCSE Art and Design will consist of two parts:

- **Assessment 1:** Candidate Portfolio (60%)
- **Assessment 2:** Externally Set Task (40%)

The portfolio unit will be internally set by the department and developed from personal starting points. The portfolio will motivate the personal interest of each pupil and at the same time appropriately relate to worthwhile educational experiences. The course is designed to encompass four principal areas. These areas are incorporated into the four assessment objective headings:

- Contextual understanding
- Creative making
- Reflective recording
- Personal presentation

The Question Paper is called the Controlled Assignment and represents the externally set element of the course, and is characterised by visual and written triggers.



### **Summary of Assessment**

#### **Unit 1 (Candidate Portfolio) (60%)**

Internally set and developed from personal and/or given starting points. Selected and presented by the candidate from work undertaken within the course. Requires evidence of how the candidate has met each of the assessment objectives.

#### **Unit 2 (Externally set task or starting point) (40%)**

Research and preparatory studies.

Requires a sustained period of focused study of no longer than 10 hours Presented to the candidate no earlier than the start of January in the year of the examination. Requires evidence of how the candidate has met each of the assessment objectives.



# Celf a Dylunio - Tecstilau

## Art and Design - Textiles

### Amcanion Cyffredinol

Mae'r cwrs TGAU Celf a Dylunio – Dylunio Tecstilau yn cynnwys dewis eang o sgiliau a phrofiadau a fydd yn galluogi'r disgyblion i ddatblygu syniadau gwreiddiol a'u troi'n gynnrych gorffenedig, gan ddilyn ffordd o weithio penodedig. Yn ystod y cwrs fe fydd yn rhaid i bob ymgeisydd blethu astudiaethau o waith Arlunwyr, Crefftawyr a Dylunwyr i'w gwaith. Fe fydd cyfle i ddisgyblion ddatblygu eu sgiliau yn y meysydd canlynol -

- Lluniadu a Pheintio ar ddefnydd
- Argraffu
- Technegau megis 'batic'
- Gwnio
- Astudiaethau Beirniadol a Chyd-destunol

Fe fydd y cwrs TGAU Celf a Dylunio – Dylunio Tecstilau yn cynnwys DWY ran:

- **Asesiad 1:** Portffolio yr Ymgeisydd (60%)
- **Asesiad 2:** Tasg a Osodir yn Allanol (40%)

Fe fydd yr uned portffolio yn cael ei osod yn fewnol gan yr adran ac yn cael ei ddatblygu o fan cychwyn personol. Fe fydd y portffolio yn hybu cymhelliant diddordeb personol pob disgybl ac, ar yr un pryd, yn cysylltu mewn ffordd addas gyda phrofiadau addysgiadol gwerthfawr. Mae'r cwrs yn cynnwys pedwar prif faes. Mae'r meysydd hyn yn cael eu cynnwys yn y pedwar nod asesu:

- Dealltwriaeth cyd-destunol
- Gwneud creadigol
- Cofnodi myfyriol
- Cyflwyniad personol

Gelwir y Papur Cwestiwn yn Brawf Rheoledig ac mae'n cynnwys elfen o'r cwrs a osodir yn allanol, ac mae'n nodweddiadol i gynnwys sbardunau gweledol ac ysgrifenedig.



### Crynodeb o'r Asesiad

#### Uned 1 (Portffolio yr Ymgeisydd) (60%)

Gosodir yn fewnol ac fe ddatblygir o fan cychwyn personol, neu un a osodir yn fewnol.

Ymgeisydd yn dethol a chyflwyno detholiad o waith o'r hyn a gyflawnwyd yn ystod y cwrs.

Mae angen tystiolaeth o sut mae'r ymgeisydd wedi cwrdd â phob un o'r nodau asesu.

#### Uned 2 (Tasg neu fan cychwyn a osodir yn allanol) (40%)

Ymchwil ac astudiaethau paratoadol.

Angen cynnal cyfnod parhaol o astudio sydd ddim yn fwy na 10 awr.

Cyflwynir i'r ymgeisydd, ddim yn gynharach na dechrau Ionawr yn ystod blwyddyn yr arholiad.

Mae angen tystiolaeth o sut mae'r ymgeisydd wedi cwrdd â phob un o'r nodau asesu.



# Celf a Dylunio - Tecstilau

## Art and Design - Textiles

### General Aims

The GCSE Art and Design – Textile Design course will cover a wide range of skills and experiences that will enable pupils to develop original ideas through to finished products, following an organised methodology and approach. The course will develop the individual's judgement and ability. Within the course, pupils will be encouraged to incorporate studies of work by other Artists, Craft workers and Designers. There will be an opportunity for pupils to develop their skills within the following fields –

- Drawing and Painting on fabric
- Printmaking
- Techniques such as 'batik'
- Sewing
- Critical & Contextual Studies

The GCSE Art and Design Textile Design course will consist of TWO parts:

- **Assessment 1:** Candidate Portfolio (60%)
- **Assessment 2:** Externally Set Task (40%)

The portfolio unit will be internally set by the department and developed from personal starting points. The portfolio will motivate the personal interest of each pupil and at the same time appropriately relate to worthwhile educational experiences. The course is designed to encompass four principal areas. These areas are incorporated into the four assessment objective headings:

- Contextual understanding
- Creative making
- Reflective recording
- Personal presentation

The Question Paper is called the Controlled Assignment and represents the externally set element of the course, and is characterised by visual and written triggers.



### Summary of Assessment

#### **Unit 1 (Candidate Portfolio) (60%)**

Internally set and developed from personal and/or given starting points. Selected and presented by the candidate from work undertaken within the course. Requires evidence of how the candidate has met each of the assessment objectives.

#### **Unit 2 (Externally set task or starting point) (40%)**

Research and preparatory studies. Requires a sustained period of focused study of no longer than 10 hours. Presented to the candidate no earlier than the start of January in the year of the examination. Requires evidence of how the candidate has met each of the assessment objectives.



# Cerddoriaeth

## Music

### Amcanion Cyffredinol

Mae'r cwrs yma yn cynnig cyfle i chi ddatblygu eich sgiliau a'ch mwynhad drwy berfformio, cyfansoddi a gwerthuso cerddoriaeth.

### Manylion y Cwrs

Fe fydd y tri sgil, Perfformio, Cyfansoddi a Gwerthuso yn cael eu plethu o fewn 4 maes astudiaeth (gweler Uned 3):

### Uned 1: Perfformio Arholiad: 35% o'r cymhwyster

Ydych chi'n mwynhau perfformio? Canu neu chwarae mewn band neu gerddorfa? Fe fyddwch yn cael y cyfle dros y ddwy flynedd i ddatblygu'ch sgiliau perfformio unigol ac ensemble.

Rhaid perfformio lleiafswm o ddau ddarn, y mae'n rhaid i un ohonynt fod yn berfformiad ensemble Gall y darn arall naill ai fod yn ddarn unigol a/neu'n ensemble. Rhaid i un o'r darnau sy'n cael ei berfformio gysylltu â maes astudio o ddewis y dysgwr.

### Uned 2: Cyfansoddi: Gwaith Cwrs: 35% o'r cymhwyster

Rhaid cyflwyno Dau gyfansoddiad; un ohonynt yn ymateb i friff y mae CBAC wedi'i osod.

Bydd dysgwyr yn dewis un briff o ddewis o bedwar, pob un yn gysylltiedig â maes astudio gwahanol. Bydd y briffiau yn cael eu rhyddhau yn ystod wythnos gyntaf mis Medi ym mlwyddyn academaidd sefyll yr asesiad.

Cyfansoddiad rhydd yw'r ail gyfansoddiad y mae'r dysgwyr eu hunain yn gosod y briff ar ei gyfer.

### Uned 3: Gwerthuso: Arholiad ysgrifenedig: 1 awr, 30% o'r cymhwyster

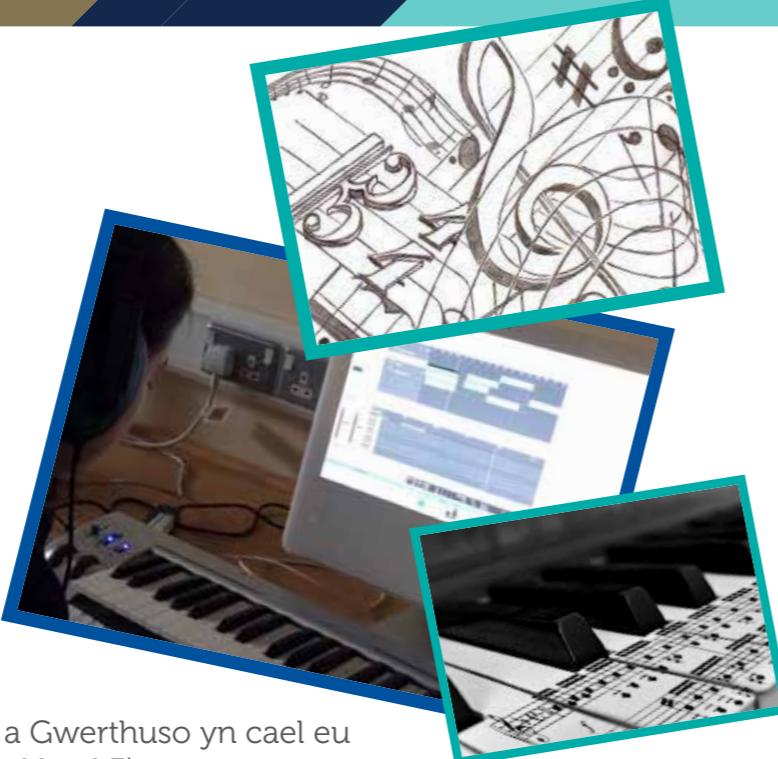
Fe fyddwch yn gwrando a thrafod amrywiaeth eang o gerddoriaeth sy'n deillio o'r 4 maes astudiaeth - o'r arddull Baroc i arddulliau cyfoes roc a pop.

Arholiad gwrando yw dull asesu'r uned hon. Cyfanswm o wyth cwestiwn, dau gwestiwn ar bob un o'r pedwar maes astudio a nodwyd isod.

1. Ffurfiau a Dyfeisiau Cerddorol
2. Cerddoriaeth ar gyfer Ensemble
3. Cerddoriaeth Ffilm
4. Cerddoriaeth Boblogaidd

### Dulliau Asesu

GWERTHUSO	Arholiad gwrando ar CD	30%
PERFFORMIO	1 darn unigol & 1 darn grwp	35%
CYFANSODDI	Cyflwyno 2 ddam ar CD& gwerthusiad	35%



### Aims

The course provides an opportunity for pupils to develop their musical interests and talents, through performing, appraising and composing music.

### Course Details

The 4 main areas of study listed below (see Unit 3) will provide stimulus for composing, performing and appraising over the two-year course:

### Unit 1: Performing: Examination: 35% of the qualification

Do you play an instrument? Do you enjoy singing? Have you ever wanted to be in a band, singing group or orchestra? You will have an opportunity to develop your performing skills both as a soloist and as a member of a band or group during the two year course. A minimum of two pieces, one of which must be an ensemble performance. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice

### Unit 2: Composing: Course Work: 35% of the qualification

You will need to present Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

### Unit 3: Appraising: Listening Examination: 1hour; 30% of the qualification

You will listen to and discuss a variety of musical styles, taken from the 4 areas of study – from Baroque music to Rock and Pop.

Eight questions in total, two on each of the four areas of study listed below:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

### Assessment Method

APPRAISING	Listening examination CD	30%
PERFORMING	One solo, one group piece	35%
COMPOSING	Submission of two pieces on CD as course work & written appraisal	35%



# Cyfrifiadureg

## Computer Science

"Mae'r byd yn newid ac rydym yn defnyddio cyfrifiaduron a thechnoleg llawer yn fwy. Rydw i'n hoffi TGAU Cyfrifiadureg gan ei fod yn heriol. Mwynheais yn fwyaf yr uned rhaglennu gan ei fod wedi galluogi i ni ysgrifennu rhaglenni ein hun megis cyfrifianellau a dyfeisiau trawsnewidiol." Disgybl Bl 10.

### Amcanion Cyffredinol:

Oes gennyt ti ddiddordeb mewn dysgu sut mae cyfrifiadur yn gweithio?  
Wyt ti'n awyddus i ddysgu sut i raglennu gemau ac apps?  
Wyt ti'n meddwl am yrfa mewn rhaglennu neu ddylunio gemau?  
Wyt ti'n meddwl yn rhesymegol ac yn gallu datrys problemau?

Yna TGAU Cyfrifiadureg yw'r cwrs ar dy gyfer! Ble arall gallet ti ddysgu'r sgiliau sydd angen ar gyfer yr unfed ganrif ar hugain?

Defnyddir cyfrifiaduron yn eang ym mhob agwedd ar fusnes, diwydiant, llywodraeth, addysg, hamdden a'r cartref. Yn yr oes dechnolegol hon, mae astudio cyfrifiadureg, ac yn enwedig y modd y defnyddir cyfrifiaduron wrth ddatrys amrywiaeth o broblemau, yn hanfodol i ddysgwyr.

### Mae TGAU mewn Cyfrifiadureg CBAC yn annog dysgwyr i:

- ddeall a chymhwysyo egwyddorion sylfaenol a chysyniadau cyfrifiadureg, gan gynnwys; haniaeth, dadelfeniad, rhesymeg, algorithmau, a chynrychioliad data
- dadansoddi problemau mewn termau cyfrifiadurol drwy brofiad ymarferol o ddatrys problemau o'r fath, gan gynnwys dylunio, ysgrifennu a dadfygio rhaglenni er mwyn gwneud hynny
- meddwl yn greadigol, arloesol, dadansoddol, rhesymegol a beirniadol
- deall y cydrannau sy'n creu'r systemau digidol, a sut maent yn cyfathrebu â'i gilydd a gyda systemau eraill
- deall effeithiau technoleg ddigidol ar yr unigolyn a'r gymdeithas ehangach
- cymhwysyo sgiliau mathemategol sy'n berthnasol i gyfrifiadureg.



### Manylion y Cwrs:

Mae'r cwrs yn adidas ar gyfer unrhyw un sydd â diddordeb mewn sut mae cyfrifiaduron yn gweithio a sut i'w rhaglennu.

Mae'r cwrs wedi rannu i dair uned

### Uned 1: Deall Cyfrifiadureg

Arholiad ysgrifenedig: 1 awr 45 munud  
**50% o'r cymhwyster 100 marc**

Mae'r uned hon yn ymchwilio i galedwedd, gweithrediadau rhesymegol, cyfathrebu, cynrychioliad data a mathau o ddata, systemau gweithredu, egwyddorion rhaglennu, peirianneg meddalwedd, llunio rhaglenni, diogelwch a rheoli data ac effeithiau technoleg ddigidol ar y gymdeithas ehangach.

```
21 oddness = length%2
22 half = length//2
23 If oddness == 1:
24     print("The median is:", data[half])
25 Else:
26     low = float(data[half-1])
27     high = float(data[half])
28     print("The median is half-way between", low, "and", high)
29     print("That makes it:", low + (high-low)/2)
30
31 # work out the mode
32 # I'm using a list again
33 hits = []
34 For item in data:
35     tally = data.count(item)
36     # make a tuple that is the number of hits paired with the relevant number
37     values = [(tally, item)]
38     If tally > 1:
39         hits.append(values)
40
41 hits = sorted(hits)
42
43 # find the mode
44 If len(hits) > 0:
45     mode = hits[0]
46     For hit in hits:
47         If hit[0] > mode[0]:
48             mode = hit
49
50 mode[1]
```

### Uned 2: Meddwl Cyfrifiannol a Rhaglennu

Arholiad ar y sgrîn: 2 awr  
**30% o'r cymhwyster 60 marc**  
Mae'r uned hon yn ymchwilio i ddatrys problemau, algorithmau a lluniadau rhaglennu, ieithoedd rhaglennu, strwythurau data a mathau o ddata a diogelwch a diliysiad.

### Uned 3: Datblygu Meddalwedd

Asesiad di-arholiad: 20 awr  
**20% o'r cymhwyster 80 marc**

Mae'r uned hon yn ei gwneud yn ofynnol i ddysgwyr lunio datrysiaid wedi'i raglennu i broblem. Rhaid iddynt ddadansoddi'r broblem, llunio datrysiaid i'r broblem, datblygu'r datrysiaid a rhoi awgrymiadau ar gyfer datblygu'r datrysiaid ymhellach. Wrth lunio'r datrysiaid mae'n ofynnol i'r dysgwyr gynhyrchu cofnod mireinio sy'n dangos dystiolaeth o ddatblygiad y datrysiaid.

### Y dyfodol?

Mae'r cwrs yn paratoi disgyblion ar gyfer her y dyfodol. Mae'r cwrs yn sylfaen ardderchog ar gyfer Lefel A Cyfrifiadureg ac ar gyfer Addysg Uwch mewn coleg neu Brifysgol mewn amryw o bynciau gan gynnwys Cyfrifiadureg, TGCh, Busnes a TGCh, Rhaglennu Gemau, a Dylunio Amlgyfrwng. Gall hefyd arwain at nifer o yrfaedd ym maes Cyfrifiadureg a meysydd eraill.

# Cyfrifiadureg

## Computer Science

"The world is changing and we are using computers and technology more. I like the GCSE Computing course as I find it challenging. Mostly I enjoyed the programming unit as it enabled us to write our own programs such as calculators and transitional gadgets." Year 10 Pupil.

### **General Objectives:**

Are you interested in learning about how a computer works?  
Keen to learn how to program games and apps?  
Considering a career in programming or games designing?  
Someone who can think logically and solve problems?

Then GCSE Computing is the course for you. Where else could you develop the skills needed for the 21st century?

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

### **The WJEC GCSE in Computer Science encourages learners to:**

- understand and apply the fundamental principles and concepts of computer science, including; abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.



### **Course Details:**

The course is suitable for any pupil with an interest in how computers work and how to program computers.

The course is split into three units.

### **Unit 1: Understanding Computer Science**

**Written examination:** 1 hour 45 minutes

**50% of the qualification 100 marks**

This unit investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

```
21 # calculate the median
22 oddness = length%2
23 half = length//2
24 if oddness == 1:
25     print("The median is:", data[half])
26 else:
27     low = float(data[half-1])
28     high = float(data[half])
29     print("The median is half-way between", low, "and", high)
30     print("That makes it:", low + (high-low)/2)
31
32 # work out the mode
33 # I'm using a list again
34 hits = []
35 for item in data:
36     tally = data.count(item)
37     # make a tuple that is the number of hits paired with the relevant number
38     values = (tally, item)
39     hits.append(values)
40
41 # sort the hits
42 hits.sort()
43
44 # find the mode
45 mode = hits[-1][1]
46
47 # output the mode
48 print(mode)
```

### **Unit 2: Computational Thinking and Programming**

**On-screen examination:** 2 hours

**30% of the qualification 60 marks**

This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

### **Unit 3: Software Development**

**Non-exam assessment:** 20 hours

**20% of qualification 80 marks**

This unit requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

### **The Future?**

This course helps prepare pupils for the challenges of the future. The course is an excellent basis for A Level Computing and for Higher Education in college or university in a variety of subjects including computing, ICT, Business and ICT, games programming, and multimedia design. The qualification can also lead to numerous careers in the computing industry and other fields.

# Cymdeithaseg

## Sociology

Mae cwrs TGAU CBAC mewn Cymdeithaseg wedi ei lunio i feithrin dealltwriaeth ac ymwybyddiaeth grifigol o fewn y disgyl o'r byd cymdeithasol o'u cwmpas. Mae'r fanyleb yn ffocysu ar y pwysigrwydd o strwythurau cymdeithasol wrth esbonio materion cymdeithasegol; ymhellach mae yn datblygu gallu y dysgwr i feddwl yn gymdeithasegol mewn perthynas â'u profiadau nhw o'r byd o'u cwmpas fel y gallant chwarae rol gadarnhaol, weithredol, wybodus o fewn cymdeithas.

Mae natur y pwnc yn gofyn am aeddfedrwydd a sensitifrwydd gan y disgyl i sicrhau parchu gwahaniaethau unigolion o fewn y dosbarth ynghyd â'r gymdeithas gyfan. Ymhellach bydd disgwyl i ddisgyblion ddilyn y newyddion yn wythnosol i sicrhau dealltwriaeth o newidiadau arwyddocaol yng Nghymru ac ar draws y byd.

### Uned 1: Deall Prosesau Cymdeithasol

Arholiad ysgrifenedig: 1 awr 45 munud - 50% o'r cymhwyster  
Mae'r uned yma yn delio gyda'r pynciau canlynol:

- Cysyniadau allweddol a'r prosesau o drosglwyddo diwylliant
- Teuluoedd
- Addysg
- Dulliau ymchwil cymdeithasegol



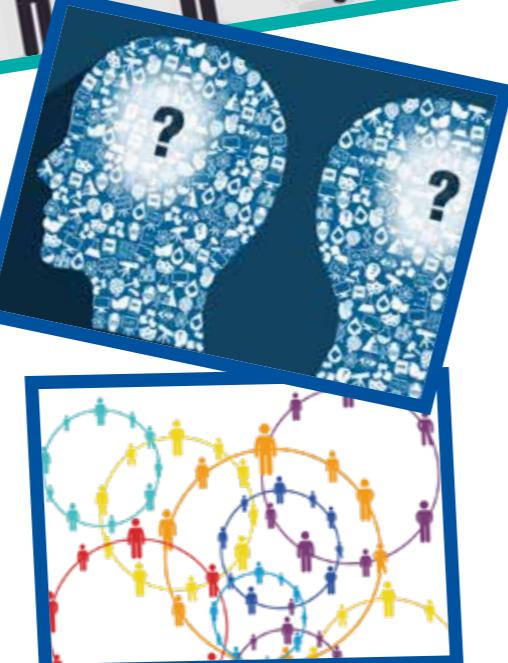
### Uned 2: Deall Strwythurau Cymdeithasol

Arholiad ysgrifenedig: 1 awr 45 munud - 50% o'r cymhwyster

Mae'r uned yma yn delio gyda'r pynciau canlynol:

- Gwahaniaethu a haeniadau cymdeithasol
- Troedd a gwyredd
- Dulliau ymchwil cymdeithasegol wedi eu cymhwysyo

Mae'r ddwy uned yn asesiadau ysgrifenedig gyda chymysgedd o gwestiynau byr, strwythuredig ac ysgrifennu estynedig gofynnol. Mae y cwestiynau ysgrifennu estynedig yn gofyn i ymgeiswyr ddefnyddio gwahanol rannau o wybodaeth, sgiliau ac / neu dealltwrieth ar draws gwahanol rannau cynnwys y manylebau.



The WJEC GCSE in Sociology is designed to foster in learners an understanding and critical awareness of the social world around them. The specification focuses on the importance of social structure in explaining social issues; further it will develop learners' ability to think sociologically in relation to their experience of the social world around them so that they are able to play a positive, active and informed role in society.

The nature of the subject demands maturity and sensitivity from the students to ensure that individual differences are respected both within the classroom and in society as a whole. It will further be required for students to follow the news on a weekly basis to ensure an appropriate appreciation of significant sociological changes in contemporary Wales and further afield.

### Component 1: Understanding Social Processes

Written Examination: 1 hour 45 minutes - 50% of qualification

This component covers the following topic areas:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods



### Component 2: Understanding Social Structures

Written Examination: 1 hour 45 minutes - 50% of qualification

This component covers the following topic areas:

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

Both components are written assessments with a mix of short answer, structured questions and extended-response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and / or understanding from across the relevant specification content. There is no course work.

# Cymraeg - Iaith Gyntaf

## Welsh - Language

### Amcanion Cyffredinol

Nod y cwrs yw sicrhau bod y disgyblion yn cael y cyfle i gyfathrebu'n hyderus, yn gywir ac yn rhugl ar lafar ac yn ysgrifenedig wrth astudio TGAU Cymraeg Iaith Gyntaf. Disgwylir iddynt gyfrannu i drafodaethau ac ymateb i ystod lawn o ddeunydd darllen – yn farddoniaeth, rhyddiaith a drama. Bydd cyfle i ysgrifennu mewn ystod eang o ffurfiau gan roi sylw i bwrpas, cynulleidfa a chywirdeb.

### Manylion y Cwrs

Rhennir y cwrs yn dair rhan:

**Llafaredd** – cymryd rhan mewn gweithgareddau llafar unigol ac mewn grŵp i gyflwyno gwybodaeth a mynogi barn.

**Darllen** – deall amrywiaeth o ddeunyddiau darllen drwy ateb ystod o gwestiynau strwythur dig.

**Ysgrifennu** – ysgrifennu'n y Gymraeg yn effeithiol ac yn gywir. Cyflwyno gwybodaeth a mynogi barn gan ddefnyddio ystod lawn o adnoddau ieithyddol.

### Dulliau Asesu

#### Uned 1 Gwaith Llafar – 30%

Dwy dasg:

Trafod a Mynegi Barn (ymateb a rhngweithio mewn grŵp)  
Cyflwyno Gwybodaeth (cyflwyniad unigol ar sail ymchwil)



#### Uned 2 Arholiad Darllen ac Ysgrifennu (2 awr) – 35%

**Adran A:** Darllen – darnau disgrifio, naratif ac esbonio

**Adran B:** Ysgrifennu – naill ai tasg ddisgrifio, tasg naratif neu dasg esbonio a thasg prawf ddarllen.

#### Uned 3 Arholiad Darllen ac Ysgrifennu (2 awr) – 35%

**Adran A:** Darllen – darnau trafod, cyfarwyddiadol a pherswâd

**Adran B:** Ysgrifennu - Tasg berswadiol a thasg sy'n trafod pwnc.



### General Aims

The objective of the course is to ensure that pupils are able to communicate confidently, correctly and fluently through oral and written work whilst studying the Welsh First Language GSCE course. There are opportunities to contribute to oral discussions and to respond to a variety of reading material – poetry, prose and drama. There are also opportunities to write creatively and discursively.

### Course Details

There are three aspects to this course:

**Oral** – Participating in individual and group discussions, giving information and expressing opinions.

**Reading** – Responding to a variety of reading material, both critically and creatively.

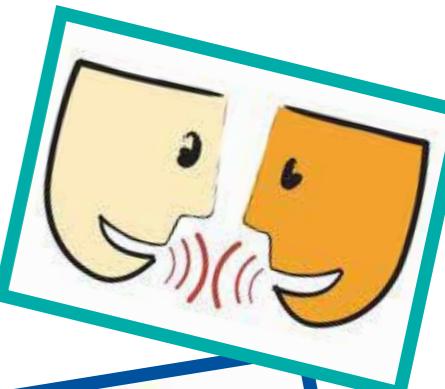
**Writing** – Writing correctly and effectively in Welsh.

### Assessment Objectives

#### Unit 1 Oral examination – 30%

**Two tasks:**

Expressing Opinions (group discussion)  
Presenting Information (individually)



#### Unit 2 Reading and Writing Examination (2 awr) – 35%

**Section A:** Reading – description, narration and exposition pieces

**Section B:** Writing – one written task and a proof reading question

#### Unit 3 Reading and Writing Examination (2 awr) – 35%

**Section A:** Reading – argumentation, instruction and transaction pieces

**Section B:** Writing – one written transactional task and one argumentation task.



# Cymraeg - Llenyddiaeth

## Welsh - Literature

### Amcanion Cyffredinol

Nod y cwrs yw creu diddordeb mewn llenyddiaeth Gymraeg drwy annog disgylion i ddarllen yn eang ac astudio mewn dyfnder enghreifftiau o llenyddiaeth safonol. Bydd cyfle i drafod ar lafar ac ymateb i ystod lawn o ddarnau darllen gan godi ymwybyddiaeth o'r cefndir llenyddol.

### Manylion y Cwrs

Astudir nofel a detholiad o gerddi yn y cwrs ar themâu amrywiol, gan ymdrin â hwy yn feirniadol ac fel sbardun ar gyfer gwaith creadigol. Astudir agweddu o lunyddiaeth - drama a ffilm - ar gyfer yr arholiad llafar.

### Dulliau Asesu

#### Uned 1 Arholiad Barddoniaeth (1 ¼ awr) – 25%

Gwerthfawrogi a chymharu un o'r cerddi gosod a cherdd nas astudiyd o'r blaen.

#### Uned 2 Arholiad Nofel (1 ¼ awr) – 25%

Cwestiynau ar y nofel osod.

#### Uned 3 Arholiad Llafar – 25%

Traffod, mewn grwpiau o dri, rhaglen deledu neu ffilm a addaswyd o gyfrol brintiedig

#### Uned 4 Asesiad Diarholiad - Gwaith Cwrs – 25%

**Straeon Byrion:** Tasg feirniadol wedi'i seilio ar ddwy stori fer

**Drama:** Tasg greadigol wedi'i seilio ar ddrama neu raglen deledu neu ffilm

### Mae dwy haen i raddau TGAU sef papurau arholiad gwahaniaethol:

A\* - D (Haen Uwch)

C – G (Haen Sylfaenol)

### General Aims

The objective of the course is to encourage an interest in Welsh Literature and to raise an awareness of our literary heritage through reading and studying a variety of literary material in depth. There are opportunities to discuss and respond to a range of reading material.

### Course Details

A set novel and poetry are studied both critically and creatively. The course also includes a study of literature as film.

### Assessment Objectives

#### Unit 1 Poetry Examination (1 ¼ hour) – 25%

Appreciating one of the poems studied in the lessons, comparing it with an unseen poem.

#### Unit 2 Novel Examination (1 ¼ hour) – 25%

Questions on the novel studied over the year.

#### Unit 3 Oral Examination – 25%

Discussing, in groups of three, a film studied in the lessons.

#### Unit 4 Coursework – 25%

One written critique appreciating two short stories

One creative task based on a play

#### There are two tiers:

**A\* - D** (Higher Tier)

**C – G** (Foundation Tier)



# Cymraeg - Llwybrau Mynediad

## Welsh - Entry Pathways

### **Amcanion Cyffredinol**

Nod y cwrs yw sicrhau bod y disgyblion yn cael y cyfle i gyfathrebu'n gywir ac yn rhugl ar lafar ac yn ysgrifenedig wrth astudio Llwybrau Mynediad yn y Gymraeg. Disgwyllir iddynt gyfrannu at drafodaethau ac i ymateb i ystod o ddeunyddiau darllen. Bydd cyfle i ysgrifennu mewn ystod o ffurfiau gan roi sylw manwl i gynnwys a chywirdeb.

### **Manylion y Cwrs**

Rhennir y cwrs yn tri rhan:

- Llafaredd – cymryd rhan mewn gweithgareddau llafar unigol ac mewn grŵp i gyflwyno gwybodaeth a mynigi barn.
- Darllen – deall amrywiaeth o ddeunyddiau darllen gan ymateb yn feirniadol a chreadigol.
- Ysgrifennu – ysgrifennu stori yn y Gymraeg yn gywir. Cyflwyno gwybodaeth a mynigi barn gan ddefnyddio ystod o adnoddau ieithyddol.

### **Dulliau Asesu**

Rhennir y gwaith i unedau di-arholiad.

Gwobrwyir Lefel 2 a 3.

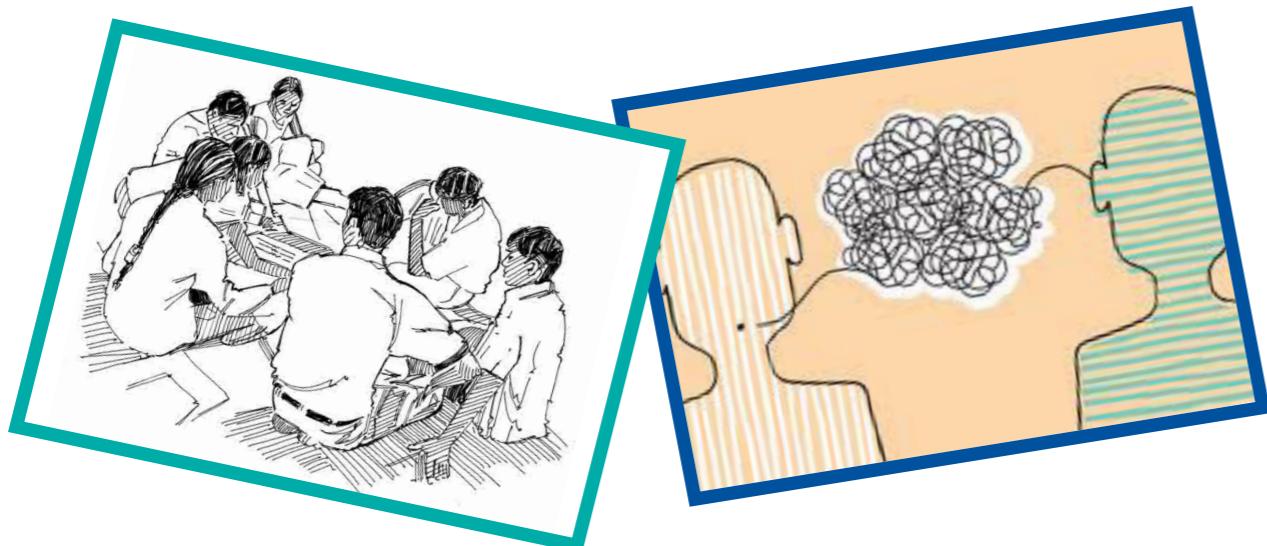
Uned 1 : Trafod profiadau a theimladau ar lafar

Uned 2: Trawsieithu i'r Gymraeg

Uned 3 :Ymateb ar lafar i raglen deledu/ffilm Gymraeg

Uned 4 : Ymateb i ddeunydd darllen llenyddol Cymraeg (Rhyddiaith)

Uned 5 : Ysgrifennu Stori



### **General Aims**

The objective of the course is to ensure that pupils are able to communicate correctly and fluently through oral and written work whilst studying Entry Pathways Welsh as a First Language. There are opportunities to contribute to oral discussions and to respond to a variety of reading material. There are also opportunities to write in various forms.

### **Course Details**

There are three aspects to this course:

- Oral – Participating in group discussions, giving information and expressing opinion.
- Reading – Responding to a variety of reading material, both critically and creatively.
- Writing – Writing a story correctly and effectively in Welsh.

### **Assessment Objectives**

The work is in the form of units that are non-examination assessments.

Level 2 and 3 are awarded.

Unit 1: Individual oracy assessment discussing feelings and experiences

Unit 2: Translation from English to Welsh

Unit 3: Group oracy assessment on a Welsh film

Unit 4: Written creative interpretation of a text

Unit 5: Story writing



# Daearyddiaeth Geography

Mae TGAU Daearyddiaeth CBAC yn mabwysiadu dull ymholi wrth astudio gwybodaeth, materion a chysyniadau daearyddol. Mae'n seiliedig ar yr egwyddor y dylai addysg ddaearyddol alluogi dysgwyr i ddod yn feddylwyr beirniadol a myfyrgar drwy eu hannog i gymryd rhan weithredol yn y broses ymholi.

Mae gwaith maes yn agwedd hanfodol ar addysg ddaearyddol ac ar y cymhwyster hwn. Dylai dysgwyr gyfuno ac ehangu eu dealltwriaeth o gysyniadau daearyddol a ddysgrir yn yr ystafell ddosbarth drwy ymwneud ag ymholiadau a gynhelir y tu allan i'r ystafell ddosbarth.

## **Uned 1: Tirweddau Ffisegol a Dynol Newidiol**

1. Tirweddau a Phrosesau Ffisegol (Tirweddau nodedig yng Nghymru, Proses a newidiadau tirffurf mewn dwy dirwedd wahanol a nodedig yng Nghymru neu'r DU ehangach, Dalgylchoedd afonydd yng Nghymru a'r DU).
2. Cysylltiadau gwledig trefol (Y continwwm trefol-gwledig yng Nghymru, Newidiadau poblogaeth a threfol yn y DU, Materion trefol mewn dinasoedd global cyferbyniol).
3. Tirweddau a Pheryglon Tectonig (Prosesau a thirffuriau tectonig, Arweddion sy'n agored i niwed a lleihau peryglon).

## **Uned 2: Materion Amgylcheddol a Datblygu**

5. Y Tywydd, yr Hinsawdd ac Ecosystemau (Newid hinsawdd yn ystod y cyfnod Cwaternaidd, Patrymau a phrosesau'r tywydd, Prosesau a rhwngweithiadau o fewn ecosistemau, Gweithgarwch dynol a phrosesau ecosistemau).
6. Materion Datblygu ac Adnoddau (Mesur anghydraddoldebau byd-eang, Achosion a chanlyniadau datblygiad anghyson ar raddfa fyd-eang ac o fewn un wlad incwm isel (LIC) ac un wlad newydd ei diwydianeiddio (NIC), Adnoddau dŵr a'u rheolaeth, Datblygu economaidd rhanbarthol)
7. Materion Datblygu Cymdeithasol (Mesur datblygiad cymdeithasol, Materion cyfoes).

## **Uned 3: Ymholiadau Gwaith Maes**

Rhoddir cyfle i ddysgwyr ddatblygu eu sgiliau ymholi daearyddol drwy waith maes. Disgwylir iddynt ymgymryd â dau ymholiad gwaith maes, gyda'r ddua mewn amgylchedd cyferbyniol:

1. Mewn un amgylchedd, bydd y gwaith maes yn canolbwytio ar fethodoleg
2. Cynhalwyd yr ail brofiad gwaith maes mewn amgylchedd cyferbyniol.

## **Asesu**

- 40% o farciau terfynol o bapur arholiad Uned 1
- 40% o farciau terfynol o bapur arholiad Uned 2
- 20% o farciau terfynol o asesiad di-arholiad.



WJEC GCSE Geography adopts an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers by engaging them actively in the enquiry process.

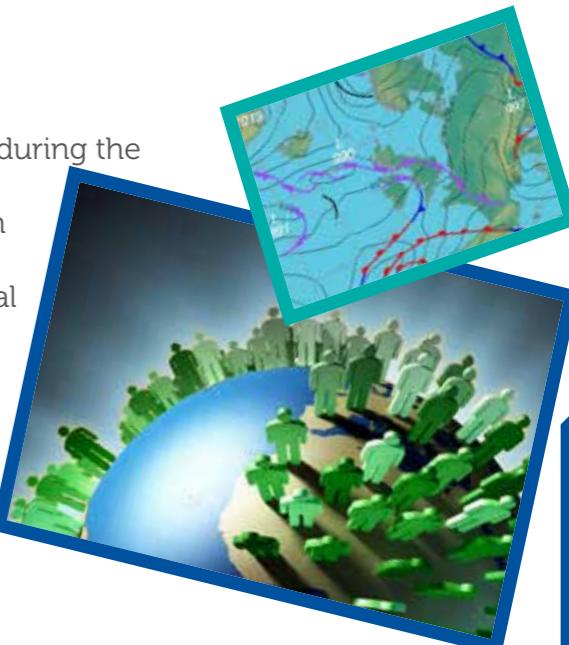
Fieldwork is an essential aspect of geographical education and of this qualification. Learners should consolidate and extend their understanding of geographical concepts learned in the classroom by engaging with enquiries conducted outside of the classroom.

## **Unit 1: Changing Physical and Human Landscapes**

1. Landscapes and Physical Processes (Distinctive landscapes in Wales, Landform process and change in two different and distinctive landscapes of Wales or the wider UK, Drainage basins of Wales and the UK).
2. Rural-urban Links (The urban-rural continuum in Wales, Population and urban change in the UK, Urban issues in contrasting global cities).
3. Tectonic Landscapes and Hazards (Tectonic processes and landforms, Vulnerability and hazard reduction)

## **Unit 2: Environmental and Development Issues**

4. Weather, Climate and Ecosystems (Climate change during the Quaternary period, Weather patterns and process, Processes and interactions within ecosystems, Human activity and ecosystem processes).
5. Development and Resource Issues (Measuring global inequalities, Causes and consequences of uneven development at the global scale and within one low income country (LIC) and one newly industrialized country (NIC), Water resources and their management, Regional economic development).
6. Social Development Issues (Measuring social development, Contemporary issues).



## **Unit 3: Fieldwork Enquiry**

Learners will be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment:

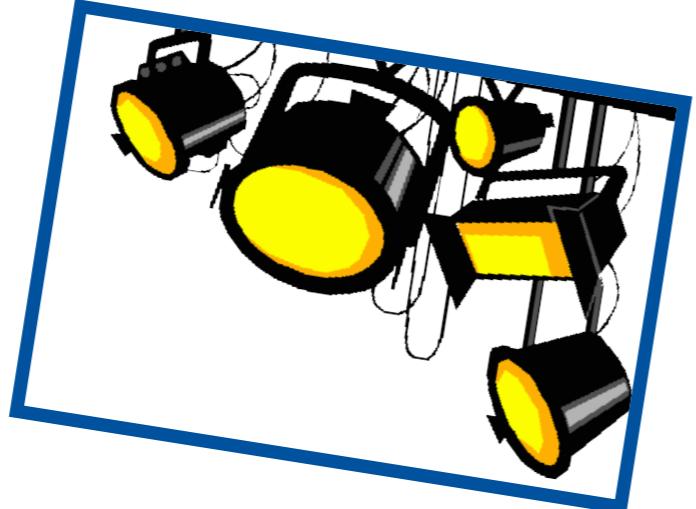
1. In one environment the focus of the fieldwork will be on methodology
2. The second fieldwork experience should take place in a contrasting environment.

## **Assessment**

- 40% of the final mark will come from Unit 1
- 40% of the final mark will come from Unit 2
- 20% of the final mark will come from a non-examination assessment.

# Drama

## Drama



### Amcanion y Cwrs

Bydd dilyn cwrs Drama yn datblygu'r elfennau canlynol yn yr ymgeiswyr:

- a) Y gallu i ddeall profiadau sylfaenol o gymryd rhan, a llunio rhan, trwy waith grŵp.
- b) Dealltwriaeth o'r elfennau hynny sy'n cyfrannu tuag at effaith gyfan cyflwyniad dramatig.
- c) Gwerthfawrogiad o lenyddiaeth ddramatig fel deunydd crai sy'n sail i berfformiad.
- ch) Mwynhad a gwerthfawrogiad gwybodus o gyflwyniadau dramatig yn y Theatr a chyfryngau eraill

### Beth a ddisgwylir yn yr arholiad

Disgwylir i'r ymgeiswyr arddangos eu gallu i:

- a) Gydweithio ag eraill i gyflwyno golygfa o ddrama
- b) Pwyso a mesur eu gwaith ymarferol eu hunain ynghyd â gwaith ymarferol disgynblion eraill
- c) Cynnig ymateb personol i gyflwyniadau dramatig
- ch) Deall nodweddion dramatig y dramâu a ddewisir i'w hastudio

### Cynnwys:

Y mae'r maes llafur Drama yn cynnwys amrediad o waith ymarferol ac astudiaeth o destunau drama dewisedig. Yn ychwanegol at hynny, y mae ymweld â theatrau a chymryd diddordeb byw ym myd y Ddrama yn angenrheidiol i ddealltwriaeth a gwerthfawrogiad o berfformiad.



### Asesiad

#### Uned 1 : Dyfeisio Theatr (40%, 60 marc)

Wedi'i asesu'n fewnol a'i safoni'n allanol gan CBAC  
Gall dysgwyr berfformio neu ddylunio;

- Perfformiad wedi'i ddyeisio yn seiliedig ar ysgogiad a bennir gan CBAC (5 - 14 munud) gan ddefnyddio technegau ymarferwr theatr neu genre
- Portffolio o dystiolaeth ategol (750 – 900 o eiriau)
- Gwerthusiad (1 awr 30 munud)

#### Uned 2 : Perfformiad o Destun (20%, 60 marc)

##### Asesiad Allanol:

Wedi'i asesu'n allanol gan arholwr yn ymweld rhwng mis Chwefror a Mai  
Gall dysgwyr berfformio neu ddylunio;  
Dau ddetholiad o'r un testun wedi'i roi at ei gilydd fel un perfformiad (5 - 14 munud)

#### Uned 3 : Dehongli Theatr (40%, 60 marc)

Arholiad ysgrifenedig 1 awr 30 munud  
Un testun gosod o ddewis o bump  
Adolygiad o Theatr fyw

#### AA1 (20%)

Creu a datblygu syniadau er mwyn cyfleu ystyr ar gyfer perfformiad theatraidd

#### AA2 (30%)

Cymhwysu sgiliau theatraidd i wireddu bwriadau artistig mewn perfformiad byw

#### AA3 (30%)

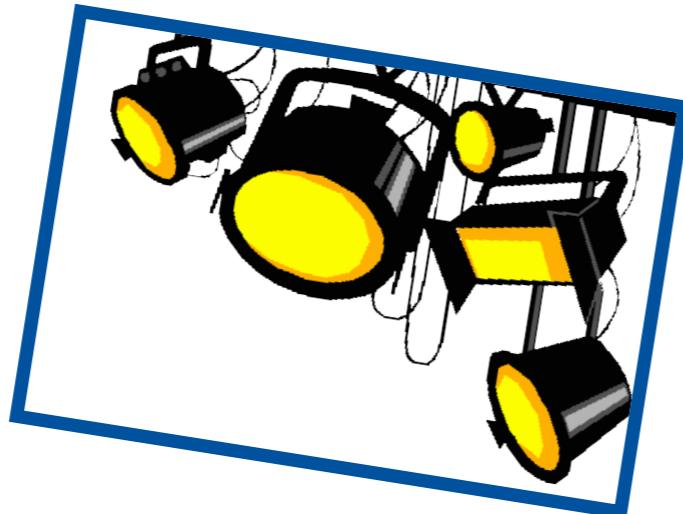
Arddangos gwybodaeth a dealltwriaeth o sut mae Drama a Theatr yn cael eu datblygu a'u perfformio

#### AA4 (20%)

Dadansoddi a gwerthuso eu gwaith eu hunain a gwaith pobl eraill

# Drama

## Drama



### Aims

The Drama course should develop in candidates:

- a) The capacity to understand the basic human experiences of role-taking and role-making. This will be achieved by means of group work.
- b) An awareness of the elements that contribute towards the total effect of a dramatic presentation.
- c) An appreciation of dramatic presentation.
- d) An enjoyment and an informed appreciation of dramatic presentations in the theatre and in other media.

### Assessment Objectives

Candidates will be required to demonstrate their ability to:

- a) Work with others to present a scene from a play.
- b) Evaluate their own practical work and that of others.
- c) Offer a personal response to dramatic presentations.
- d) Understanding the dramatic qualities of the plays chosen to study.

### Content

The content of the drama syllabus consists of a range of practical work and the study of selected play texts. In addition visits to the theatre and the viewing of appropriate film and television plays are necessary for an understanding and appreciation of the performance.



### Assessment

#### **Unit One – Devised Theatre (40%, 60 marks)**

Assessed internally and moderated externally by WJEC.

Learners may perform or design;

- A devised performance based on a stimulus given by WJEC (5 - 14 minutes) using techniques of a Theatre practitioner or genre.
- Portfolio of additional evidence (750 - 900 words);
- Evaluation (1 hour 30 minutes)

#### **Unit Two - Performance from a Text (20%, 60 marks)**

External Assessment:

Candidates will be assessed by a moderator visiting between February and May

Learners may perform or design;

Two excerpts of the same text assembled as one performance (5 - 14 minutes);

#### **Unit Three - Interpreting Theatre (40%, 60 marks)**

Written Examination 1½ hours

One set text from a choice of five.

Review of a live performance

#### **AA1 (20%)**

Create and develop ideas to articulate the meaning of a Theatrical performance

#### **AA2 (30%)**

Apply Theatrical skills to achieve the artistic aims of a live performance

#### **AA3 (30%)**

Show knowledge and understanding of how Drama and Theatre are developed and performed

#### **AA4 (20%)**

Analyse and evaluate their own work and the work of others



# Dylunio a Thechnoleg

## Design and Technology

### Nod

Mae'r cymhwyster TGAU hwn mewn Dylunio a Thechnoleg yn cynnig cyfle unigryw yn y cwricwlwm i ddysgwyr adnabod a datrys problemau go iawn trwy ddylunio a gwneud cynhyrchion. Trwy astudio TGAU Dylunio a Thechnoleg, bydd dysgwyr yn barod i gymryd rhan yn hyderus a llwyddiannus mewn byd sy'n fwyfwy technolegol. Fe fyddwch yn gweithio gydag amrywiaeth eang o ddeunyddiau er mwyn dylunio a gwneud cynhyrchion ymarferol sy'n cwrdd ag anghenion sefyllfaoedd dylunio realistig. Dyma gyfle i ddatblygu'r wybodaeth a dealltwriaeth i'ch galluogi i ddilyn gyrfa fel dylunydd neu beiriannydd.

A ydych chi'n mwynhau :

- creu eich cynhyrchion eich hunan?
- dylunio o'r syniad gwreiddiol hyd at ddatrysiaid terfynol?
- gweithio gyda meddalwedd dylunio fel 'Adobe Illustrator', 'Google Sketch Up' a '2D Design'?
- gweithio gydag offer dylunio, offer llaw, peiriannau ac offer cyfrifiadurol?

Os felly, Dylunio a Thechnoleg yw'r dewis i chi!

### Manylion y cwrs

Mae'r fanyleb yn galluogi dysgwyr i weithio'n greadigol wrth ddylunio a gwneud, ac i weithredu arbenigedd technegol ac ymarferol.

Yn ystod Blwyddyn 10 fe fyddwch yn mynd i'r afael â chyfres o brosiectau a thasgau byr er mwyn estyn eich dealltwriaeth a phrofiad ym mhrrif-feysydd y cwrs, sef:

- dylunio a gwneud cynhyrchion graffigol a thri-dimensiwm
- gweithio gydag amrywiaeth eang o ddeunyddiau fel plastigion, metel a phren
- dylunio â chymorth cyfrifiadaur a gweithgynhyrchu â chymorth cyfrifiadur.

Fe fyddwch yn dylunio a gwneud eich cynhyrchion eich hunan yn ogystal â defnyddio CAD/CAM er mwyn modelu a gweithgynhyrchu cynhyrchion o safon.

Fe fyddwch yn ymestyn eich gwybodaeth a gallu i ddefnyddio meddalwedd bwrpasol fel 'Adobe Illustrator', 'Google Sketch Up' a '2D Design'.

Y dasg asesu Deunyddiau Gwrthiannol fydd prif ffocws blwyddyn 11, sef cynnyrch ymarferol a phortffolio dylunio i'w gyflwyno ar bapur neu drwy ddefnydd o

Dechnoleg Gwybodaeth. Gall themau addas ar gyfer datblygu cynnyrch gynnwys graffigwaith, gemwaith, dyluniadau dodrefn, gemau addysgiadol, cymhorthion ar gyfer yr anabl neu systemau storio.

### Asesu

Bydd y cynllun asesu yn cynnwys dwy gydran:

**Uned 1:** Dylunio a Thechnoleg yn yr 21ain Ganrif sef arholiad ysgrifenedig 2 awr o hyd, sydd yn 50% o'r cymhwyster. Cymysgedd o gwestiynau atebion byr, strwythur digidol ac ysgrifennu estynedig sy'n asesu gwybodaeth a dealltwriaeth ymgeiswyr am ddylunio cynnyrch.

**Uned 2:** Tasg Dylunio a Gwneud estynedig i'w cwblhau o fewn tua 35 awr sydd hefyd yn 50% o'r cymhwyster.



# Dylunio a Thechnoleg

## Design and Technology

### Aims

Design and Technology offers a unique opportunity in the curriculum for you to identify and solve real problems by designing and making products. Through studying Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world. You will learn how to work with a wide variety of materials in order to design and make practical products that arise from the needs of real life design situations. The course is an opportunity to develop the skills and knowledge necessary for you to play a part in shaping the future as a designer or engineer.

Do you enjoy:

- creating your own products?
- designing from an initial idea to a final completed solution?
- designing with CAD/CAM programmes – 'Adobe Illustrator', 'Google Sketch Up' and '2D Design'?
- working with design equipment, hand tools and computer controlled machinery?

If so, then Design and Technology is the course for you!

### Course details

The specification enables you to work creatively when designing and making and apply technical and practical expertise.

In year 10 you will undertake a series of short projects and focused tasks in order to increase your experience and understanding of the main subject areas,namely:

- designing and making 3 dimensional and graphical products
- working with a variety of materials such as plastics, metals and wood
- Computer aided Design and Computer Aided Manufacture.

You will design and make your own products as well as using Integrated Computer Technology (ICT) and CAD/CAM (Computer Aided Design/ Computer Aided Manufacture) which is essential in this field in order to model ideas and manufacture quality products. You will become adept at using a variety of software including 'Adobe Illustrator', 'Google Sketch Up' and '2D Design'.

The focus of year 11 will be the Design and make task; to design and make a

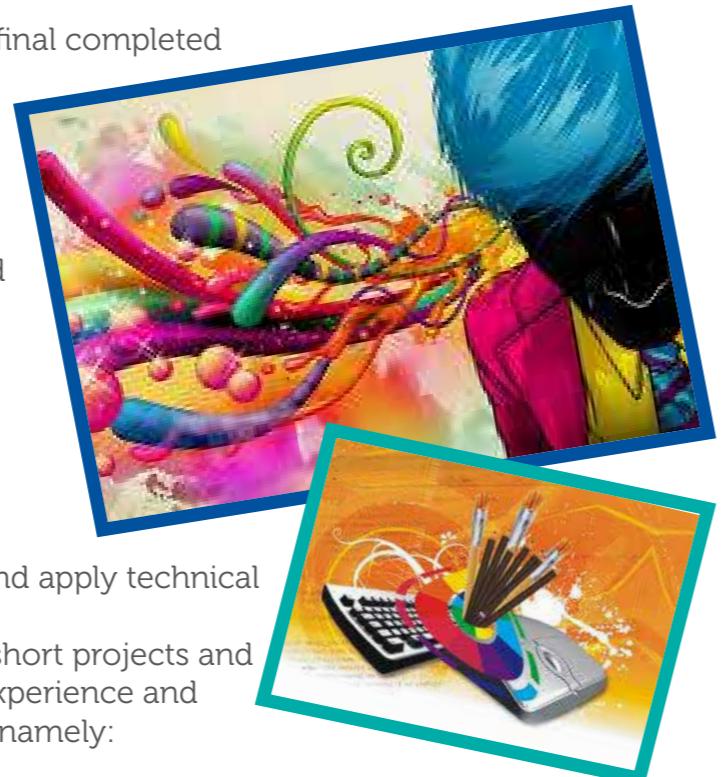
working product and a supporting design portfolio. Suitable areas for project development could include graphics, jewellery, furniture design, educational games and devices to aid the disabled or storage.

### Assessment

The assessment is comprised of 2 units:

**Unit 1:** Design and Technology in the 21st Century which is a 2 hour written examination and is 50% of the qualification. It is a mix of short answer and extended questions assessing knowledge and understanding of product design

**Unit 2:** An extended Design and make task for which you are allowed approximately 35 hours to complete. It is also 50% of the qualification.



# Gwyddoniaeth

## Science

Bydd yr Adran yn gosod y disgyblion mewn i setiau yn ôl perfformiad a gallu. Cynigir tri chwrs TGAU, gyda phob set yn dilyn y cwrs mwyaf addas iddynt.

Cwrs Gwyddoniaeth	Nifer y TGAU a enillir ar ddiwedd y cwrs
Gwyddorau ar wahân (Bioleg, Cemeg a Ffiseg)	3
Gwyddoniaeth (Dwyradd) TGAU	2
Gwyddoniaeth Gymhwysol (Gradd Unigol)	1

Er mwyn cael astudio un o'r gwyddorau at Safon Uwch, bydd angen i ddisgyblion gael gradd 'B' neu'n well yn y wyddor hynny.

### Gwyddorau ar wahân ('Gwyddoniaeth Diphlyg')

Mae'r tair gwyddor (Bioleg, Cemeg, Ffiseg) yn cael eu hasesu'n annibynnol o'i gilydd gyda gradd wahanol yn cael ei roi i bob un o'r tair.

Arholiad allanol ysgrifenedig 90%	Pryd?	Asesiad o dan reolaeth (ymarferol) 10%
Cemeg 1 Bioleg 1 Ffiseg 1 <i>80 marc yr un 1awr 45 mun y papur</i>	Diwedd Blwyddyn 10	30 marc yr un: un asesiad Cemeg un asesiad Bioleg un asesiad Ffiseg
Cemeg 2 Bioleg 2 Ffiseg 2 <i>80 marc yr un 1awr 45 mun y papur</i>	Diwedd Blwyddyn 11	

Mae pob arholiad allanol ar gael mewn dwy haen: Haen Sylfaenol (sy'n cwmpasu graddau "C" i "G") a Haen Uwch (sy'n cwmpasu graddau "A\*" i "E"). Mae'r asesiadau o dan reolaeth (ymarferol) yr un haen i bawb. Mae marc da gyda'r asesiadau ymarferol yn caniatâu i ddisgyblion sy'n sefyll Haen Sylfaenol ennill gradd "B" ar yr amod bod eu perfformiadau yn y papur ysgrifenedig yn dda.



### Gwyddoniaeth (Dwyradd) TGAU

Mae'r tair gwyddor (Bioleg, Cemeg, Ffiseg) yn cael eu hasesu mewn gwahanol arholiadau, ond mae marciau bob asesiad yn cael eu cyfuno i roi dwy radd derfynol ar gyfer y pwnc. Mae yna lai o gynnwys i'r cwrs o'i gymharu â'r gwyddorau ar wahân. Serch hyn mae modd astudio'r pwnc at Safon Uwch os yw'r disgylb yn sicrhau gradd 'B' neu'n well yn y wyddor hynny.

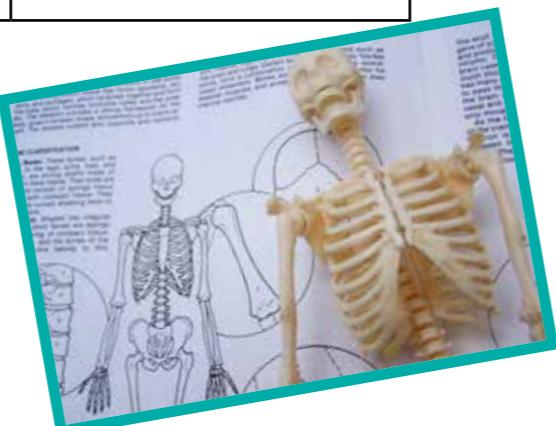
Arholiad allanol ysgrifenedig 90%	Pryd?	Asesiad o dan reolaeth (ymarferol) 10%
Cemeg 1 Bioleg 1 Ffiseg 1 <i>60 marc yr un 1awr 15 mun y papur</i>	Diwedd Blwyddyn 10	Bydd angen cwblhau dau o'r asesiadau isod: un asesiad Cemeg (30 marc)
Cemeg 2 Bioleg 2 Ffiseg 2 <i>60 marc yr un 1awr 15 mun y papur</i>	Diwedd Blwyddyn 11	un asesiad Bioleg (30 marc) un asesiad Ffiseg (30 marc)

### Gwyddoniaeth Gymhwysol (Gradd Unigol)

Mae'r tair gwyddor (Bioleg, Cemeg a Ffiseg) yn cael eu dysgu ar y cyd mewn dwy uned wahanol. Golygir hyn bod Uned 1 a 2 yn cynnwys gwaith Cemeg, Bioleg a Ffiseg. Mae'r cwrs yma yn cynnig mwy o gyfleoedd i wneud gwaith ymarferol, gyda 30% o'r marc terfynol yn cael ei roi am asesiadau ymarferol. Cyfunir marc y pedwar uned er mwyn rhoi gradd derfynol.



Arholiad	Pryd?
Uned 1 – Gwyddoniaeth yn y byd modern 75 marc 1 awr 30 munud.	Arholiad allanol ar ddiwedd Blwyddyn 10
Uned 2 – Gwyddoniaeth i gefnogi ein ffordd o fyw 75 marc 1 awr 30 munud.	Arholiad allanol ar ddiwedd Blwyddyn 11
Uned 3 – Asesiad seiliedig ar dasg 60 marc	Arholiad ymarferol Tachwedd - Rhagfyr Blwyddyn 11
Uned 4 – Asesiad ymarferol 30 marc	Arholiad ymarferol Ionawr - Chwefror Blwyddyn 11



# Gwyddoniaeth

## Science

Pupils are placed in Sets by the Department, based on performance and ability. Three different courses are offered to GCSE pupils, and each set will follow a Science course that is most well suited to the class.

Science course	Number of GCSE's gained at the end of Year 11
Separate Sciences (Biology, Chemistry and Physics)	3
Science Double Award	2
Applied Science (Single award)	1

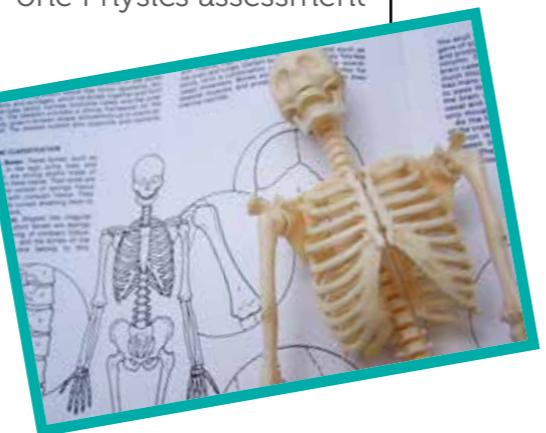
To study at Advanced Level pupils must have a grade 'B' or better in that particular Science.

### Separate Sciences ('Triple Science') GCSE

The three sciences (Biology, Chemistry and Physics) are assessed independently of each other and pupils will be awarded a separate grade for each one.

Written external examination 90%	When?	Controlled assessment (practical) 10%
Chemistry 1 Biology 1 Physics1 80 marks per paper 1hr 45 min per paper.	End of Year 10	30 marks each:  one Chemistry assessment  one Biology assessment  one Physics assessment
Chemistry 2 Biology 2 Physics2 80 marks per paper 1hr 45 min per paper.	End of Year 11	

Every external, written examination is available in two Tiers: Foundation Tier (which allows grades C to G) and Upper Tier (which allows grades A\* to E). The Controlled Assessments (practical) are all on the same tier. A good mark in the practical tasks can allow a Foundation Tier candidate to gain a B-grade overall (as long as their written paper marks are good).



### Science Double Award

The three sciences (Biology, Chemistry and Physics) are assessed in separate examinations, but marks are combined to give an overall double grade for Science. This course contains less content than the separate sciences course, but pupils are still able to study science at Advanced Level if they have a grade 'B' in that particular science.

Written external examination 90%	When?	Controlled assessment (practical) 10%
Chemistry 1 Biology 1 Physics1 60 marks per paper 1hr 15 min per paper.	End of Year 10	Pupils will complete two assessments from the following:  one Chemistry assessment (30 marks)
Chemistry 2 Biology 2 Physics2 60 marks per paper 1hr 15 min per paper.	End of Year 11	one Biology assessment (30 marks)  one Physics assessment (30 marks)

### Applied Science (Single award)

The three sciences (Biology, Chemistry and Physics) are all integrated in each unit. This course offers more opportunities to conduct practical work, with 30% of the marks awarded for practical tasks. Marks from the following 4 Units are all combined to give an overall grade for Science.



Examination	When?
Unit 1 – Science in the modern world 75 marks 1hr 30 min	External examination at the end of Yr 10
Unit 2 – Science to support our lifestyles 75 marks 1hr 30 min.	External examination at the end of Yr 11
Unit 3 – Task based assessment 60 marks	Practical assessment November-December of Yr 11
Unit 4 – Practical assessment 60 marks	Practical assessment January-February of Yr 11

# Hanes

## History

"Not to know what happened before one was born is always to remain a child." – Cicero

### Amcanion Cyffredinol:

Ydych chi yn deall y byd yr ydym yn byw yn ddiwrnod? Ydych chi eisiau gwella eich gwybodaeth a dealltwriaeth o'r hyn sydd ar y newyddion? Dywed nifer ein bod yn dysgu gwersi o gamgymeriadau'r gorffennol ac eu bod yn llunio'r presennol. Wrth astudio'r cwrs modern a dynamig yma, byddwch yn datblygu ac yn ehangu eich gwybodaeth a'ch dealltwriaeth o'r byd ddoe, heddiw a'r dyfodol.



### Bwriad y cwrs yw:

- Rhoi cyfle i astudio amrediad o ddigwyddiadau o hanes Cymru, Prydain a'r Byd.
- Ychwanegu at y wybodaeth, y sgiliau a'r ddealltwriaeth a gafwyd ym mlynnyddoedd 7, 8 a 9.
- Rhoi cyfle i ddefnyddio sawl ffynhonnell gwybodaeth megis TGCh, ffynonellau ysgrifenedig a gweledol, artefactau, cerddoriaeth, fideo ac adeiladau a safleoedd.
- Rhoi anogaeth a chyfle i ddefnyddio a gwella eich sgiliau ymchwil wrth astudio Hanes.
- Eich paratoi ar gyfer her y dyfodol. Mae Hanes yn eich paratoi ar gyfer nifer o gyrsiau Lefel-A ac Addysg Uwch mewn coleg neu Brifysgol. Mae sawl gyrfa yn edrych yn ffafrion ar Hanes, fel addysg, y gyfraith, gwleidyddiaeth a'r gwasanaeth sifil, yr heddlu, newyddiaduriaeth, gwaith ymchwil, a llawer mwy. Mae 80% o reolwyr ym Mhrydain wedi astudio Hanes!

### Manylion y Cwrs:

Mae'r Adran Hanes yn paratoi disgylion blynnyddoedd 10 ac 11 ar gyfer Maes Llafur Hanes CBAC (Cymru). Ceir yn ddiwrnod gymysgedd o astudiaethau yn amrywio o draethodau i ymarfer a dehongli tystiolaeth.

### Bydd disgylion yn astudio 4 uned

#### Uned 1 (Astudiaeth Fanwl) (25%)

DIRWASGIAD, RHYFEL AC ADFERIAD, 1930-1951

- Bywyd yn ystod y Dirwasgiad
- Prydain a Bygythiad yr Almaen
- Y Rhyfel ar y Ffryst Cartref
- Cymru a Lloegr wedi'r Ail Ryfel Byd

#### Uned 2 (Astudiaeth Fanwl) (25%)

UDA: GWLAD GWAHANIAETHAU, 1910-29

- Problemau a sialensau
- Newid i'r economi
- Diwylliant a chymdeithas America
- Rôl menywod

#### Uned 3 (Astudiaeth Thematig) (30%)

NEWIDIADAU YM MAES TROSEDD A CHOSB, tua 1000 hyd heddiw

- Achosion a natur troseddau
- Gorfodi cyfraith a threfn
- Dulliau o ymladd trosedd

#### Uned 4 (Gwaith Cwrs) (20%)

ASESIAD DAN REOLAETH

Dau draethawd yn seiliedig ar ffynonellau hanesyddol.

### Dulliau Asesu

Mae pawb yn sefyll yr un arholiad sydd yn rhoi cyfle i bawb gyrraedd A\*.



# Hanes History

"Not to know what happened before one was born is always to remain a child." – Cicero

## Aims:

Do you understand the world that we live in? Do you want to improve your knowledge and understanding of the topics that are covered on the news? It is said that we learn from past mistakes, and that they form the present world. By studying this modern and dynamic course, you will develop and enhance your knowledge and understanding of the past, present and future.

## Course purpose:

- Opportunity to study a range of events from Welsh, British and World history.
- To build on the knowledge, skills and understanding acquired in Years 7,8 and 9.
- Opportunity to use a range of sources of information, such as ITC, written and visual sources, artifacts, music, videos and buildings and sites.
- Encourage you to adopt and improve your research and enquiry skills.
- To prepare you for future challenges. History will prepare you for many A-Level and Higher Education courses at colleges and universities. History develops a wide range of skills that can be used in most careers, and many careers regard History as an advantage – such as education, law, politics and the civil service, police, journalism, research and many more. 80% of people in managerial positions in Britain have studied History!

## Course Details:

The History Department prepare pupils years 10 and 11 for WJEC GCSE History (Wales).

## Pupils will study 4 units:

### Unit 1 (In-Depth Study)

DEPRESSION WAR AND RECOVERY, 1930-1951 (25%)

- Life in Depression
- Britain and the Threat of Germany
- War on the Home Front
- Post-War Wales and England



### Unit 2 (In-Depth Study) (25%)

USA: COUNTRY OF DISCRIMINATION 1910-1929

- Problems and challenges
- Economical change
- American culture and society
- Role of Women

### Unit 3 (Thematic Study) (30%)

CHANGES IN CRIME AND PUNISHMENT, 1000 to today.

- Matter and nature of crimes
- Enforcing law and order
- Methods of fighting crime

### Unit 4 (Coursework) (20%)

CONTROLLED ASSESSMENT

Two essays based on historical sources.

## Assessment

Every pupil will sit the same exams, this gives an opportunity for everyone to gain A\*.



# Gofal a lechyd Cymdeithasol

## Health and Social Care

### NODAU:

Mae dilyn cwrs mewn T.G.A.U Iechyd a Gofal Cymdeithasol yn arwain at: annog dysgwyr i gael eu hysbrydoli, eu symbolu a'u newid trwy ddilyn cwrs astudio eang, cydlynus, sy'n bodloni ac sy'n werth chweil a chael golwg ar sectorau cysylltiedig.

- paratoi dysgwyr i wneud penderfyniadau gwybodus am gyfleoedd dysgu pellach a dewisiadau gyrfa.
- gymryd rhan yn weithredol ym mhrosesau iechyd a gofal cymdeithasol, i ddatblygu dysgwyr effeithiol ac
- annibynnol.
- deall agweddu ar ddatblygiad personol, a'r sectorau iechyd, gofal cymdeithasol a blynnyddoedd cynnar, trwy archwilio a gwerthuso amrywiaeth o wasanaethau a sefydliadau .
- datblygu dull beimiadol a dadansoddol tuag at ddatrys problemau yn y sectorau iechyd, gofal cymdeithasol a blynnyddoedd cynnar.
- archwilio materion sy'n effeithio ar natur ac ansawdd bywyd dynol, gan gynnwys gwerthfawrogiad o amrywiaeth a materion diwylliannol.
- ddatblygu eu hymwybyddiaeth o'r dylanwadau ar iechyd a lles yr unigolyn.
- deall pwysigrwydd symboliad a chefnogaeth wrth wella iechyd.

### Uned 1:

Asesiad dan reolaeth: 25 awr

60% o'r cymhwyster

120 marc

Bydd yr uned hon yn galluogi ymgeiswyr i ennill gwybodaeth a dealltwriaeth o'r prif ddarpariaethau iechyd, gofal cymdeithasol a gwasanaeth plant sydd ar gael i fodloni anghenion unigolion. Bydd ymgeiswyr yn dysgu am:

- anghenion gofal unigolion.
- mathau o wasanaethau gofal.
- y ffyrdd o gael gwasanaethau gofal a'r rhwystrau rhag mynediad.



- prif rolau gwaith a sgiliau pobl sy'n darparu gwasanaethau iechyd, gofal cymdeithasol gwasanaethau plant.
- egwyddorion gofal.

### Tasg 1: Darparu gwasanaethau iechyd.

Y dasg yma yn cyfrannu 20% o'r radd. Bydd angen archwilio anghenion iechyd a gofal cymdeithasol unigolyn yn ei ardal leol ac asesu'r ddarpariaeth sydd ar gael.

### Tasg 2: Hybu lechyd a Lle

Y dasg yma yn cyfrannu 40% o'r radd. Bydd angen archwilio'r ddarpariaeth iechyd a gofal cymdeithasol yn ei ardal leol ar gyfer grŵp cleientiaid ac asesu sut caiff anghenion y grŵp cleientiaid eu bodloni.

### Uned 2:

Papur Ysgrifenedig: 1 awr, 30 munud  
40% o'r cymhwyster  
80 marc

### Twf a Datblygiad Dynol

I ddarparu gofal effeithiol, mae angen i weithwyr yn y gwasanaethau iechyd, gofal cymdeithasol a phlant wybod am y gwahanol ffyrdd y mae pobl yn tyfu ac yn datblygu yn ystod eu bywyd. Bydd yr uned hon yn caniatáu i ymgeiswyr ennill gwybodaeth a dealltwriaeth o broses twf a datblygiad dynol a'r gwahanol ffactorau sy'n gallu effeithio ar unigolion. Bydd ymgeiswyr yn dysgu am:

- dwf a datblygiad dynol.
- y ffactorau sy'n effeithio ar dwf a datblygiad.
- datblygiad hunangysyniad.
- newidiadau bywyd a ffynonellau cefnogaeth.



# Gofal a lechyd Cymdeithasol

## Health and Social Care

### Aims:

GCSE Health and Social Care enables learners to:

- actively engage in the processes of health and social care, to develop as effective and independent learners
- understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations
- develop a critical and analytical approach to problem-solving within the health, social care and early years sectors
- examine issues which affect the nature and quality of human life, including an appreciation of diversity and cultural issues.
- develop their awareness of the influences on an individual's health and wellbeing
- understand the importance of motivation and support when improving health.

### Unit 1

#### Promoting and maintaining health and well-being

Non-exam assessment: approximately 25 hours

60% of qualification

120 marks

This unit will enable candidates to gain knowledge and understanding of the main health, social care and children's service provision available to meet individuals' needs. Candidates will learn about:

- care needs of individuals;
- types of care services;
- the ways of obtaining care services and the barriers to access;
- the main work roles and skills of people who provide health, social care and children's services;
- the principles of care.



### Task 1: Service provision

20% of marks within this unit are allocated to a service provision investigation which will assess the learner's knowledge,

understanding and skills in relation to Health and social care, and childcare service provision locally and nationally.

### Task 2: Health Promotion

40% of the marks within this unit are allocated to a task which assesses the learner's knowledge, understanding and skills in relation to promoting and maintaining health and well being

### Unit 2

#### Human growth, development and well-being

Written examination: 1 hour, 30 minutes

40% of qualification

80 marks

### Areas of content

- Human development across the life cycle
- Physical, social, emotional and intellectual health
- The importance of active participation on development and well-being
- Early intervention and prevention to promote and support growth, development andwell-being for a range of conditions and circumstances

### Overview of unit

In this unit, learners will gain knowledge and understanding of: human development across the life cycle and the ways in which this may be affected; how individuals can take control of their care and health and well-being; and how early intervention and prevention can support growth and development of individuals.



# Gwaith Pren (Lefel 1 | 2)

## Award in Woodworking

Cymhwyster Galwedigaethol Cenedlaethol  
Lefel 1 / 2 Lefel 2 mewn Gwaith Pren

Skillstart Lefel 1 / 2 mewn Gwaith Pren  
- EAL (Excellence, Achievement and Learning)

"Mae'r cwrs hyfforddiant Skillstart  
mewn Gwaith Pren yn cynnig cyfle i  
gael addysg mewn ffordd ymarferol..."

### Nod

Mae'r diwydiant adeiladu yn cyflogi dros 3 miliwn o bobl yn y DU ac yn cynnig amrywiaeth eang o gyfleoedd cyflogaeth. Mae gyrfaoedd ar gael ym mhob maes o'r broses adeiladu, gan gynnwys syniadau a dyluniadau cychwynnol, adeiladu, a chynllunio a chynnal parhaus yr adeiladau hynny.

Mae'r cwrs galwedigaethol hwn wedi'i ddylunio i ddatblygu ymwybyddiaeth y dysgwyr o'r diwydiant adeiladu. Mae'n gyflwyniad eang i'r gwahanol masnachau sy'n rhan o'r sector, a'r mathau o yrfaedd sydd ar gael.

### Dyfodol posib?

Byddai cwblhau'r cwrs yn llwyddiannus yn arwain at well ymwybyddiaeth o'r swyddi sydd ar gael yn y byd adeiladu, a hefyd yn gallu arwain at gyrsiau lefel uwch eraill e.e. Diploma Lefel 3 EAL mewn Peirianneg a Thechnoleg, prentisiaethau a swyddi. Gweler isod enghraifft o'r cyfleoedd/cymhwysterau eraill byddai'r dysgwr yn gallu cael mynediad iddynt, wrth gwblhau'r cwrs Cymhwyster mewn Gwaith Pren:

- Prentisiaethau mewn adeiladu
- Cymwysterau Lefel 2 mewn meysydd arbenigol fel plymio, gosod brics a gwaith saer
- Cymwysterau Lefel 3 mewn adeiladu, fel Diploma mewn Adeiladu a'r Amgylchedd Adeiledig

### Manylion Y Cwrs

Mae'r cwrs yn cynnwys 6 uned astudio:

#### 1. Pwysigrwydd Iechyd a Diogelwch yn y diwydiant

Trwy'r uned hon bydd dysgwyr yn meithrin y wybodaeth a'r ddealltwriaeth i allu cynllunio sut i leihau'r risg i'w hiechyd a'u diogelwch eu hunain ac iechyd a diogelwch eraill, mewn sefyllfaoedd gwahanol.



#### 2. Gweithio'n effeithlon ac yn effeithiol

Ffocws yr uned hon fydd canolbwytio ar ddatblygu sgiliau gwaith coed penodol fel gwaith saer. Fe fyddant hefyd yn dysgu sut i ddehongli gwybodaeth dechnegol i greu tasgau a ddyluniwyd yn benodol, gan ystyried materion iechyd a diogelwch hefyd. Byddant yn defnyddio sgiliau a thechnegau priodol i gyflawni'r tasgau ymarferol hyn.

#### 3. Defnyddio a chyflwyno gwybodaeth dechnegol

Bydd dysgwyr yn defnyddio'r hyn a ddysgwyd tra'n gwneud gwaith ymarferol (a'r gofynion iechyd a diogelwch perthnasol) i gynllunio prosiectau ymarferol.

#### 4. Uned Ymarferol - Defnyddio pren i gynhyrchu cydrannau

Bydd disgyblion yn dysgu sut i ddefnyddio offer marcio allan ac offer gwaith coed, i gynhyrchu cydrannau i oddefiadau cywir.

#### 5. Uned Ymarferol - Cydosod strwythurau Gwaith Pren

Bydd disgyblion yn dysgu sgiliau sy'n angenrheidiol i gynhyrchu strwythurau syml a chymhleth, gan ddefnyddio amrywiaeth o uniadau pren a dyfeisiau, offer a thechnegau cau mecanyseddol. Byddant yn gallu gwirio'r gwaith yn weledol a swyddogaethol, i gadarnhau bod y gwrthrych gorffenidig yn cwrdd â'r meinu prawf llwyddiant.



#### 6. Cynhyrchu lluniadau peirianneg gan ddefnyddio system CAD

Bydd dysgwyr yn dysgu sut i ddefnyddio systemau cyfrifiadurol CAD yn gywir, i greu lluniadau peirianneg i safonau cenedlaethol a rhwngwladol.

### Asesu

Addysgir ac asesir y cwrs dros ddwy flynedd y cyfnod TGAU. Nid oes arholiad allanol, ond mae'n rhaid cynhyrchu portffolio tystiolaeth trylwyr a manwl. Bydd angen i'r portffolio ddangos y sgiliau maent wedi'u dysgu, ac arddangos y gwaith ymarferol maent wedi'i greu.



### Cymhwyster

Cymhwyster Lefel 2 sy'n cyfateb i 2 TGAU gradd A i C.

Nid oes arholiad.



# Gwaith Pren (Lefel 1 | 2)

## Award in Woodworking

National Vocational Qualification Level 1 / 2 in Woodworking  
Skillstart Level 1 / 2 EAL (Excellence, Achievement and Learning) Award in Woodworking

"The Skillstart engineering training in woodwork course offers an opportunity for a practical, hands-on approach to education."

### Aims

The construction industry employs over 3 million people in the UK and offers a diverse range of employment opportunities. Careers are available in all phases of the construction process including initial ideas and designs, building and the ongoing planning and maintenance of structures.

This vocational course is designed to develop an awareness of the construction industry. It's a broad introduction to the different trades involved in the sector, and the types of career opportunities available.

### What could it lead to?

Successful completion of this course can lead to a better awareness of the employment possibilities in the construction industry, and could also lead to other higher level courses, such as the EAL Level 3 Diploma in Engineering and Technology, apprenticeships and employment. The successful completion of this qualification could provide the learner with opportunities to access a range of opportunities/qualifications including:

- Apprenticeships in construction
- Level 2 qualifications in specialist areas such as plumbing, tiling and carpentry
- Level 3 qualifications in construction, such as Diplomas in Construction and the Built Environment

### Course Details

The course is comprised of 6 units of study:

#### **1. The importance of Health and Safety in the industry**

Through this unit, learners will gain the knowledge and understanding to be able to plan how to minimise risk to their own, and others, health and safety in different contexts.



#### **2. Working efficiently and effectively**

The focus of this unit will be on developing specific woodworking skills such as carpentry. Learners will also learn how to interpret technical information to create specifically designed tasks, taking health and safety issues into account. They will use appropriate skills and techniques to carry out these tailored practical tasks.

#### **3. Using and communicating technical information**

Learners will use their learning from the development of practical skills and the health and safety requirements of construction processes, to plan challenging practical projects.

#### **4. Practical task - Using wood to manufacture components**

Pupils will learn to use marking out tools, woodworking equipment and tools, to manufacture components to accurate tolerances.

#### **5. Practical task - Assembling wooden structures**

Individuals will learn skills necessary to produce simple and complex structures using a variety of joints and various mechanical fastening devices, tools and techniques. They will be able to carry out visual and functional checks to confirm that the finished assembly meets the required standard.



#### **6. Creating engineering drawings using a computer system**

Pupils will learn to correctly set up, and use, computer CAD systems to create engineering drawings to national and international standards.



### Assessment

The content of the course is taught and assessed over the 2-year GCSE period. The pupils do not sit an external examination, however the course does require individuals to produce a thorough, in-depth written portfolio of evidence. The portfolio will need to demonstrate the skills that they have learnt and showcase the practical work that they have completed.



### Qualification

The Level 2 qualification is the equivalent to 2 GCSEs A to C grade.

There is no examination.



# Ieithoedd Tramor Modern

## Modern Foreign Languages

Cynigir dwy iaith at safon TGAU yn yr Adran Ieithoedd Tramor Modern sef Ffrangeg a Sbaeneg. Mae'r cyrsiau yn y ddwy iaith yn parhau â gwaith Cyfnod Allweddol Tri, gyda'r disgylion yn sefyll arholiadau TGAU CBAC. Mae'r cyrsiau yn sail i astudiaeth bellach o ieithoedd yn y chweched dosbarth.

Mae'r adran Ieithoedd Tramor Modern wedi ennill ei phlwyf gyda chanlyniadau TGAU rhagorol gyda disgylion o bob gallu.

### **Amcanion Cyffredinol TGAU Ffrangeg a Sbaeneg.**

Nod yr adran wrth gynnig cyrsiau TGAU Ffrangeg a Sbaeneg yw rhoi'r cyfle i'r disgylion ddatblygu yn ddinas sy'n gallu cyfathrebu ag eraill yn hyderus ac sy'n arddangos sgiliau ieithyddol a fydd yn y dyfodol yn fanteisiol ym myd gwaith. Dengys ystadegau diweddar bod ennill cymhwyster mewn ieithoedd yn fanteisiol wrth wneud cais am swyddi yn y meysydd canlynol :

Busnes	Trafnidiaeth a theithio
Gweithgynhyrchu	Gwasanaethau cymunedol a chymdeithasol
Bancio/cyllid	Gweinyddiaeth
Masnach	Addysg
Gwestai a thai bwyta	Sefyliadau Rhyngwladol
Byd iechyd	

Mae astudio Ffrangeg a / neu Sbaeneg i safon TGAU yn cyfoethogi ymwybyddiaeth Ewropeaidd y disgylion ac yn cynrig sgiliau sy'n addas i'r economi byd-eang.

### **Wrth ddilyn cwrs TGAU Ffrangeg a / neu Sbaeneg, amcanir:**

- y bydd y disgylion yn mwynhau'r profiad cadarnhaol o ddysgu ieithoedd tramor
- y parheir â dulliau dysgu rhyngweithiol yr adran gan ddatblygu sgiliau rhyngbersonol y disgylion
- y datblygir ymhellach y cysylltiadau sydd eisoes yn bodoli rhwng yr adran â disgylion mewn ysgolion yn y gwledydd lle siaredir Ffrangeg a Sbaeneg
- y galluogir y disgylion i ddefnyddio Ffrangeg neu Sbaeneg yn naturiol mewn sefyllfaoedd ymarferol
- yr addysgir y disgylion am ddiwylliant a gwareiddiad gwledydd lle siaredir Ffrangeg neu Sbaeneg, trwy waith yn yr ystafell ddosbarth a thrwy ymweliadau addysgol â'r gwledydd hynny
- y manteisir ar gyfleoedd i hybu agwedd positif tuag at ddysgu ieithoedd tramor a thuag at siaradwyr ieithoedd tramor modern

- y datblygir ymwybyddiaeth y disgylion o natur dysgu iaith a thelir sylw i sgiliau astudio amrywiol
- y datblygir sgiliau technoleg gwybodaeth a chyfathrebu y disgylion wrth wneud defnydd o'r rhyngrwyd, e-bost, web cam, pecynnau meddalwedd arbenigol, fideo a theledu lloeren.

### **Cynnwys y Cyrsiau TGAU Ffrangeg a Sbaeneg**

Bydd y disgylion yn dysgu sut i drafod agweddau gwahanol o'u bywydau trwy gyfrwng y Ffrangeg neu'r Sbaeneg. Hyfforddir hwy i ymdopi mewn sefyllfaoedd twristiaeth a byd gwaith tramor. Disgwylir iddynt hefyd ddysgu am faterion byd-eang. Rhestrir themau cyrsiau TGAU Ffrangeg a Sbaeneg isod:

Bydd y disgylion yn dysgu sut i drafod agweddau gwahanol o'u bywydau trwy gyfrwng y Ffrangeg neu'r Sbaeneg. Hyfforddir hwy i ymdopi mewn sefyllfaoedd twristiaeth a byd gwaith tramor. Disgwylir iddynt hefyd ddysgu am faterion byd-eang. Rhestrir themau cyrsiau TGAU Ffrangeg a Sbaeneg isod:

- HUNANIAETH A DIWYLLIANT
- CYMRU A'R BYD
- CYFLOGAETH AC ASTUDIAETH

### **Asesu**

Arholir y pedair sgil ieithyddol yn Ffrangeg a Sbaeneg. Mae gwerth yr asesu ar gyfer pob sgil fel a ganlyn :

UNED 1 – SIARAD	25%
UNED 2 – GWRANDO	25%
UNED 3 – DARLEN	25%
UNED 4 – YSGRIFENNU	25%

**Mae natur yr asesu wedi newid yn llwyr o fewn ITM ers Medi 2016. Nid oes Asesiadau dan Reolaeth bellach yn rhan o'r dull asesu. Asesir yr holl gwrs ar ddiwedd blwyddyn 11 fel arholiad terfynol. Bydd yr arholiad llafar yn cael ei chynnal yn cael ei farcio'n allanol.**

Dylai disgylion sy'n dangos addewid mewn Ieithoedd Tramor Modern yn ystod blwyddyn 9 ystyried astudio Ffrangeg a Sbaeneg ar gyfer TGAU. Bydd hyn yn galluogi disgylion i barhau i astudio ieithoedd ymhellach, ac ni ddylid ystyried astudio dwy cyfyngu ar opsiynau.

Mae astudio iaith yn golygu dysgu sgil newydd a fydd yn aros gyda'r disgylion am oes, ymhell y tu hwnt i'w hastudiaethau TGAU.



# Leithoedd Tramor Modern

## Modern Foreign Languages

The Modern Foreign Languages Department currently offers the pupils the opportunity to study two languages to GCSE level namely French and Spanish. Both courses continue the work covered in both languages in Key Stage Three and the pupils will sit GCSE examinations set by the WJEC Examination Board. The courses provide a foundation for the further study of languages in the sixth form.

The Modern Foreign Languages Department has a proven track-record of achieving excellent GCSE results with pupils of all abilities.

### Aims of the GCSE French and Spanish courses

The department's main aim is to provide the opportunity for the pupils to develop into well-rounded citizens who are able to communicate confidently with others and who can display wide ranging linguistic skills which will benefit them in future years in their chosen careers. Recent statistics show that a linguistic qualification is advantageous when applying for jobs in a variety of fields such as:

Business	Transport and travel
Manufacturing	Public and social services
Banking and finance	Administration
Commerce	Education
Hotels and restaurants	International Organisations
Health	

Studying French and / or Spanish to GCSE level will increase the pupils' awareness of Europe and their skills will enable them to contribute to the world-wide economy.

### By following a GCSE course in French / and or Spanish it is envisaged that:

- the pupils enjoy the positive experience of learning a foreign language
- the development of the pupils' interpersonal skills will continue as the pupils benefit from the department's interactive learning and teaching styles
- established contacts between the department and pupils in French and Spanish speaking countries will be further developed
- the pupils will be able to use French and Spanish naturally in practical situations
- an insight will be given into the culture and civilisations of countries where French and Spanish are spoken, by means of class-work and educational visits

- a positive attitude towards learning foreign languages and towards foreign language speakers will be encouraged
- the pupils' awareness of the nature of language learning and various study skills will be developed
- the pupils' information technology and communication skills will be developed as use is made during the GCSE courses of the internet, e-mail, web cam, specific software packages, video and satellite television.

### Content of the GCSE French and Spanish Courses

The pupils will learn how to discuss various aspects of their daily lives through the medium of French or Spanish. They will be trained to cope in tourist situations and in the world of work abroad. It is also expected that they will learn about world-wide issues. The thematic units of the GCSE courses in French and Spanish are as follows:

- IDENTITY AND CULTURE
- WALES AND THE WORLD
- CURRENT AND FUTURE STUDY AND EMPLOYMENT

Within the department, a wide range of teaching and learning strategies are implemented in order to nurture the pupils' enjoyment and confidence in the foreign language.

### Assessment

The four language skills will be examined in French and Spanish. The weighting for each skill is as follows:

UNIT 1 – SPEAKING	25%
UNIT 2 – LISTENING	25%
UNIT 3 – READING	25%
UNIT 4 – WRITING	25%

**The nature of assessment within MFL has changed since September 2016. There are no longer any Controlled Assessment tasks to be completed. All skills are assessed in a final examination in year 11. The speaking component will be examined by the classroom teacher and will be marked externally by a WJEC marker.**

Pupil who show promise in Modern Foreign Languages during year 9 should seriously consider studying both French and Spanish at GCSE. This will enable pupils to continue with language study further and studying two languages should no way be thought of as narrowing options. Learning a language means acquiring a new skill which will stay with them for life, far beyond their GCSE examination study.



# Mathemateg

## Mathematics

### Amcanion Cyffredinol

O Fedi 2015 mi fydd holl yr ddisgyblion yng Nghymru yn cael dau gymhwyster TGAU mathemateg (TGAU Mathemateg – Rhifedd a TGAU Mathemateg).

Bydd **TGAU Mathemateg** yn adeiladu ar y lefelau mathemateg sy'n ddisgwylledig ar ddiwedd CA3 ac yn symud ymlaen ohonynt nhw trwy Raglen Astudio Cwricwlwm Cenedlaethol Mathemateg. Ynghyd â'r TGAU Mathemateg – Rhifedd, mae'r fanyleb hon yn gweithredu fel sail addas ar gyfer astudio mathemateg naill ai ar lefel UG neu safon Uwch.

Bydd **TGAU Mathemateg - Rhifedd** yn adeiladu ar y lefelau rhifedd sy'n ddisgwylledig ar ddiwedd Cyfnod Allweddol 3 ac yn symud ymlaen ohonynt nhw trwy'r Fframwaith Llythrennedd a Rhifedd. Ynghyd â'r TGAU Mathemateg, mae'r fanyleb hon yn gweithredu fel sail addas ar gyfer astudio mathemateg naill ai ar lefel UG neu safon Uwch.

Mae'r tabl canlynol yn crynhoi sut y bydd y cynnwys mathemategol yn cael ei rannu rhwng y ddau gymhwyster TGAU mathemateg (TGAU Mathemateg – Rhifedd a TGAU Mathemateg).

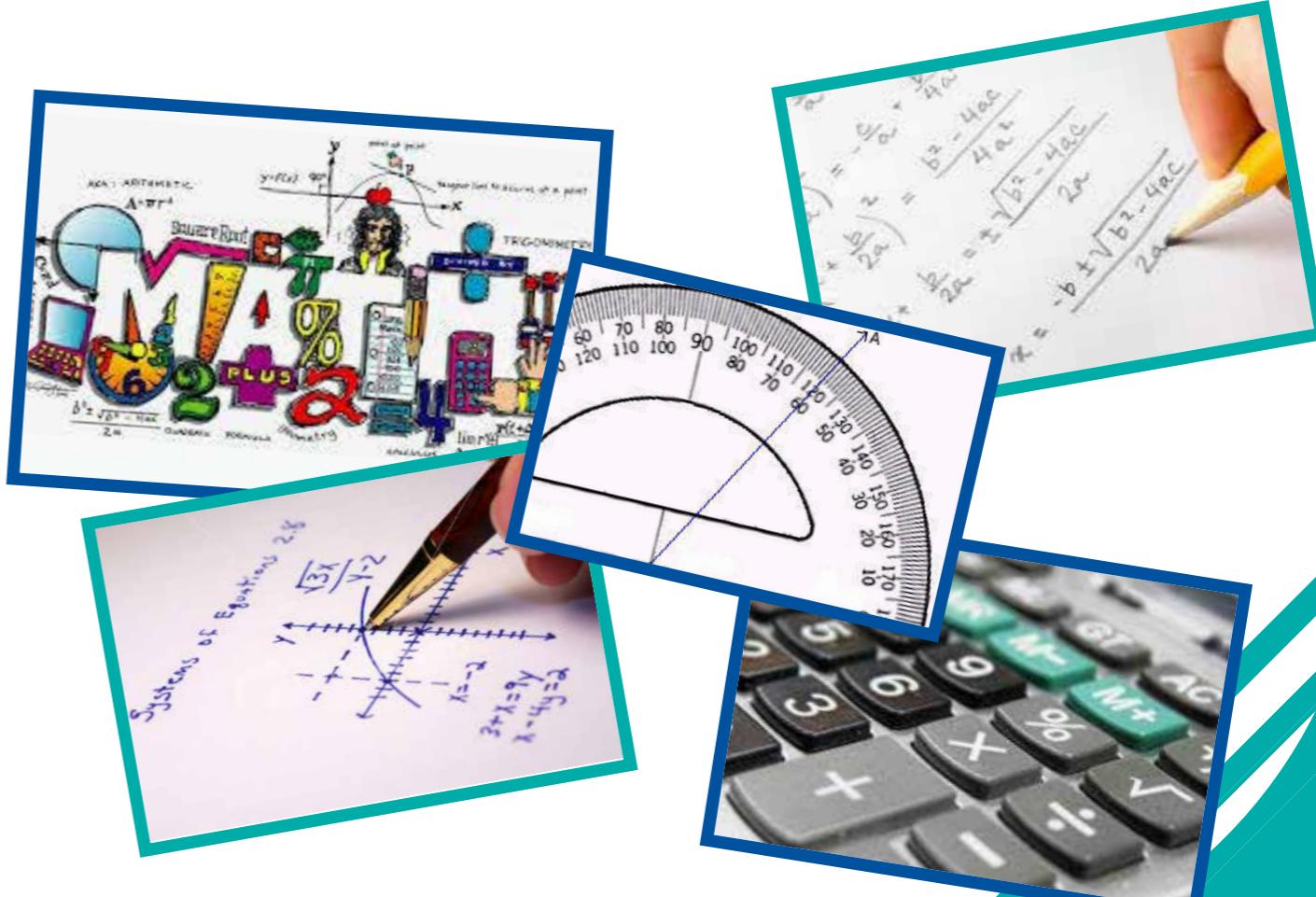
TGAU	Mathemateg - Rhifedd	Mathemateg	
Cynnwys	Rhif, Mesur ac Ystadegau a rhai agweddau ar Algebra, Geometreg a Thebygolrwydd	Holl gynnwys TGAU Mathemateg - Rhifedd	Algebra, Geometreg a Thebygolrwydd ychwanegol
Ffocws yr asesu	Defnyddio'r cynnwys uchod yn ei gyd-destun	-	Defnyddio'r cynnwys uchod yn ei gyd-destun  Sgiliau trefniadol mewn sefyllfaoedd heb gyd-destun neu ag ychydig iawn o gyd-destun ar gyfer yr holl gynnwys

### Manylion y cwrs

Bydd disgylion o bob gallu yn dilyn cwrs sy'n addas ar gyfer eu lefel mathemategol. Yn unol â gofynion y Cwricwlwm Cenedlaethol fe rennir pob cwrs yn dri amcan asesu (AA), sef:

Amcanion Asesu		Pwysoli	
		Mathemateg - Rhifedd	Mathemateg
AA1	Galw i gof a defnyddio eu gwybodaeth o'r cynnwys penodedig	15%-25%	50%-60%
AA2	Dethol a defnyddio dulliau mathemategol mewn amrywiol gyd-destunau	50%-60%	10%-20%
AA3	Dehongli a dadansoddi problemau a chynhyrchu strategaethau i'w datrys	20%-30%	25%-35%

Bydd defnydd eang o Dechnoleg Gwybodaeth a Chyfathrebu yn rhan annatod o gyflwyniad y cwrs yn arbennig felly wrth gwblhau ymchwiliadau ystadegol. Bydd pob disgyl unai yn dilyn y cwrs T.G.A.U sy'n berthnasol i'w allu neu'r cwrs lefel mynediad yn achos y rhai sy'n gweithio ar lefel mwy elfennol.



# Mathemateg

## Mathematics

### Manylion Asesu

Ar gyfer pob cwrs T.G.A.U mae'r manylion fel a ganlyn:  
 Dau bapur ysgrifenedig  
 Bydd y papurau ysgrifenedig yn asesu'r holl amcanion asesu.

Tair haen gofrestru (uwch, canolradd a sylfaenol)

Uwch	A*	A	B	C	D	E	F	G
Canolradd			B	C	D	E		
Sylfaenol					D	E	F	G

### Asesiad Mathemateg a Mathemateg – Rhifedd.

Bydd angen ir disgylion eistedd 2 arholiad ar gyfer pob cymhwyster. Hyd bob papur arholiad fel a ganlyn:

### Uned 1: Heb gyfrifiannell. Uned 2: Caniateir Cyfrifiannell.

#### Arholiadau Ysgrifenedig.

**Uwch:** 1 awr 45 munud (80 marc)

**Canolradd** 1 awr 45 munud (80 marc)

**Sylfaenol** 1 awr 30 munud (65 marc)

50% o'r cymhwyster am bob uned.

Mae'r cwrs **Lefel Mynediad** yn cael ei ystyried yn addas i'r disgylion hynny sydd heb gyrraedd lefel 3 o'r Cwricwlwm Cenedlaethol erbyn diwedd Cyfnod Allweddol 3. Mae'r cwrs yn un strwythedig sy'n cynnig cyfleoedd amrywiol i ddysgu mathemateg mewn cyd – destun perthnasol. Fe asesir y cwrs trwy gyfuniad o ddulliau, a hynny dros gyfnod o ddwy flynedd academaidd. Fe grisialir y wybodaeth yn y tabl isod:

Asesiad	Cyfraniad at y cyfanswm
Profion ysgrifenedig yn y dosbarth	48% - sef 3 prawf o 16% yr un
Profion clywedol	5 % - sef 3 prawf o 1.66% yr un
Gweithgareddau ymarferol	6% - sef 3 prawf o 2% yr un
Tasgiau ymchwiliol	20 % - sef un tasg 20%
Arholiad allanol	21 %

### Assessment

All G.C.S.E courses are comprised of the following assessment elements:

Two written papers.

There is no coursework

3 tier of entry (higher, intermediate and foundation)

<b>Higher</b>	A*	A	B	C				
<b>Intermediate</b>			B	C	D	E		
<b>Foundation</b>					D	E	F	G

### **Examination for GCSE Mathematics and GCSE Mathematics – Numeracy.**

Pupils will be required to sit two papers for each GCSE. The duration of each paper is as follows:

#### Unit 1: Non calculator. Unit 2: Calculator allowed.

#### Arholiadau Ysgrifenedig.

**Higher:** 1 hour 45 min (80 mark)

**Intermediate** 1 hour 45 min (80 mark)

**Foundation** 1 hour 30 min (65 mark)

50% of qualification.

### **Entry Level Mathematics**

The Entry Level Mathematics course is appropriate for those pupils who have failed to reach level 3 or 4 of the National Curriculum at the end of Key Stage 3. The course is well structured and provides opportunities to learn mathematics in a relevant and engaging context. The course assessment is comprised of a number of elements over a two-year period. This is summarised below:

Assessment Component	Weighting
Intermediate tests	48 % - 3 tests of 16%
Aural tests	5% - 3 tests of 1.66%
Practical exercises	6% (3 x 2%)
Investigative tasks	20%
External examination	21%

# Mathemateg

## Mathematics

### General objectives

From September 2015 all pupils in Wales will be required to sit two GCSE examinations in the subject. (GCSE Mathematics and GCSE Mathematics – Numeracy)

**GCSE Mathematics** will build on and progress from the levels of mathematics expected at the end of KS3 through the National Curriculum Programme of Study for Mathematics. Whilst GCSE in Mathematics – Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas, GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

**GCSE Mathematics – Numeracy** will build on and progress from the levels of numeracy expected at the end of Key Stage 3 through the Literacy and Numeracy Framework and will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas.

The table below shows how the mathematical content is distributed within these two GCSE's.

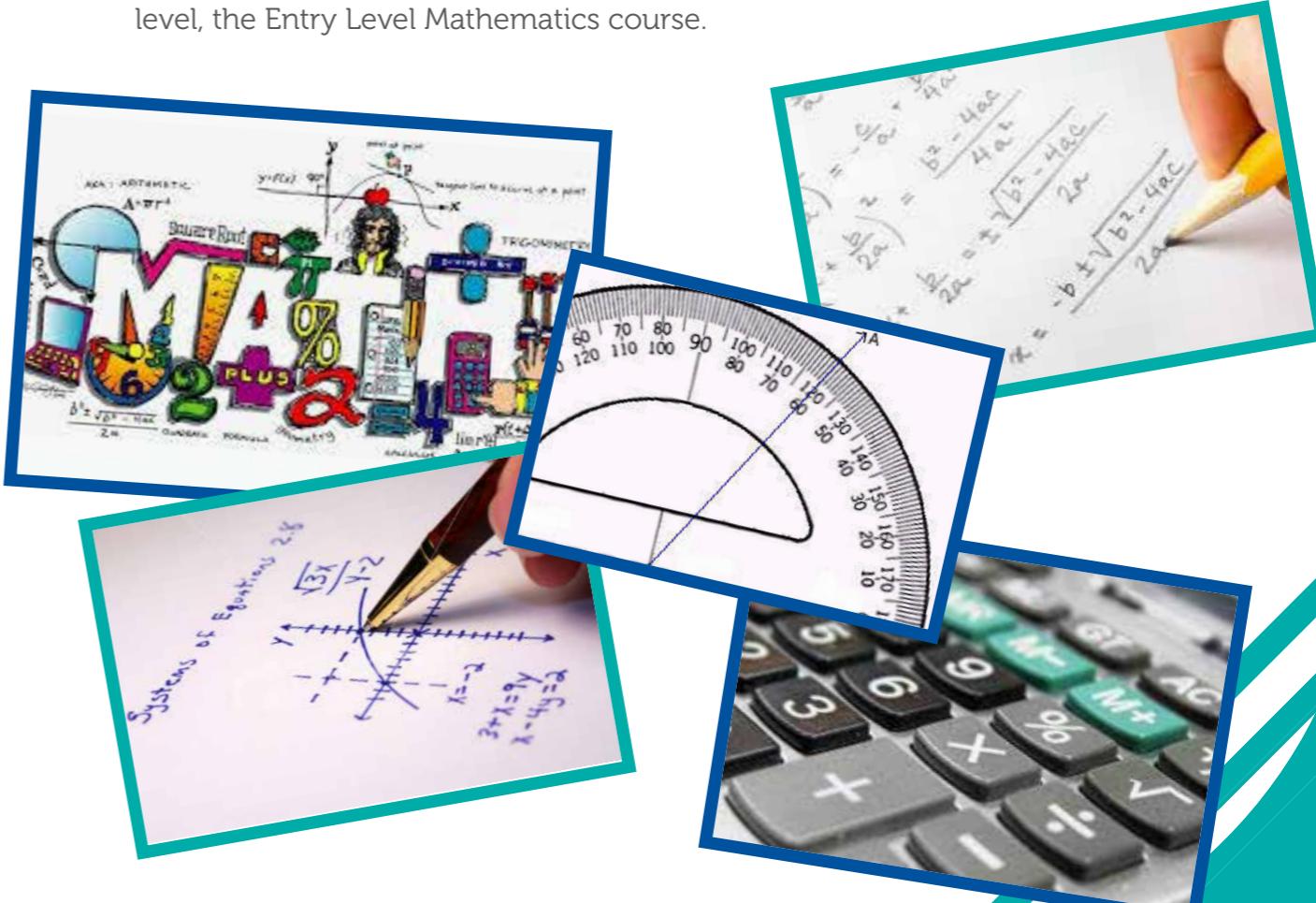
GCSE	Mathematics - Numeracy	Mathematics	
<b>Content</b>	Number, Measure and Statistics plus some aspects of Algebra, Geometry and Probability.	All the content of GCSE Mathematics Numeracy	Additional Algebra, Geometry and Probability.
<b>Assessment focus</b>	The application of the above content in context	-	The application of the above content in context  Procedural skills in situations that are context free or involve minimal context for all content.

### Course Details

Each pupil will follow a course which best reflects his level of ability. In line with the requirements of the National Curriculum, each course consists of four assessment objectives (AO), namely:

Assessment Objectives		Weighting	
		Mathematics - Numeracy	Mathematics
AO1	Recall and use their knowledge of prescribed content.	15%-25%	50%-60%
AO2	Select and apply mathematical methods	50%-60%	10%-20%
AO3	Interpret and analyse problems and generate strategies to solve them.	20%-30%	25%-35%

Information Technology and Communication will be an integral part of the course, both in its explication and execution. This is especially so with regard to statistical investigations. Each pupil will either follow the G.C.S.E course which best reflects his ability, or, in the case of those working at a more rudimentary level, the Entry Level Mathematics course.



# Saesneg - laith

## English Language

### **Nod**

Prif nod y cwrs yw arddangos sgiliau llafaredd, darllen ac ysgrifennu sy'n hanfodol wrth gyfathrebu ag eraill yn hyderus, yn effeithiol, yn gywir ac yn briodol. Rydym hefyd awyddus i annog y myfyrwyr i fod yn ddarllenwyr brwd, deallus ac aeddfed eu hymateb. Arholir y cwrs fel un haen syn cynnwys y graddau A\* i G.

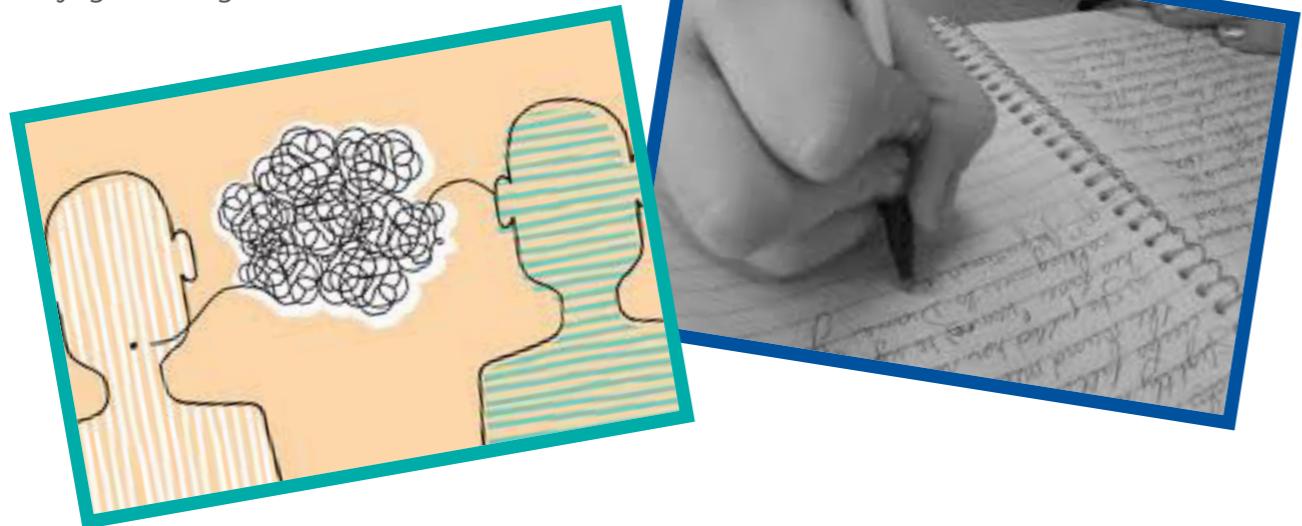
### **Manylion y Cwrs**

Fel rhan o'r cwrs sy'n ymdrin â siarad a gwrandu darllen ac ysgrifennu caiff y myfyrwyr y cyfle i ddatblygu'r sgiliau canlynol:

- arddangos eu medrusrwydd wrth gael gafaell ar wybodaeth neu ei hadfer o amrywiaeth eang o destunau ysgrifenedig a dynamig/digidol, gan feithrin dealltwriaeth gyffredinol o'r testun, crynhoi a chyfuno'r cynnwys, deall yr ystyr a fwriadwyd a gwerthuso ei ddiben;
- deall effaith amrywiadau mewn iaith, dethol ac addasu eu llafaredd a'u hysgrifennu yn ôl sefyllfaoedd, dibenion a chynulleidfaedd gwahanol, datblygu eu sgiliau er mwyn diwallu eu hanghenion personol eu hunain yn ogystal ag anghenion cyflogwyr ac addysg bellach fel y gallant gymryd rhan lawn mewn cymdeithas a'r byd gwaith; a
- datblygu sgiliau rhesymu geiriol a'u gallu i feddwl mewn ffordd adeiladol a beirniadol wrth ymateb i destunau ysgrifenedig a digidol/dynamig.

### **Asesiad**

Bydd yr asesiad yn cynnwys 2 asesiad llafar (20%) a 2 bapur arholiad ysgrifenedig (80%)



### **Aims**

The general aim of the course is to develop students' oracy, reading and writing skills that are instrumental in communicating with others confidently, effectively, precisely and appropriately. We also hope to encourage students to become enthusiastic, responsive and knowledgeable readers. The course is now examined in a single tier which encapsulates the grades A\* to G.

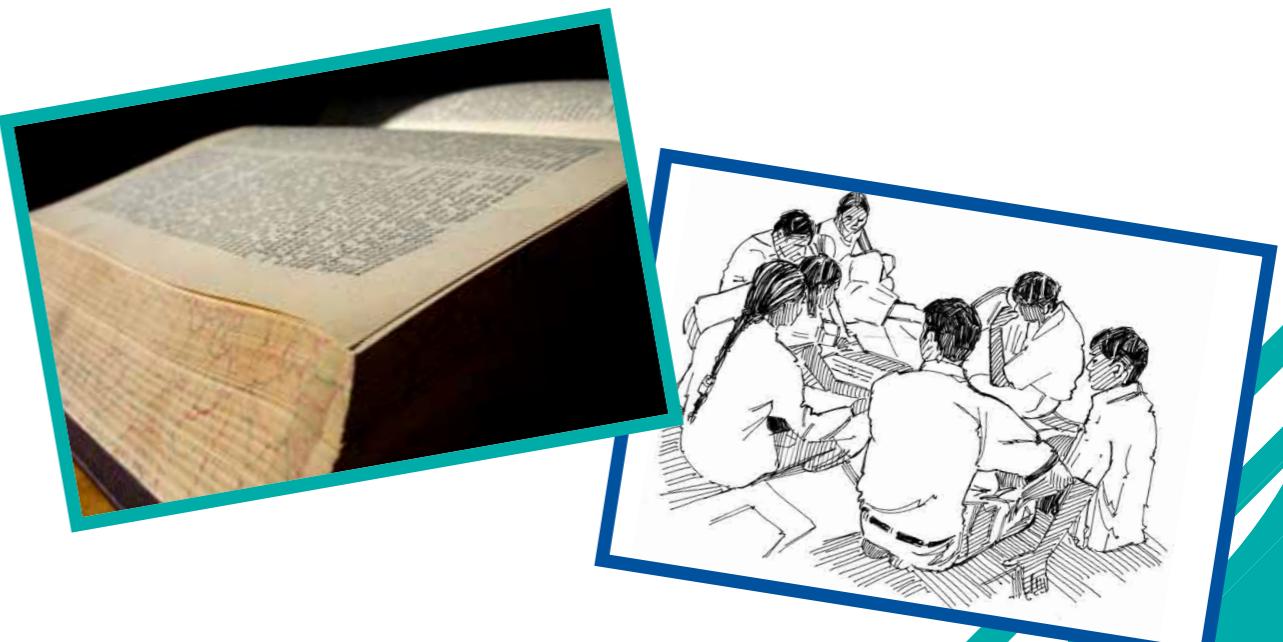
### **Course details**

Within an integrated programme of speaking and listening, reading and writing, students are given the following opportunities:

- to demonstrate their proficiency in accessing and retrieving information from a wide range of written and dynamic/digital texts, forming a broad general understanding of the text, summarising and synthesising content, inferring intended meaning and evaluating its purpose;
- to develop their skills in order to meet their own personal needs as well as the needs of employers and further education so that they can fully participate in society and the world of work; and
- to develop their verbal reasoning and their ability to think constructively and critically in response to written and digital/dynamic texts.

### **Assessment**

Assessment will comprise of 2 speaking and listening assessments (20%) and 2 written examinations (80%).



# Saesneg - Llenyddiaeth

## English Literature

### Nod

Nod y cwrs yw caniatáu myfyrwyr i ddatblygu eu diddordebau llenyddol a'u hannog i fod yn ddarllenwyr brwd.

### Manylion y Cwrs

Mae'r cwrs yn cyd-redeg gyda'r cwrs iaith. Arholir y cwrs ar ddwy haen, Uwch a Sylfaenol; graddau A\* i D yn yr haen Uwch a C i G yn yr haen Sylfaenol.

Bydd myfyrwyr yn derbyn y cyfleoedd canlynol:

- Darllen, deall ac ymateb i ystod eang o ddarnau llenyddol, i werthfawrogi dulliau ysgrifennu awduron ac i ddatblygu eu sgiliau astudio llenyddiaeth.
- Bod yn ymwybodol o'r cyd-destunau celfyddydol, hanesyddol a chymdeithasol sy'n effeithio ar lenyddiaeth.
- Greu a chyfleu ystyr yn eu hysgrifennu a gwaith siarad a gwrando, ac i ddatblygu eu dealltwriaeth o gynulleidfa a phwrpas.

Bydd yr asesiad yn cynnwys 2 arholiad (75%) ac 2 asesiad dan arolygaeth (25%).

### Aims

The general aim of this course is to enable students to explore their literary interests and to encourage them to become enthusiastic, responsive and knowledgeable readers.

### Course Details

This course is taught simultaneously with the GCSE English course. The course is examined within two tiers: Higher which encapsulates the grades A\* to D and Foundation which encapsulates grades C to G.

Students following this course are given the following opportunities

- To read, understand and respond to a wide range of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study.
- To be aware of social, historical and cultural contexts and influences in the study of literature.
- To construct and convey meaning in speech and writing, matching style to audience and purpose.

Assessment will comprise of 2 examinations (75%) and 2 controlled assessments (25%).



# Saesneg (Lefel Mynediad)

## English (Entry Level)

### Nod

Nod cyffredinol y cwrs datblygu sgiliau cyfathrebu myfyrwyr o ran ysgrifennu, siarad ac i wrando gyda dealltwriaeth. Un o nodau'r cwrs hefyd yw hybu diddordeb darllen myfyrwyr.

### Manylion y Cwrs

Tu fewn i raglen ysgrifennu, darllen a siarad a gwrando, mae myfyrwyr yn derbyn y cyfleoedd canlynol:

### Siarad a Gwrando

Siarad ac i wrando ar gyfer pwrpasau gwahanol.

### Darllen

Darllen ystod eang o lenyddiaeth, testunau ffeithiol a deunydd o'r cyfryngau.

### Ysgrifennu

Datblygu sgiliau ysgrifennu a'r gallu i ysgrifennu ar gyfer gwahanol bwrpasau.

### Aims

The general aim of this course is to develop students' abilities to communicate effectively in speech and writing, and to listen with understanding. It will also encourage students to develop enthusiasm, understanding and knowledge in their reading.

### Course Details

Within an integrated programme of speaking and listening, reading and writing, students will be given the following opportunities:

### Speaking and Listening

To talk and listen in a variety of situations and for a range of purposes

### Reading

To encounter a wide range of literature, non-fiction and media texts.

### Writing

To improve and consolidate their skills in writing and to develop a range of writing styles.



# Addysg sy'n Gysylltiedig a Gwaith

## Work Related Education

### Nod

Mae'r cymwysterau yn bodloni gwahanol themâu Gyrfaoedd a'r Byd Gwaith: cyrhaeddiad personol; chwilio am wybodaeth; deall y byd gwaith; arweiniad; a gwneud penderfyniadau a'u rhoi ar waith.

Mae'r cymwysterau yn galluogi dysgwyr i fod yn barod am waith ac i gyfrannu'n sylweddol yn y gweithle, un ai mewn rôl wirfoddol neu rôl â thal.

Mae'r cymwysterau yn cefnogi dysgwyr i wneud y canlynol:

- gwreddu eu dyheadau ar gyfer y dyfodol drwy gynllunio ac archwilio llwybrau gyrrfa a chyflogaeth posibl
- deall y sgiliau, y gwerthoedd a'r agweddau sydd eu hangen yn y gweithle
- deall sut mae'r hyn maent yn ei ddysgu yn berthnasol i'w dyfodol.

Rydym yn cefnogi ac yn grymuso pobl ifanc i ddatblygu eu sgiliau cyflogadwyedd drwy'r cymwysterau. Mae hyn yn golygu bod pobl ifanc yn barod ar gyfer gofynion y gweithle a bod gan gyflogwyr weithwyr sy'n bodloni eu safonau a'u disgwyliadau

### Manylion y Cwrs

Agored Cymru Tystysgrif Lefel 2 mewn Addysg sy'n Gysylltiedig â GwaithRhif Cymeradwyo/Dynodi CC: C00/1199/8  
Credydau ei hangen: Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: 7  
Credydau ei hangen ar Lefel Dau: 6

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

### Asesu

Lefel 1 - Uned 1- Sgiliau Cyfweliad  
Uned 2- Gwneud Cais am Swydd  
Uned 3- Llunio Curriciwlwm Vitae Pwrpasol

Lefel 2 - Uned 1- Cynllunio a Pharatoi ar gyfer Profiad Gwaith  
Uned 2- Gweithio mewn Tim.



### Aims

The qualifications meet the different themes of the CWW: personal achievement; seeking information; understanding the world of work; guidance; and making and implementing decisions.

The qualifications enable learners to be employment ready and contribute meaningfully within the workplace, whether in an employed or volunteering role.

The qualifications support learners to:

- realise their future aspirations through planning and exploring potential career and employment routes
- understand the skills, values and attitudes required for the workplace
- understand how their learning is relevant to their future.

We support and empower young people to develop their employability skills through the qualifications. This means that young people are ready for the demands of the workplace and employers have employees that meet their standards and expectations.

### Course Details

Agored Cymru Level 2 Certificate in Work Related Education

QW Approval/Designation No: C00/1199/8

Total credits required: 13

Minimum credits at or above qualification level: 7

Minimum credits required at Level Two: 7

This qualification is classified as suitable for pre-16 learners.

### Assessment

Level 1 - Unit 1- Interview Skills

Unit 2- Applying for a Job

Unit 3- Preparing a CV

Level 2 - Unit 1- Preparing for Work Experience

Unit 2- Working as part of a Team



# Technoleg Ddigidol

## Digital Technology

### Manylion y Cwrs:

Defnyddir Technoleg Ddigidol ym mhob man yn ein bywydau bob dydd. Gwelir Technoleg Ddigidol yn newid ar gyfradd anhygoel yn cynnig fwy o posibiliadau nag erioed. Mae'r cwrs TGAU Technoleg Ddigidol yn galluogi dysgwyr i adeiladu ar y sgiliau, y wybodaeth a'r ddealltwriaeth ddigidol a ddefnyddir yn eu bywydau o fewn yr ysgol thu hwnt.

Mae'r cymhwyster yma yn addas ar gyfer dysgwyr sydd â diddordeb mewn gyfra sy'n defnyddio technolegau digidol neu unrhyw ddysgwyr sydd am ddysgu am ddatblygiadau a'i heffaith ar ein bywydau. Mae'r cwrs yn Sylfaen dda ar gyfer symud ymlaen at raglenni dysgu lefel uwch o unrhyw fath.

Bydd y cymhwyster yn galluogi dysgwyr i feithrin eu dealltwriaeth o'r amrywiaeth o systemau technoleg ddigidol a ddefnyddir yn ein cymdeithas a byd-eang. Bydd hefyd yn galluogi dysgwyr i archwilio natur ddatblygol systemau technoleg ddigidol a sut y gellir defnyddio'r systemau hyn mewn ffordd gynhyrchiol, greadigol a diogel.

### Dulliau Asesu

Cwblheir tair uned fel rhan o'r cwrs. Dwy uned asesiad gwaith cwrs (gwerth 60% ar y cyd) ac un uned arholiad werth 40%. Cwblheir y gwaith yn ystod y ddwy flynedd a chyflwynwyd i'r bwrdd arholi ar ddiwedd flwyddyn 11. Mae'r uned yma werth 20% o'r cymhwyster.

### Uned 1 Y byd digidol

#### Arholiad ar-sgrin

Yr uned gyntaf 'Y Byd Digidol' yw'r uned arholiad. Asesir yr uned gan arholiad a gwblheir ar-lein, sydd yn cynnwys amrywiaeth o gwestiynau yn ymwneud â systemau technoleg ddigidol, gwerth technoleg ddigidol a safbwytiau ar dechnoleg ddigidol. Hyd yr arholiad yw awr a 30 munud ac mi fydd y dysgwyr yn eistedd yr arholiad ar ddiwedd flwyddyn 11. Mae'r uned yma werth 40% o'r cymhwyster.

#### Trosolwg o'r uned

- systemau technoleg ddigidol
- gwerth technoleg ddigidol
- safbwytiau ar dechnoleg ddigidol



### Uned 2 Arferion Digidol

#### Asesiad di-arholiad: 45 awr

Yr ail uned – Arferion Digidol – yw uned o waith cwrs a asesir yn fewnol cyn ei ddanfon at y bwrdd arholi. Mae'r uned yn cynnwys gwaith a osodir gan y bwrdd arholi. Mi fydd yr asesiad yn cael ei gwblhau o fewn gwersi ac mi fydd yn para 30 awr. Mae'r uned yma werth 40% o'r cymhwyster.

Yn rhan gyntaf yr asesiad, bydd y dysgwyr yn defnyddio set ddata a fydd wedi'i darparu iddynt gan ddefnyddio taenlen. Mi fyddent yn dadansoddi'r data ac mi fydd canlyniadau'r data yna yn ei helpu i gwblhau'r ail ran wrth iddynt greu gwefan ac eitemau amlgyfrwng megis animeiddiadau.

#### Trosolwg o'r uned

- holi data mewn taenlen
- cynhyrchion digidol wedi'u llywio gan ddata.

### Uned 3 Cyfathrebu yn y byd digidol

#### Asesiad di-arholiad: 15 awr

Asesiad o waith cwrs yn canolbwytio ar farchnata asedau digidol gan ddefnyddio'r cyfryngau cymdeithasol yw'r drydedd uned o waith. Bydd dysgwyr yn creu eitemau digidol sy'n gysylltiedig â chyd-destun penodol ac yna'n llunio ymgyrch cyfathrebu digidol. Mi fyddent yn cwblhau'r asesiad o fewn gwersi ac mi fydd yn para 15 awr. Mae'r uned yma werth 20% o'r cymhwyster.

#### Trosolwg o'r uned

- y cyfryngau cymdeithasol a chyfathrebiadau marchnata ar-lein
- creu asedau digidol a chynllunio cyfathrebiadau digidol.

### Y dyfodol?

Fel y gwelwch, mae'r cwrs TGAU Technoleg Ddigidol yn un amrywiol a ddiddorol sydd wr yn paratoi'r disgylion ar gyfer eu cam nesaf ac unrhyw yrfa.



# Technoleg Ddigidol

## Digital Technology

### Course Details:

Digital Technology is used all around us in our everyday lives, rapidly developing and offering more possibilities than ever. The Digital Technology GCSE course allows learners to build on the digital skills, knowledge and understanding that is used both in their school and everyday lives.

The qualification is suitable for learners interested in a career using digital technology and also for any student that is interested in learning about the developments within technology and their impact on our lives. The course is a solid foundation to move on to any higher level learning programme.

The qualification will allow learners to develop their understanding of the range of digital technology systems at use in our connected society. It will also allow learners to explore the ever-evolving nature of digital technology systems and how these systems can be used productively, creatively and safely.

### Assessment

The course consists of three units. Two coursework assessment units (worth 60% combined of the overall GCSE) and one examination unit worth 40%. All units are completed over the two years and submitted to the exam board at the end of year 11.

### Unit 1 The Digital World

#### On-screen examination

The first unit of work 'The Digital World' is the examination unit. An assessment consisting of an exam (completed on-screen), comprising of a range of questions in relation to digital technology systems, the value of digital technology and perspectives on digital technology. The examination is an hour and thirty minutes and is sat at the end of year 11. This unit is worth 40% of the qualification.

#### Overview of unit

- digital technology systems
- the value of digital technology
- perspectives on digital technology



### Unit 2 Digital Practices

#### Non-exam assessment: 45 hours

The second unit – Digital Practices – is a coursework unit of work that is assessed internally before being sent to the examination board. The unit contains work set by the exam board. The assessment will be completed within lessons and will last for 30 hours. This unit is worth 40% of the qualification.

The first part of the assessment requires the learners to use a set of data that they will be given using a spreadsheet. They will analyse the data and use the results as a basis for the second part of the assessment requiring the learners to create a website including multimedia elements such as an animation.

#### Overview of unit

- interrogating spreadsheet data
- data-informed digital products

### Unit 3 Communicating in the Digital World

#### Non-exam assessment: 15 hours

A coursework assessment unit focusing on marketing digital assets using social media is the third unit of work. The students will create digital assets related to a set context and then create an online digital communications campaign around them. The assessment will be completed during lessons and will last for 15 hours. This unit is worth 20% of the qualification.

#### Overview of unit

- social media and online marketing communications
- creating digital assets and planning digital communications

### The Future

As can be seen, the Digital Technology GCSE course is varied and interesting and prepares the students for their next step and any career.



# Twristiaeth

## Tourism



### Pam astudio Twristiaeth?

Mae'r cymhwyster yn cynnwys llawer o weithgareddau cysylltiedig â gwaith ym maes twristiaeth a hefyd yn darparu ar gyfer dysgu mewn amrywiaeth o gyd-destunau gan alluogi dysgwyr i gymhwysu ac ehangu eu dysgu. Fel y cyfryw, mae'r cymhwyster yn rhoi gwerthfawrogiad eang i'r dysgwyr o weithio ym maes twristiaeth a chyfleoedd ehangach ar gyfer camau dilyniant i addysg bellach, cyflogaeth neu hyfforddiant.

### Beth yw cynnwys y cwrs?

Pryd?	Teitl Uned	Asesiad	Oriau Dysgu
Blwyddyn 10	Uned 1 : Profiad y Cwsmer	Mewnol	30
Blwyddyn 10	Uned 2 : Busnes Twristiaeth	Allanol	30
Blwyddyn 11	Uned 3 : Datblygu Cychfaennau i Dwristiaid yn y DU	Mewnol	60

### Asesiad Mewnol

Uned 1: Profiad y Cwsmer

Uned 3: Datblygu Cychfaennau i Dwristiaid yn y DU

Caiff unedau eu hasesu drwy asesiadau cyfunol dan reolaeth:

- Darperir rheolaethau ar gyfer asesu pob uned a gaiff ei hasesu'n fewnol mewn aseiniad enghreifftiol;
- Mae'n rhaid i bob uned a gaiff ei hasesu'n fewnol gael ei hasesu'n annibynnol. Gall y dysgwyr gyflwyno darn o dystiolaeth sy'n cyfrannu at y meini prawf asesu ar gyfer mwy nag un uned. Mae hyn yn dderbyniol, ar yr amod y gellir ei phriodoli'n glir i faen prawf asesu penodedig a'i bod wedi'i chynhyrchu dan reolaeth briodol ar gyfer pob uned;
- Darperir bandiau performiad ar gyfer Llwyddiant Lefel 1, Llwyddiant Lefel 2, Teilyngdod Lefel 2 a Rhagoriaeth Lefel 2. Mae'n rhaid i'r dystiolaeth ddangos yn glir sut y mae'r dysgwyr wedi cyrraedd y safon ar gyfer y graddau uwch.

Bydd tri cham asesu dan reolaeth:

- Pennu tasgau
- Cyflawni tasgau
- Marcio tasgau.

### Asesiad Allanol

Uned 2 : Busnes Twristiaeth

- Arholiad 75 munud
- Ar gael ym mis Mehefin bob blwyddyn
- Cânt eu graddio gan ddefnyddio Llwyddiant Lefel 1, Llwyddiant Lefel 2, Teilyngdod Lefel 2 a Rhagoriaeth Lefel 2.

### Why study the Travel and Tourism?

The qualifications have been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in tourism and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in tourism and wider opportunities for progression into further education, employment or training.

### What is the content of the course?

When?	Unit Title	Assessment	Learning Hours
Year 10	Unit 1 : Customer Experience	Internal	30
Year 10	Unit 2 : The Business of Tourism	External	30
Year 11	Unit 3 : Developing UK Tourist Destinations	Internal	60

### Internal Assessment

*Unit 1: Customer Experience*

*Unit 3: Developing UK Tourist Destinations*

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment;
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit;
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled:

- Task setting;
- Task taking;
- Task marking.



### External Assessment

*Unit 2: The Business of Tourism*

- 75 minute examination
- Available in June of each year;
- Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.



# Tystysgrif Her Sgiliau (Cenedlaethol/Sylfaen)

## Skills Challenge Cymru (National / Foundation)

Mae cymhwyster Baglriaeth Cymru wedi'i ail-ddylunio i'w addysgu am y tro cyntaf o fis Medi 2015 ymlaen.

Mae'r Bac yn gymhwyster cyfun sy'n cynnwys Tystysgrif Her Sgiliau; mae hon yn asesu'r sgiliau sydd eu hangen ar bobl ifanc ar gyfer y coleg, prifysgol, cyflogaeth a bywyd. Ynghyd â'r Dystysgrif Her Sgiliau, mae dysgwyr yn astudio detholiad o gymwysterau TGAU, UG, Safon Uwch a chymwysterau galwedigaethol sy'n briodol i'w hanghenion er mwyn derbyn y Faglriaeth.

### Graddio'r Dystysgrif Her Sgiliau

Caiff y Dystysgrif Her Sgiliau ei dyfarnu ar ddwy lefel yn CA4:

- Tystysgrif Her Sgiliau - Sylfaen (lefel 1) – cyfwerth â D i G TGAU, P1
- Tystysgrif Her Sgiliau - Cenedlaethol (lefel 2) – cyfwerth ag A\* i C TGAU

Mae'r Dystysgrif Her Sgiliau yn asesu sgiliau hanfodol megis llythrennedd, rhifedd, llythrennedd digidol, meddwl yn feirniadol a datrys problemau, cynllunio a threfnu, creadigrwydd ac arloesedd ac effeithiolrwydd personol.

Caiff llythrennedd a rhifedd eu hasesu drwy gymwysterau TGAU priodol ar lefel Sylfaen a Chenedlaethol. Caiff pob sgil arall ei asesu drwy'r Dystysgrif Her Sgiliau. Mae'r Faglriaeth newydd yn cynnwys craidd, neu 'Dystysgrif Her Sgiliau' ynghyd â Chymwysterau Ategol. Rhaid bodloni gofynion y Dystysgrif Her Sgiliau a'r Cymwysterau Ategol er mwyn cyflawni'r cymhwyster yn ei gyfanrwydd.

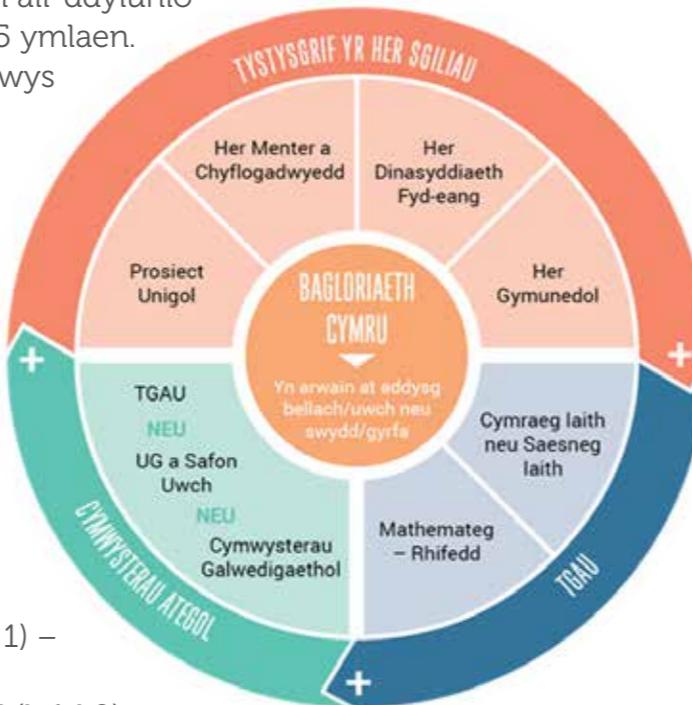
Mae angen i ddysgwyr gwblhau pedwar asesiad fel rhan o'r Dystysgrif Her Sgiliau:

### Prosiect Unigol (50%):

Mae hwn yn aseiniad annibynnol sy'n seiliedig ar ymchwil ar bwnc dewisol y dysgwr. Mae dysgwyr yn dangos fod ganddynt y wybodaeth a'r sgiliau i lunio ymchwiliad ysgrifenedig neu arteffact/cynnyrch a ategir gan ymchwil ysgrifenedig (1,000 i 2,000 o eiriau).

### Her Menter a Chyflogadwyedd (20%):

Mae'r her hon yn gofyn i ddysgwyr ddangos entrepreneuriaeth er mwyn dangos y sgiliau sydd yn aml eu hangen ar gyflogwyr, sydd yn ei dro yn



gwella cyflogadwyedd. Bydd dysgwyr yn cyflawni heriau a gaiff eu cynllunio yn lleol neu'n genedlaethol. Caiff yr Heriau eu cynllunio gan y ganolfan.

### Her Dinasyddiaeth Fyd-eang (15%):

Mae'r her hon yn gofyn i ddysgwyr ddangos dealltwriaeth o fater byd-eang ac ymateb iddo'n briodol. Bydd dysgwyr yn cyflawni heriau a gaiff eu cynllunio yn lleol neu'n genedlaethol.

### Her y Gymuned (15%):

Mae'r her hon yn gofyn i ddysgwyr nodi, datblygu a chymryd rhan mewn cyfleoedd sydd o fudd i'r gymuned. Bydd dysgwyr yn cyflawni heriau a gaiff eu cynllunio yn lleol neu'n genedlaethol.

### Baglriaeth Cymru

#### Cymwysterau Ategol

Er mwyn ennill y Faglriaeth ar lefel Sylfaen neu Genedlaethol, mae'n rhaid i ddysgwyr wneud y canlynol:

- Ennill TGAU Cymraeg Iaith neu TGAU Saesneg Iaith (graddau A\*-G ar gyfer Sylfaen, graddau A\*-C ar gyfer Cenedlaethol);
- Ennill TGAU Mathemateg (graddau A\*-G ar gyfer Sylfaen, graddau A\*-C ar gyfer Cenedlaethol);
- Ennill o leiaf dri chymhwyster TGAU arall (graddau A\*-G, graddau A\*-C ar gyfer Cenedlaethol). Yng Nghyfnod Allweddol 4, gall hyd at ddau o'r cymwysterau hyn fod yn rhai cyfwerth.

### Graddio'r Faglriaeth Cenedlaethol / Sylfaen

Mae'r Faglriaeth Cenedlaethol / Sylfaen (Tystysgrif Her Sgiliau) yn cael ei graddio'n Llwyddo Cenedlaethol (P2) a Llwyddo Sylfaen (P1).

Ceir rhagor o wybodaeth am Faglriaeth Cymru ar wefan CBAC.



# Tystysgrif Her Sgiliau (Cenedlaethol/Sylfaen)

## Skills Challenge Cymru (National / Foundation)

The Welsh Baccalaureate (Bacc) has been redesigned for first teaching from September 2015. The Bacc is a composite qualification that includes a Skills Challenge Certificate; this assesses the skills that young people need for college, university, employment and life. Alongside the Skills Challenge Certificate, learners take a selection of GCSE and vocational qualifications appropriate to their needs in order to be awarded the Bacc.

Grading the Skills Challenge Certificate  
The Skills Challenge Certificate is awarded at two levels in KS4 and is equivalent to one GCSE:

- Foundation Skills Challenge Certificate (level 1) – equivalent to grades D to G at GCSE, P1
- Skills Challenge Certificate (level 2) – equivalent to grades A\* to C at GCSE

The Skills Challenge Certificate assesses essential skills such as literacy, numeracy, digital literacy, critical thinking and problem-solving, planning and organisation, creativity and innovation and personal effectiveness.

Literacy and numeracy are assessed through appropriate GCSEs at Foundation and National levels. All other skills are assessed through the Skills Challenge Certificate.

The new Welsh Baccalaureate comprises a core, or 'Skills Challenge Certificate', alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met to achieve the overarching qualification.

Learners need to complete four assessments as part of the Skills Challenge Certificate:

### An Individual Project (50%):

This is an independent, research-based assignment on a subject of the learner's choice. Learners demonstrate the knowledge and skills to produce a written investigation or an artefact/product supported by written research (1,000 to 2,000 words).



### Enterprise and Employability Challenge (20%):

This challenge requires learners to demonstrate entrepreneurship to demonstrate the skills often required by employers, which in turn improves employability. Learners will take challenges that are designed locally or nationally. These Challenges have been designed by the centre.

### Global Citizenship Challenge (15%):

This challenge requires learners to demonstrate an understanding of, and appropriate response to, a global issue. Learners will take challenges that are designed locally or nationally.

### Community Challenge (15%):

This challenge requires learners to identify, develop and participate in opportunities that will benefit the community. Learners will take challenges that are designed locally or nationally.

### Welsh Baccalaureate

#### Supporting Qualifications

In order to acquire the Foundation or National level Bacc qualifications, learners must achieve:

- GCSE English Language or GCSE Welsh Language (grades A\*-G for Foundation, grades A\*-C for National);
- GCSE Mathematics (grades A\*-G for Foundation, grades A\*-C for National);
- A minimum of three further GCSEs (grades A\*-G, grades A\*-C for National). At Key Stage 4, up to two of these may be equivalent qualifications.

### Grading the National / Foundation Welsh Baccalaureate

The grading of the National / Foundation Welsh Baccalaureate (Skills Challenge Certificate) is National Pass (P2) and Foundation Pass (P1).

Further information about the Welsh Bacc can be found on the WJEC website.



Nod y cymwyster Dysgu yn yr Awyr Agored yw gwella datblygiad cymdeithasol, corfforol, creadigol, diwylliannol a phersonol pobl ifanc yn gyfannol drwy ddysgu arbrofol yn yr awyr agored.

Mae'r cymwyster yn cefnogi'r dyhead am Gymru egniol, iach a chynhwysol, lle mae dysgu yn yr awyr agored yn darparu llwyfan cyffredin ar gyfer cyfranogiad, hwyl, cyflawniad a chyflogaeth, gan gynyddu'r ddealltwriaeth o'r amgylchedd, yr iaith Gymraeg a threftadaeth ddiwylliannol a dyfodol Cymru.

Mae'n rhoi cyfleoedd i fwy o bobl ifanc yng Nghymru i gyflawni eu dichonolrwydd drwy weithgareddau a dysgu yn yr awyr agored, ac i ennill cymhwyster gwerthfawr ac achrededig sy'n hyrwyddo dilyniant.

Mae'r cymwysterau hyn yn diwallu anghenion Cwricwlwm i Gymru Llywodraeth Cymru ar draws pob maes dysgu a phrofiad, ac yn darparu cyfwerth 2 TGAU ar gyfer dilyniant i addysg uwch a/neu'n cael eu defnyddio i fesur perfformiad ysgol neu goleg.

### Amlinelliad O'r Cwrs

- 10 Uned
- 24 Credyd i gael 2 X B TGAU
- 19 Credyd i gael 1 X B TGAU
- Opsiwn Asesu Lefel 1 Yn Ogystal
- Dim Arholiad
- Profiadau Ymarferol a Gwaith Cwrs
- Asesiad Mewnol – Gwirio Allanol

### Unedau craidd

- Diogelwch Personol wrth Ddysgu yn yr Awyr Agored
- Defnyddio Adnoddau Naturiol yn Gynaliadwy

### Unedau posib

- Gweithio mewn Tîm
- Sgiliau Crefft Gwersyll
- Cymryd rhan mewn alldraith
- Gweithgareddau Awyr Agored ar gyfer Twristiaeth
- Cymryd Rhan mewn Gweithgaredd ar y Tir
- Cymryd Rhan mewn Gweithgaredd ar y Dŵr
- Defnyddio Map a Chwmpawd
- Cynnal Arolwg Cynefin

Mi fydd disgwyl i'r disgylion i gymryd rhan yn y Wobr Dug Caeredin lefel Efydd ac Arian.



The aim of the Learning in the Outdoors qualifications is to enhance the social, physical, creative, cultural and personal development of young people through experiential learning in the outdoors.

The qualification supports the aspiration for an active, healthy and inclusive Wales, where learning in the outdoors provides a common platform for participation, fun, achievement and employment, increasing the understanding of the environment, the Welsh language and the cultural heritage and future of Wales.

It provide opportunities for more young people in Wales to achieve their potential through outdoor activities and learning, and gain a valued and accredited qualification that facilitates progression.

These qualifications meet the needs of the Welsh Government's Curriculum for Wales across all areas of learning and experience and provide 2 GCSE equivalence for progression to higher education and/or used to measure school or college performance.

### Course Outline

- 10 Units
- 24 Credits To Achieve 2 X B Grades GCSE
- 19 Credits To Achieve 1 X B Grade GCSE
- Level 1 Assessment Option Available
- No Exam
- Practical Experiences And Coursework
- Internal Assessment And External Verification

### Core units

- Personal Safety when Learning in the Outdoors
- Sustainable Use of Natural Resources

### Examples of possible units

- Team Working
- Camp Craft Skills
- Participate in an Expedition
- Outdoor Activities for Tourism
- Participate in a Land-based Activity
- Participate in a Water-based Activity
- Use a Map and Compass
- Carrying out a Habitat Survey

Pupils will be expected to take part in the Bronze and silver DofE Award as a part of the course



# Sweet\*



Mae Sweet\* yn rhaglen ddysgu a datblygu sgiliau, sy'n cynnig cymhwyster Lefel 1 a 2 BTEC mewn Datblygiad Cymdeithasol a Phersonol.

- Lefel 1 neu 2 (Cyfwerth TGAU)
- Cefnogi Baccalaureate Cymraeg

## Manteision i'r Dysgwyr

- Gwell Sgiliau Cyflogadwyedd
- Mwy o Hyder a Hunan-barch
- Lles a Bywyd iach
- Gwella Cymhelliant
- Datblygu Sgiliau Cymdeithasol
- Hybu Dysgu Annibynnol

## Gwaith Portffolio

Mae Sweet\* yn gwrs o ansawdd uchel, gyda phecyn llawn adnoddau addas. Mae'n gwrs sy'n seiliedig ar bortffolio o ddysgu. Nid yw'n cynnwys arholiad. Mae'r themâu craidd yn cael eu dysgu ar draws 8 pennod. Mae'r 5 pennod cyntaf yn canolbwntio ar ABCh gan arwain at Dyfarniad Lefel 1 BTEC. Mae'r 3 pennod terfynol yn cynnig 2 llwyb Lefel 1 (G- D) neu Lefel 2 (A \*-C) sy'n adlewyrchu'r Heriau Sgiliau Bagloriaeth Cymru, ac yn cyflawni cymhwyster Tystysgrif BTEC llawn.

## Mae yna 5 uned graidd:

Hunaniaeth Bersonol  
Rheoli Cydberthnasau  
Byw'n Iach  
Symud Ymlaen  
Materion Ariannol

## Lefel 1 a 2 :

Menter a Chyflogadwyedd  
Dinasyddiaeth  
Cymuned



Sweet\* is a learning and skills development programme, offering a specialist BTEC Level 1 or 2 qualification in Personal & Social Development (PSD).

- Level 1 or 2 (GCSE Equivalent)
- Supports Welsh Baccalaureate

## Benefits to the Learners

- Improved Employability Skills
- Increased Confidence & Self-Esteem
- Healthier Life-Style and Well-Being
- Boosted Motivation
- Develop Social Skills
- Greater Independence

## Portfolio Based

Sweet\* is a high quality, fully resourced package with a portfolio based approach to learning involving no examination.

The core themes of both curricula are embedded across 8 chapters. The first 5 chapters are focussed on PSE resulting in a BTEC Level 1 Award. The final 3 chapters offer 2 pathways Level 1 (D-G) or Level 2 (A\*-C) reflecting the Welsh Baccalaureate Skills Challenges, and achieves a full BTEC Certificate qualification

## There are 5 core units:

Personal identity  
Managing relationships  
Healthy living  
Moving forward  
Money matters

## Level 1&2 chapters:

Enterprise and employability  
Citizenship  
Community



## Y camau nesaf.....

Am ragor o wybodaeth ynglŷn â'r cwsr hwn cysylltwch â Phennaeth Blwyddyn eich ysgol, Cyngor ydy Gyrfaedd neu Victoria Sims, Gweinyddwraig 14-16 Coleg Caerdydd a'r Fro drwy e-bostio [vsims@cavc.ac.uk](mailto:vsims@cavc.ac.uk)

## Ein Cenhadaeth a'n Gwerthoedd yn CCAF

### Ein gweledigaeth:

Ysbrydoledig. Cynhwysol. Dylanwadol.

### Ein cenhadaeth:

Trawsnewid bywydau drwy ddatglai potensial a datblygu sgiliau

### Ein gwerthoedd:

Un Coleg, Un Difylliant

Wrth ddatblygu ac adnabod y gwerthoedd craidd rydym wedi rhoi'r **dysgwyr yn gynnar** ac wedi'u gosod wrth wraddi holl weithgareddau'r Coleg:

- **Parch** i bawb, yn cwmpasu ymddiriedolaeth, gonestrwydd, cywirdeb, cwrteisi, cynaliadwyedd, cydraddoldeb ac amrywiaeth
- Creu amgylchedd llawn **Lles** ble caiff pawb eu diogelu a'u boddau
- **Galluogi** pawb i wrieddu eu hamcanion drwy hyrwyddo rhagoriaeth, arloesi a chreadigrwyd
- Cyflawni **Rhagoriaeth** ym mhopheth a wnawn.



## Partneriaeth Ysgolion cyn -16 Coleg Caerdydd a'r Fro

# Gwallt a Harddwch

Dyfarniadau Lefel 2 VTCT mewn Gwallt a Harddwch |

## Gwallt a Harddwch



### Cymhwyster yn y Diwedd

Tystysgrif Lefel 2 VTCT mewn Sgiliau



### Amlinelliaid o'r cwsr

Mae'r cwsr yn cynnwys yr unedau canlynol:

- 1 uned orfodol; Creu delwedd yn seiliedig ar thema
- 4 uned ddewisol; dewiswch o gelf ewinedd, trin ewinedd sylfaenol, plethu a chordeddu gwallt, sychu a gorffennu gwallt, gofal croen sylfaenol, colur ffotograffig a llawer rhagor.

### Deiliannau'r Cwsr

Mae'r cymhwyster hwn yn gyfwerth â 2 radd A\*- C TGAU Caiff y cymhwyster ei ddyfarnu gan Ymddiriedolaeth Elusennol Hyfforddiant Galwedigaethol (VTCT) a gellir ei ddefnyddio i gael mynediad at gyrsiau llawn amser cysylltiedig ar ôl 16 yn CCAF a thu hwnt.

### Ileoliadau'r Cwsr

- Heol Colcot, y Barri.
- Ysgolion croesawu amrywiol, Caerdydd

### Hyd y cwsr

- Un diwrnod yr wythnos dros ddwy flynedd.

### Llwybrau Cynnydd Posib

- Cyrsiau llawn amser yn CCAF;
- Cyrsiau Lefel 1 mewn Gwallt a Harddwch
- Cyrsiau Lefel 2 mewn Gwallt a Harddwch
- Cyrsiau Lefel 1, 2 a 3

Amcan y cwsr hwn yw galluogi dysgwyr i ddatblygu eu sgiliau, technegau a gwybodaeth yn ymneud â gwallt a harddwch. Mae'r holl unedau'n sylfaen ar gyfer astudiaeth bellach yn y sector gwallt a harddwch ac yn ehanguach.

Bydd myfyrwyr yn cael y cyfre i ddatblygu'r wybodaeth sylfaenol a rhai o'r sgiliau ymarferol sydd eu hangen yn y gweithle, megis sgiliau cleient a chwsmer a sgiliau cyfweliad am swydd.

Caiff y cwsr ei gynnal gan athrawon sydd â phrofiad helaeth iawn yn y diwydiannau, gyda rhai yn berchen ar eu busnesau eu hunain.

Disgwylir i'r myfyrwyr wisgo gwisg unffurf er mwyn creu delwedd broffesiynol.

## Next steps.....

For more information on this course please contact your Head of Year at school, Careers Advisor or Cardiff and Vale College's 14-16 Administrator Victoria Sims: email [vsims@cavc.ac.uk](mailto:vsims@cavc.ac.uk)

## Our Mission and Values at CAVC

### Our vision:

Inspirational. Inclusive. Influential.

Ysbrydoledig. Cynhwysol. Dylanwadol.

### Our mission:

Transforming lives by unlocking potential and developing skills

### Our values:

#### One College, One Culture

In developing and identifying the core values we have put **learners first** and placed them at the heart of all College activities:

- **Respect** for all, encompassing trust, honesty, integrity, courtesy, sustainability, equality and diversity
- Creating an environment of **Wellbeing** where everyone is safeguarded and fulfilled
- **Empower** everyone to achieve their goals through the promotion of enterprise, innovation and creativity
- Achieving **Excellence** in everything we do.



## Cardiff and Vale College Pre-16 Schools Partnership

# Hair and Beauty

VTCT Level 2 Awards in Hair & Beauty |



## Hair and Beauty



### Qualification on Completion

VTCT Level 2 Certificate in  
Hair and Beauty Skills (VRQ)

### Course Outline

The course is made up of the following units:

- 1 mandatory unit; Creating an image based on a theme
- 4 optional units; Choose from nail art, basic manicure, plaiting and twisting hair, blow-dry and finish hair, basic skincare, photographic make-up and many more

### Course Outcomes

This qualification is equivalent to 2 GCSEs grades A\* - C. The qualification is awarded by the VTCT (Vocational Training Charitable Trust) and can be used to access associated full time post-16 courses at CAVC and beyond.

### Course Locations

- Colcot Road, Barry.
- Various host schools, Cardiff.

### Length of Course

- One day a week over two years.

### Potential Progression Routes

- Full-time courses at CAVC;
- Level 1 Hairdressing and Beauty Courses
- Level 2 Hairdressing and Beauty Courses
- Other Level 1, 2 & 3 courses.

# Nodiadau

Notes

# Nodiadau

Notes

YSGOL GYMRAEG BRO MORGANNWG  
Heol Colcot, Y Barri, Bro Morgannwg, CF62 8YU

