Sixth Form Options Handbook

2017 - 2019
Dear Pupil,

The purpose of this booklet is to provide guidance regarding what the school can offer in terms of continuing full time at Ysgol y Preseli for your post-16 education. Following the completion of your GCSEs you have a range of choices regarding where and how to continue with your academic or vocational studies. You can continue to study at Ysgol y Preseli or attend a local further education college.

Before deciding on a particular route you need to consider the advantages of staying in school. We will provide:

- An environment which is already familiar to you – you know the teachers and the pupils, so returning to school would provide you with continuity.
- Excellent standards in terms of academic and vocational results. In 2016 the school had a success rate of 100% in terms of the Level 3 threshold. The success rate in terms of pupils gaining A*-E grades at A Level was 100%. 97% of the grades awarded were A*-C grades and 36% of our pupils gained A*/A grades.
- A range of extra-curricular opportunities – sport, music, clubs and societies, community work, sixth form committees.
- A close knit bilingual community
- An excellent record of preparing pupils for the challenge of Higher Education/Apprenticeships/World of Work
- A broad and balanced curriculum which includes a range of academic and vocational qualifications. The school also provides opportunities to re-sit GCSEs in the core subjects.
- Work experience opportunities
- An innovative teaching and learning strategy – Bring Your Own Device (BYOD)
- Access to a tutor who will provide academic support
- Excellent resources which include:
  - Sixth Form Centre (Talynydd) which includes an ICT suite with 30 PCs
  - Access to the school library to complete self-supported study and research
  - Leisure Centre
- A track record of supporting pupils in terms of completing the Welsh Baccalaureate

You have already had a taste of success at the school and we have a range of options which will enable you to continue to develop and succeed in the future.

M L Davies
Pennaeth
What are the choices?

1. Stay on at school - Enter Year 12
2. Leave school - Go to a college of Further Education
3. Leave school – Apprenticeship/Training/Work and Employment

You have to consider all possibilities and decide on what is suitable and appropriate for you.

The advantages of staying in school

1. You can gain more qualifications that will enable you to enter Colleges of Higher Education or University or to follow a particular career.
2. You can keep your options open whilst you consider further your choice of career.
3. You are used to the school and the staff and you know the pupils. You will be working with staff who know you well and know what your personal needs are.
4. The teaching methods will be familiar to you.
5. Sixth form pupils appear as young adults to the junior pupils and you will have a great opportunity to shoulder extra responsibilities and to develop your leadership qualities.

Entry into the Sixth Form

All pupils will be welcomed into the Sixth Form provided that they have decided voluntarily to continue with their education. You must remember that it is essential that you are genuinely interested in the course and that you have the will to work.

Pupils wanting to study 3 or more Advanced Subsidiary courses must attain at least 5 GCSE passes at Grades A* - C. All pupils will be required to study 3 or 4 AS or Level 3 courses and the Advanced Welsh Baccalaureate in Year 12.
Why did you come back to the Sixth Form?

This question was put to members of the present sixth form and here are some of their responses:

1. I wanted to study 'A' levels so that I could get the best possible preparation for university.

2. The support and guidance I have received has been excellent.

3. It's a good idea to improve your qualifications.

4. I returned to Preseli because I wanted to gain more qualifications and I thought that I would enjoy the extra 2 years at school. I haven't been disappointed.

5. The support team at the school is always available to help you.

6. Life in the sixth form is very different. I can further develop a range of important skills and also develop as a person.

7. I came back to school to follow the Health and Social course because I want to work with children.

8. You can choose subjects that interest you and you can organise your study time more effectively.

9. Life in the sixth form is different. You have study periods so that you can organise your work more effectively. The school has an excellent track record of preparing pupils to gain places on the most competitive courses.

10. I know that I will receive the support and motivation that I need at Ysgol y Preseli. Times are tough and I know that I will get the help and advice I need to make sure that I can plan for the future with confidence.
Freedom and Responsibility

In order to enjoy freedom within any community certain people have to take on responsibility. Senior prefects are elected during the Summer Term from Year 12, who are privileged to carry out a number of duties and play an important role in the smooth running of the school.

While it is recognised that as members of the sixth form you will be treated differently in many respects from other school pupils and that therefore rules should be kept to a minimum, we will expect:

a) that you attend school and classes punctually
b) that you will set an example, in dress and behaviour, as senior pupils in the school

While all reasonable requests are treated sympathetically, any sixth former who wishes to be out of school during school hours must (in the interest of safety) obtain permission from either the Head of Sixth Form, Deputy Headteacher or Headteacher.

It is hoped that sixth formers will realise the importance of these rules and that the nature of discipline imposed from above will be seen to be constructive rather than restrictive.

Any use of private cars and transportation of fellow pupils during school hours is subject to the approval of the Headteacher, Deputy Headteacher or the Head of Sixth Form and must always be supported by a letter from parents accepting responsibility.

No pupil will be allowed to continue in any chosen subject if the standard of work, punctuality in submitting assignments or motivation falls below the expectations of the department concerned.
Where did our 2015/16 pupils go to study at degree level?

The school has an extensive Higher Education preparation programme which ensures that pupils are aware of the challenges and opportunities linked to studying at degree level. We are committed to helping our pupils to access the correct pathway for future learning. Our Year 13 leavers last year were successful in gaining places to study at the following universities:

- Oxford
- Edinburgh
- Durham
- Manchester
- Leeds
- Trinity St. David
- Aberystwyth
- Cardiff
- Cardiff Metropolitan
- South Wales
- Nottingham
- Swansea
- Bangor
- Birmingham
- Bath
- Bristol
- Kings College London
- Harper Adams
- Keele
- Sheffield
- Liverpool
- UCL
- Warwick
- LSE
- Exeter
- Plymouth
Who can advise you?

**Headteacher**  Mr M Davies  
**Deputy Headteacher**  Mrs I Phillips  
**Assistant Headteacher**  Mr D Hughes  
**Deputy Head of Progress and Well Being**  Mrs S Quick-Lawrence  
**Careers Co-Ordinator**  Mrs Rh Morris  
**Form Tutors**  
   **Year 12**  
   Miss A Evans  
   Miss B Thomas  
   Mrs R Stephens  
   Miss D Davies  
   **Year 13**  
   Mrs R Davies  
   Mrs C Lewis/Mrs C Rees  
   Miss B J Christopher  

**Careers Officer**  Mr Gari Wyn Jones  

**Careers Education, Advice and Counselling**

During the two years in the Sixth Form, a programme of Careers education, advice and counselling will be organized for every pupil.

The Careers Officer will be present in the two induction days. He will also conduct individual interviews and will work together with members of the school staff to give advice regarding higher education. He will organise Higher Education Workshops.

Additionally, every pupil in year 12 will be given the opportunity to follow a ‘Higher Education Activities Week’. The work will concentrate on preparing applications and achieving suitable placements at further and higher education establishments, taking a Gap Year, scholarships, employment etc.
Which courses should I study?

It will be possible for a student to follow a variety of combinations in year 12.

Here are some examples:

Student 1  3 or 4 AS subjects + Welsh Bac Level 3
Student 2  2 AS subjects + 1 BTEC Level 3 + Welsh Bac Level 3
Student 3  2 BTEC Level 3 courses + 1 AS subject + Welsh Bac Level 3

Every pupil returning to school without a GCSE ‘C’ grade or above in Mathematics and English Language will attend re-sit lessons.

UCAS POINTS TARIFF

UCAS points will be awarded to Advanced Level subjects as follows:

<table>
<thead>
<tr>
<th>Grade A*</th>
<th>Grade A</th>
<th>Grade B</th>
<th>Grade C</th>
<th>Grade D</th>
<th>Grade E</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>48</td>
<td>40</td>
<td>32</td>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>

The AS qualification will be worth 40% of the total A Level

Some Universities and Colleges will still continue to make offers based on grades in particular examinations e.g. ABB with an A in French.
The Induction Course

In order to help you to make the right decisions and in order to make you aware of certain aspects of Sixth Form courses you will participate in an **INDUCTION COURSE**.

The Induction Course will take place over a period of **two days at the beginning of the Autumn term**.

**During the induction days you will receive information regarding**

1. The courses that are available for students at 16+
2. Welsh Baccalaureate
3. The framework for assessment in the Sixth Form

On the day following the GCSE results Friday August 25th 2017 the teaching staff will be available in school to advise you regarding subject choices.

Assessment in the Sixth Form

With the personal tutor and the subject teacher, **the pupil will be part of the on-going process of reviewing progress, self-assessment and keeping and reviewing his/her personal record**. **Review sessions** will be arranged for the pupil with his/her personal tutor and subject teachers in order to discuss progress and set targets for improvement.

Sixth form tests will be conducted at half termly intervals to monitor progress and ensure that pupils revise their work. A report will be provided for parents.
What subjects should you choose?

To help you choose wisely, you **must consult:**

- The Headteacher
- Heads of Departments
- The Deputy Headteacher
- The Head of Sixth form
- Deputy Head of Progress and Wellbeing
- Sixth Form Tutors
- Careers Teacher
- Careers Officer

Your choice of subjects will obviously depend on your intended career and you should discuss with the Careers Officer what entry qualifications are necessary.

There are many pupils who have only a vague idea of their career intention. It follows then that you choose a range of subjects that will ensure entry into a broad group of careers.

It is your future and you must make up your mind. **When making your decision, bear in mind these three factors:**

1. Choose the subjects you enjoy most
2. Choose the subjects you are good at
3. Choose the subjects that you need in order to enable you to follow a particular career path / Higher Education Course
<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Head of Department</th>
<th>Tudalen</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Certificate in Information Technology</td>
<td>BTEC Level 3</td>
<td>Mrs H Evans</td>
<td>15</td>
</tr>
<tr>
<td>Art and Design</td>
<td>AS/A</td>
<td>Mrs E Jenkins</td>
<td>16</td>
</tr>
<tr>
<td>Biology</td>
<td>AS/A</td>
<td>Dr M Morgan</td>
<td>17</td>
</tr>
<tr>
<td>Subsidiary Diploma in Business</td>
<td>BTEC Level 3</td>
<td>Miss M Thomas</td>
<td>18</td>
</tr>
<tr>
<td>BTEC Health and Social Care</td>
<td>BTEC Level 3</td>
<td>Mrs N Lewis</td>
<td>19</td>
</tr>
<tr>
<td>BTEC Hospitality</td>
<td>BTEC Level 3</td>
<td>Mrs C Davies</td>
<td>20</td>
</tr>
<tr>
<td>BTEC Sport</td>
<td>BTEC Level 3</td>
<td>Mrs E Davies</td>
<td>21</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AS/A</td>
<td>Mr G Thomas</td>
<td>22</td>
</tr>
<tr>
<td>Design Technology</td>
<td>AS/A</td>
<td>Mr W Mason</td>
<td>23</td>
</tr>
<tr>
<td>Drama</td>
<td>AS/A</td>
<td>Mrs S Quick/Miss E M Phillips</td>
<td>24</td>
</tr>
<tr>
<td>English Literature</td>
<td>AS/A</td>
<td>Miss S Rees</td>
<td>25</td>
</tr>
<tr>
<td>Geography</td>
<td>AS/A</td>
<td>Miss D Davies</td>
<td>26</td>
</tr>
<tr>
<td>French</td>
<td>AS/A</td>
<td>Mrs C Lewis</td>
<td>27</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>AS/A</td>
<td>Mrs A Evans</td>
<td>-</td>
</tr>
<tr>
<td>History</td>
<td>AS/A</td>
<td>Miss A Evans</td>
<td>28</td>
</tr>
<tr>
<td>Law</td>
<td>AS/A</td>
<td>Coleg Meirion Dwyfor</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>AS/A</td>
<td>Mrs A Evans</td>
<td>29</td>
</tr>
<tr>
<td>Music</td>
<td>AS/A</td>
<td>Mr T Phillips</td>
<td>30</td>
</tr>
<tr>
<td>Psychology</td>
<td>AS/A</td>
<td>Coleg Meirion Dwyfor</td>
<td>-</td>
</tr>
<tr>
<td>Photography</td>
<td>AS/A</td>
<td>Mrs E Jenkins</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>AS/A</td>
<td>Mr D Richmond</td>
<td>31</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>AS/A</td>
<td>Miss G George</td>
<td>32</td>
</tr>
<tr>
<td>Spanish</td>
<td>AS/A</td>
<td>Mrs R Stephens</td>
<td>27</td>
</tr>
<tr>
<td>Welsh</td>
<td>AS/A</td>
<td>Mrs E W Jones/Mrs Rh Davies</td>
<td>33</td>
</tr>
<tr>
<td>Welsh Baccalaureate</td>
<td>Advanced</td>
<td>Miss Rh Jones</td>
<td>11-12</td>
</tr>
</tbody>
</table>
What are the other courses that I will need to study?

Advanced Welsh Baccalaureate

This course will be compulsory for all students returning to the sixth form in September 2017.

What is the rationale of the Welsh Baccalaureate?

The central focus of the Welsh Baccalaureate at Advanced level is to provide a vehicle for level 3 learners to consolidate and progress the development of essential and employability skills. Building on their achievements at level 2, the qualification will help learners develop more complex skills, attributes and behaviours. It will provide experiences which will enable learners to be better prepared for their future destination, whether university, further training or employment. The emphasis in the Welsh Baccalaureate is on applied learning i.e. acquiring and applying a range of transferable skills. Learners will develop skills through engagement in purposeful tasks; applying knowledge and understanding in contexts appropriate for level 3 learners. The Welsh Baccalaureate will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners’ confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.

Through the Welsh Baccalaureate learners will raise their skills levels and confidence, enabling and empowering them to take their place as responsible and active citizens within a diverse society. Alongside and through the development of skills, the Welsh Baccalaureate provides learners with the opportunity to develop their knowledge and understanding of society, the community in which they live and an awareness of global issues, events and perspectives.

How is the Welsh Baccalaureate assessed?

The Welsh Baccalaureate is based on a Skills Challenge Certificate alongside Supporting Qualifications. The requirements of both the Skills Challenge Certificate and Supporting Qualifications must be met in order to achieve the overarching Welsh Baccalaureate.

The Skills Challenge Certificate consists of four components which are followed by all learners:

- Individual Project
- Enterprise and Employability Challenge
- Global Citizenship Challenge
- Community Challenge

The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grades A*-C. Learners require two

What are the aims and objectives of the Welsh Baccalaureate?

The aims of the Welsh Baccalaureate are to:

- develop and assess a wide range of essential and employability skills;
- promote the value and development of skills for education, life and work;
- provide opportunities to develop and assess skills through purposeful, meaningful
• and engaging learning experiences;
• make learning relevant and set in real-life contexts for real-life purposes;
• build on and align with the wider curriculum and associated learning frameworks.

The objectives of the Welsh Baccalaureate are for learners to be able to:
• develop an appreciation of the importance of skills development as a key aspect of life-long learning;
• engage in active, creative, open-ended and learner-led opportunities;
• enquire and think for themselves, plan, make choices and decisions, solve problems and reflect on and evaluate these;
• broaden their experience through engagement with external organisations;
• develop as effective, responsible and active citizens ready to take their place in a global society and in the workplace;
• develop initiative, independence and resilience;
• increase their confidence and their motivation for learning and skills development;
• work independently, take on responsibilities and work effectively with others.
Aims
1. To provide breadth, balance and progressive experience within Physical Education.
2. To prepare individuals for the effective utilization of leisure time.
3. To utilize:
   a) school and community facilities
   b) expertise within the community

Curriculum organisation
Modules from a selection of the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey</td>
<td>Aerobics</td>
<td>Squash</td>
</tr>
<tr>
<td>Soccer</td>
<td>Trampolining</td>
<td>Athletics</td>
</tr>
<tr>
<td>Rugby</td>
<td>Rounders</td>
<td>Outdoor activities</td>
</tr>
<tr>
<td>Swimming</td>
<td>Tennis</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Badminton</td>
<td>Cricket</td>
<td></td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Health Related fitness</td>
<td></td>
</tr>
</tbody>
</table>
Option Subjects
2017-19
Course Summary
This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

The course aims to encouraging learners to acquire the following range of skills through the study of realistic contexts:

- practical skills: personal organisation and time management skills
- presentational skills: reports and oral presentation
- personal skills: initiative and creativity
- interpersonal skills: team working, discussing issues or problems, leading a team
- cognitive skills: investigation and research, decision making and project planning

Assessment Details / Method
Equivalent in size to one A Level.

Unit 1: Information Technology Systems
- Written examination set and marked by Pearson.
- Two hours
- Learners will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations.

Unit 2: Creating Systems to Manage Information (External assessment)
- A task set and marked by Pearson and completed under supervised conditions.
- The supervised assessment period is ten hours arranged over a number of sessions in a 1 week period timetabled by Pearson.
- Completed using a computer and submitted electronically.

Unit 3: Using Social Media in Business
- Explore the impact of social media on the ways in which businesses promote their products and services.
- Develop a plan to use social media in a business to meet requirements.
- Implement the use of social media in a business

Unit 5: Data Modelling
- Learners study how data modelling can be used to solve problems. They will design and implement a data model to meet client requirements.

This unit will be internally assessed

Progression Routes / Careers
This qualification supports progression into appropriate further/higher education, employment or training. The course has been designed to provide a suitable foundation for the study of ICT, or a related area of study, at further or higher education and/or preparation for future employment.
AS/A2 Level Art and Design / Photography

Examination Board

WJEC

Course Summary

Both courses will be available only through the medium of Welsh. Pupils can choose to work from the following areas by studying **Art and Design**:

- Art and Design, Fine Art, Drawing and Painting, 3D / Sculpture, Graphic Design, Textiles and Photography

Pupils studying **Photography** will be expected to show a variety of techniques including digital and Dark Room photography.

Assessment Details / Method

**AS Advanced Subsidiary Unit 1 – Personal Creative Enquiry with NO exam assessment.**

40% of the qualification

This unit is an extended, exploratory portfolio of work and outcomes based on themes and subject matter which are personal and meaningful to the learner. Their personal enquiry must integrate critical, practical and theoretical work. Learners are expected to develop a strong body of work showing a variety of techniques as the work develops. The unit encourages creativity, sustained investigation and analysis, experimentation and design as a means of developing creative and expressive skills. Learners will develop this large exploratory unit of work between September and mid May. The work will be internally assessed in May and externally moderated in the school in June.

**A2 Advanced Unit 2 - Personal Investigation. 36% of the qualification**

The unit consists of two integrated constituent parts:

1. A major in-depth critical practical and theoretical investigative portfolio and outcomes based themes and subject matter that have personal significance to the learner.
2. An extended written element which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

Both the practical and written element of the unit will be assessed together using the assessment objectives. Learners will develop their personal investigation between September and February. The work will be internally assessed in May and externally moderated in the school in June.

Progression Routes / Careers

By following a degree course in Art and Design, there are several career paths open to you, working as one of the following: professional artist, community artist, artistic manufacturer, designer, creative practitioner, freelancer, curator, art and design administrator, primary or secondary teacher, subject to gaining a PGCE.
AS/A Level - Biology

Examination Board

WJEC

Course Summary

This course provides a wide breadth of knowledge of Biology including the internal workings of organisms, physiology, the interdependence of living things in ecology, social issues including human influence on the environment and the ethical considerations of genetics. The study of biology encourages an appreciation of these issues and their implications as well as providing an insight into the living world.

Assessment Details / Method

AS Biology:

| AS Unit 1 | Basic Biochemistry and Cell Organisation | Written examination: 1 hour 30 minutes (80 marks) 50% of AS qualification 20% of full A-level | This unit provides the core scientific knowledge and understanding used in the remainder of the course. |
| AS Unit 2 | Biodiversity and Physiology of Body Systems | Written examination: 1 hour 30 minutes (80 marks) 50% of AS qualification 20% of full A-level | This unit applies core scientific principles to understanding biodiversity and gas exchange, transport and nutrition in animals and plants. |

A-Level Biology: Five units – two AS Units plus the following:

| A2 Unit 3 | Energy, Homeostasis and the Environment | Written examination: 2 hours (90 marks) 25% of A-level qualification | This unit extends knowledge gained at AS into energy systems of organisms, control of internal environments and ecology. |
| A2 Unit 4 | Variation, Inheritance and Options: Choice of: Immunology and Disease, Human Musculoskeletal Anatomy Neurobiology and Behaviour | Written examination: 2 hours (90 marks) Section A: 70 marks Section B: 20 marks 25% of A-level qualification | This unit applies knowledge of cell division and nucleic acids to inheritance and variation. One option will taught in school. |

| A2 Unit 5 | This unit comprises two tasks: Experimental Task (20 marks) Practical Analysis Task (30 marks) | Practical examination (50 marks) 10% of A-level qualification | This unit is taught through a series of set practicals and activities in each of units 1 to 4. |

Progression Routes / Careers

A study of Biology at AS and A Level is essential for progression into careers such as medicine, dentistry and veterinary medicine and provides an insight into the ecological relationships needed to study biological and environmental sciences of any sort. The skills developed in applying knowledge to new and novel situations and in reaching valid conclusions will also be valuable in careers such the legal and financial professions.
Course Summary

WHY ARE BTECs SO SUCCESSFUL?
The BTEC qualifications are QCF level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

Assessment Details / Method

GRADINGS FOR UNITS & QUALIFICATIONS
Units are assessed using a grading scale of Distinction*, Distinction, Merit, Pass and Unclassified. The Edexcel BTEC Level 3 Subsidiary Diploma in Business is a 60-credit qualification that consists of four mandatory units plus two optional units that provide for a combined total of 60 credits.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Mandatory/Optional</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Business Environment</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Business Resources</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Marketing</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Business Communication</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Optional Unit</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Optional Unit</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Example of four mandatory units plus optional units that provide for a combined total of 60 credits.

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The Business Environment (10 credits, mandatory)</td>
<td>Unit 2: Business Resources (10 credits, mandatory)</td>
<td>Unit 3: Introduction to Marketing (10 credits, mandatory)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 13</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4: Business Communication (10 credits, mandatory)</td>
<td>Optional Unit (10 credits, optional)</td>
<td>Optional Unit (10 credits, optional)</td>
<td></td>
</tr>
</tbody>
</table>

Progression Routes / Careers
Course Summary
The qualification will build and develop the necessary practical skills and understanding to provide learners with a firm grounding in the principles of health and social care, enabling progression into employment or higher level education. Work experience and links to the workplace form a central part of the programme. The course is designed to be flexible so that it reflects individual career aspirations and the teaching strengths of centres, therefore making it possible to enter a specific vocation or to explore more specialist aspects of job roles within the sector. There will be an emphasis on employment opportunities, so that students can choose to progress into a specific area of work, and if already in employment, move on to a more responsible position within this field.

Assessment Details / Method
The Edexcel BTEC Level 3 Subsidiary Diploma in Health and Social Care consists of three mandatory units providing a total of 30 credits (180 GLH) plus optional units that provide for a combined total of 60 credits (360 GLH) for the completed qualification.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Mandatory units</th>
<th>GLH/Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developing Effective Communication in Health and Social Care</td>
<td>60/10</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Equality, Diversity and Rights in Health and Social Care</td>
<td>60/10</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Health, Safety and Security in Health and Social Care</td>
<td>60/10</td>
<td>3</td>
</tr>
<tr>
<td>Unit</td>
<td>Optional units</td>
<td>GLH/Credit</td>
<td>Level</td>
</tr>
<tr>
<td>4</td>
<td>Developments Through the Life Stages</td>
<td>60/10</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Health Education</td>
<td>60/10</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Nutrition for Health and Social Care</td>
<td>60/10</td>
<td>3</td>
</tr>
</tbody>
</table>

Assessment
There is no exam within this subject. Units are assessed on the form of assignments. Assignments to be completed in the first year and 3 in the final year. Assignments will be marked with pass, merit or distinction.

Progression Routes / Careers
The BTEC Nationals in Health and Social Care have been developed in the health and social care sector to provide:

- education and training for health and social care employees
- opportunities for health and social care employees to achieve a nationally recognised Level 3 vocationally-specific qualification
- the opportunity for full-time learners to enter employment in the health and social care sector or to progress to vocational qualifications such as the Edexcel BTEC Higher Nationals in Health and Social Care
- the opportunity for learners to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
Course Summary

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who have enjoyed the GCSE Catering course and for those that are clear about the area of employment that they wish to enter. Over the past few years, employment in the hospitality industry has increased faster than for the economy overall. But there remain significant skill gaps. This course seeks to address these areas with a 50/50 ratio of practical work to theory work. There is no exam to sit within the course at the moment.

Assessment Details / Method

The assessment approach of the BTEC Nationals in Hospitality allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities, many of which will be practically based.

The Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality is a 60 credit qualification that consists of three mandatory units plus optional units, chosen by the assessor that provide for a combined total of 60 credits.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>MANDATORY UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Hospitality Industry</td>
</tr>
<tr>
<td>2.</td>
<td>Principles of supervising Customer services performance in hospitality, leisure travel and tourism</td>
</tr>
<tr>
<td>3.</td>
<td>Providing Customer Service in hospitality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT</th>
<th>OPTIONAL UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Financial control on hospitality</td>
</tr>
<tr>
<td>5.</td>
<td>Supervisory skills in the hospitality industry</td>
</tr>
<tr>
<td>6.</td>
<td>Food and drinks service</td>
</tr>
<tr>
<td>7.</td>
<td>The principles of food safety supervision for catering</td>
</tr>
<tr>
<td>8.</td>
<td>Food service organisation</td>
</tr>
<tr>
<td>9.</td>
<td>European food (practical cookery)</td>
</tr>
<tr>
<td>10.</td>
<td>Asian food (practical cookery)</td>
</tr>
<tr>
<td>11.</td>
<td>Contemporary world food (practical cookery)</td>
</tr>
<tr>
<td>12.</td>
<td>Advanced skills and techniques in producing desserts and petit fours (practical cookery)</td>
</tr>
<tr>
<td>13.</td>
<td>Environment and sustainability in Hospitality</td>
</tr>
<tr>
<td>14.</td>
<td>Principles of nutrition for healthier food and special diets (practical cooking)</td>
</tr>
<tr>
<td>15.</td>
<td>Hospitality business enterprise</td>
</tr>
<tr>
<td>16.</td>
<td>E business for hospitality</td>
</tr>
<tr>
<td>17.</td>
<td>Marketing for hospitality</td>
</tr>
<tr>
<td>18.</td>
<td>Personal selling and promotional skills for hospitality</td>
</tr>
<tr>
<td>19.</td>
<td>Human resources in hospitality</td>
</tr>
<tr>
<td>20.</td>
<td>Events organisation in hospitality (practical cookery)</td>
</tr>
</tbody>
</table>

In BTEC all units are internally assessed as Pass, Merit and Distinction. To achieve a **Pass** a learner must have satisfied all the **Pass** assessment criteria. To achieve a **Merit** a learner must additionally have satisfied all the **Merit** assessment criteria. To achieve a **Distinction** a learner must additionally have satisfied all the **Distinction** assessment criteria.

Progression Routes / Careers

The BTEC Nationals in Hospitality have been developed in the Hospitality industry to:

- Give education and training for hospitality students to be employed in the industry
- Give opportunities for students to achieve a nationally recognised Level 3 vocationally-specific qualification
- Give students the opportunity to enter employment in the hospitality industry or to progress to vocational qualifications such as the Edexcel BTEC Higher Nationals in Hospitality Management
- Give students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.
Course Summary

1  Principles of Anatomy and Physiology in Sport  (5 credit)
Know the structure and function of the skeletal; muscular; cardiovascular; respiratory systems and Know the different types of energy system

2 The Physiology of Fitness  (5 credit)
Know the body’s response to acute exercise; Know the long-term effects of exercise on the body systems; be able to investigate the physiological effects of exercise on the body systems.

3 Assessing Risk in Sport  (10 credit)
Know the key factors that influence health and safety in sport; be able to carry out risk assessments; Know how to maintain the safety of participants and colleagues in a sports environment; be able to plan a safe sporting activity.

4 Fitness Testing for Sport and Exercise  (10 credit)
Know a range of laboratory-based and field-based fitness tests; be able to use health screening techniques; be able to administer appropriate fitness tests; be able to interpret the results of fitness tests and provide feedback.

Assessment Details / Method
The Edexcel BTEC Level 3 Subsidiary Diploma in Sport is a 60-credit qualification. The course is equivalent to ONE A Level. During the first year the above units will be covered to achieve the 30 credit qualification.

The pupils work will be internally assessed and will be awarded a ‘pass’, ‘merit’ or ‘distinction’. Specific units may be marked by an external moderator.

Progression Routes / Careers
- Sports Coaches/ development/ Management
- Academic/ lecture/ teaching
- Sports Science/ Nutrition
- Sports marketing/ Broadcasting/ Journalism.
- Sports Psychology
AS/A2 Chemistry

Examination Board

WJEC

Course Summary

The qualification provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, chemistry and to recognise its importance in their own lives and to society. The specification lends itself to a variety of teaching and learning styles and offers learners of all abilities an enjoyable and positive learning experience. Practical skills are developed throughout the course and an investigative approach is promoted wherever possible.

Assessment Details / Method

<table>
<thead>
<tr>
<th>AS (2 units)</th>
<th>AS Unit 1</th>
<th>AS Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS Unit 1</td>
<td>The Language of Chemistry, Structure of Matter and Simple Reactions</td>
<td>Energy, Rate and Chemistry of Carbon Compounds</td>
</tr>
<tr>
<td></td>
<td>Written examination: 1 hour 30 minutes 20% of qualification</td>
<td>Written examination: 1 hour 30 minutes 20% of qualification</td>
</tr>
<tr>
<td>A Level (the above plus a further 3 units)</td>
<td>A2 Unit 3</td>
<td>A2 Unit 4</td>
</tr>
<tr>
<td>A2 Unit 3</td>
<td>Physical and Inorganic Chemistry</td>
<td>Organic Chemistry and Analysis</td>
</tr>
<tr>
<td></td>
<td>Written examination: 1 hour 45 minutes 25% of qualification</td>
<td>Written examination: 1 hour 45 minutes 25% of qualification</td>
</tr>
</tbody>
</table>

Progression Routes / Careers

The specification will provide a suitable foundation for the study of Chemistry or a related area through a range of higher education courses (e.g. Chemistry, Medicine, Biochemistry, Molecular Biology, Chemical Engineering) or direct entry into employment. In addition, the specification will provide a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject. Practical work will be an intrinsic part of this specification. It is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of chemistry. The practical skills developed are also fundamentally important to learners going on to further study in chemistry and related subjects, and are transferable to many careers.

A qualification in the chemical sciences opens doors to a wide range of interesting careers.

Look at: [http://www.rsc.org/careers/future/] for further information.
The course work forms a major part of the scheme of assessment. There is the option to select from a range of supplied project themes or to submit alternatives.

**Structure of the specification**
There are 4 units in all: 2 for the Advanced Subsidiary and a further 2 for the full A level.

**Focus Areas**
Candidates will study a focused area called Product Design. The focus area of Product Design offers suitable progression for candidates who have worked in Graphic products, resistant materials Technology at GCSE. A portfolio of design-and-make tasks forms part of the AS scheme of assessment. A level candidates undertake a substantial design-and-make project with a 30% weighting within the full A level.

**Subject Content**
The subject content is listed under the assessment objectives of Design and Making as follows:

**Designing**
1. Product Design
2. Technical Principles
3. Designing and Making Principles
4. Analyse and evaluate design decisions and wider issues in Design and Technology

**Making**
1. Identify, investigate and outline design possibilities
2. Design and make prototypes
3. Analyse and evaluate design decisions and wider issues in Design and Technology

**Assessment Details / Method**
- DT1: Examination Paper (50% AS, 20% A level) 2 hours.
- DT2: Design and Make Task (50% AS, 20% A level) approx. 40 hrs.
- DT3: Examination paper (30% A level); 2½ hours.
- DT4: Project (30% A level) approximately 60 hours.

**Progression Routes / Careers**
- Product / interior/ furniture designers
- Engineer/ materials engineer / software engineer/civil engineer/3D, CAD engineer
- Architecture
- Information technology
- Fashion
- Education
AS/A2 Drama

Examination Board

WJEC

Course Summary

The course offers opportunities for the students to explore texts, styles and dramatic techniques so that they can have a taste of all the elements associated with the theatre. It’s possible for the students to be examined on their performing or designing skills (or a combination of both.) It is expected that students opting to study Drama in the Sixth Form attend the theatre regularly and seize every opportunity to take part in extracurricular activities in order to further improve their performance skills. Due to the practical nature of the subject, students will be expected to stay beyond school hours to rehearse for their exams at certain periods of the year.

Assessment Details / Method

AS (40%)

Unit 1: Theatre Workshop Non-exam assessment: internally assessed, externally moderated 24% of qualification

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. Learners must produce: - a realisation of the performance or design - a creative log - an evaluation.

AS Unit 2: Text in Theatre Written examination: 1 hour 30 minutes 16% of qualification

Open book: A series of questions based on one performance text from the following list: Medea, Euripides, Comedy of Errors, Shakespeare, An Enemy of the People, Ibsen, Ubu Roi, Jarry, A View from the Bridge, Miller.

A LEVEL (60%)

A2 Unit 3: Text in Action Non-exam assessment: externally assessed by a visiting examiner 36% of qualification

Learners will be assessed on either acting or design.

1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Unit 1)

2. an extract from a text in a contrasting style chosen by the learner. Learners must realise their performance live for the visiting examiner.

Learners choosing design must also give a 5-10 minute presentation of their design to the examiner. Learners produce a process and evaluation report within one week of completion of the practical work.

A2 Unit 4: Text in Performance Written examination: 2 hours 24% of qualification

Sections A and B Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination. Two questions, based on two different texts from the following list: A Day in the Death of Joe Egg, Nichols Sweeney Todd, Sondheim, The Absence of War, Hare Mametz, Sheers The Radicalisation of Bradley Manning, Price, Un Nos Ola Leuad, adapted by Bara Caws.

Progression Routes / Careers

Due to the fact that the course enables you to experience Theatre and all of its elements, it would be possible to continue to study Drama at university from a performing or designing angle. Although Drama does not lead to a specific career, many students have proceeded to sustain a career in performing, script writing, researching, presenting or producing. With the transferable skills that are developed through studying Drama, any field is an option. Many students in the past have gone on to study Law, Medicine and Politics. Often, in university interviews, they have a great interest in the communication skills and self-confidence developed through the Drama course. This is certainly something that proved true with a past pupil that is now studying Anthropology in Cambridge. Studying Drama in the Sixth Form will keep your options open for the future.
The AS course will immerse you into the passionate love story of Jane Eyre and Mr Rochester, with its gothic undertones and strong female protagonist which will have you eager to turn the pages. The world of Marlowe’s Dr Faustus, who sells his soul to the devil, will be the focus of the drama element of the course; you will revel in the exploration of sin, damnation and corruption in this tale of the supernatural. In your poetry studies, Larkin and Duffy will take you through scenes from childhood, adolescence and adulthood, exploring memories, love and the complexities of life; you will be offered a rich curriculum which will allow you to gain an appreciation of how meanings are shaped by writers.

**Assessment Details / Method**

<table>
<thead>
<tr>
<th>AS Unit 1: Prose and Drama (closed book)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination: 2 hours – 20% of qualification – 120 marks</td>
</tr>
<tr>
<td>Section A: Prose fiction pre-1900 One question in two parts, based on the reading of one prose text from a prescribed list</td>
</tr>
<tr>
<td>Section B: Drama One question based on the reading of one play from a prescribed list</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AS Unit 2: Poetry Post-1900 (open-book, clean copy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination: 2 hours – 20% of qualification – 120 marks</td>
</tr>
<tr>
<td>Section A: Critical analysis One question requiring critical analysis of one poem from the prescribed list of poetry texts for this unit</td>
</tr>
<tr>
<td>Section B: Poetry comparison One question requiring comparison of two poetry texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Unit 3: Poetry Pre-1900 and Unseen Poetry (open-book, clean copy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination: 2 hours – 20% of qualification – 120 marks</td>
</tr>
<tr>
<td>Section A: Poetry pre-1900 One question in two parts, based on the reading of one poetry text</td>
</tr>
<tr>
<td>Section B: Unseen poetry One question requiring comparative analysis of two unseen poems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Unit 4: Shakespeare (Closed-book)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination: 2 hours – 20% of qualification – 120 marks</td>
</tr>
<tr>
<td>Section A: Shakespeare extract One question based on an extract from one Shakespeare play from the prescribed list for this unit</td>
</tr>
<tr>
<td>Section B: Shakespeare essay One essay question based on the reading of King Lear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Unit 5: Prose Study – Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% of qualification – 120 marks</td>
</tr>
<tr>
<td>One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000, nominated by the centre</td>
</tr>
</tbody>
</table>

**Progression Routes / Careers**

Education – primary/secondary teacher; academic librarian; lecturer; novelist/writer
Media – journalist; editor; editorial assistant; marketing; proof-reader; sports commentator; reviewer/critic
The Business World – administrator; marketing officer; public relations officer
Drama and Theatre – stage manager; playwright; costume designer; actor/actress; director
AS/A2 Geography

Examination Board

WJEC

Course Summary

The WJEC GCE AS and A level in Geography encourages learners to apply geographical knowledge, theory and skills to the world around them. In turn this will enable learners to develop a critical understanding of the world’s people, places and environments in the 21st Century. Learners should be able to develop both knowledge and understanding of contemporary geographical concepts together with transferable skills that will enable them to progress to higher education and a range of employment opportunities. The focus of the specification is to develop an enthusiasm for and competence in geography by using contemporary real-world contexts, from a range of specified spatial scales, and through engagement with and practical application of geographical skills and techniques in the field. This specification draws on both physical and human geography, explores people-environment interactions and encourages development of fieldwork at the local level to enable learners to pose enquiry questions.

Assessment Details / Method

<table>
<thead>
<tr>
<th>AS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS Unit 1: Changing Landscapes</strong> - <strong>Written examination:</strong> 2 hours 24%</td>
<td></td>
</tr>
<tr>
<td><strong>Section A: Changing Landscapes</strong></td>
<td>Choice between 2 themes, 2 compulsory structured questions with data response</td>
</tr>
<tr>
<td><strong>Section B: Tectonic Hazards</strong></td>
<td>3 compulsory structured questions with data response</td>
</tr>
<tr>
<td><strong>AS Unit 2: Changing Places</strong> - <strong>Written examination:</strong> 1 hour 30 minutes 16%</td>
<td></td>
</tr>
<tr>
<td><strong>Section A: Changing Places</strong> - 2 compulsory structured questions with data response</td>
<td></td>
</tr>
<tr>
<td><strong>Section B: Fieldwork Investigation in Physical and Human Geography</strong></td>
<td>3 compulsory structured questions with data response on fieldwork and the learner's own fieldwork investigation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A LEVEL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2 Unit 3: Global Systems and Global Governance</strong> - <strong>Written examination:</strong> 2 hours 24%</td>
<td></td>
</tr>
<tr>
<td><strong>Section A: Global Systems</strong> - Water and Carbon Cycles: 2 compulsory structured questions with data response and 1 extended response question</td>
<td></td>
</tr>
<tr>
<td><strong>Section B: Global Governance: Change and Challenges</strong> - Processes and patterns of global migration and global governance of the Earth's oceans: 2 compulsory structured questions with data response and 1 extended response question</td>
<td></td>
</tr>
<tr>
<td><strong>Section C: 21st Century Challenges</strong> - 1 compulsory extended response question.</td>
<td></td>
</tr>
<tr>
<td><strong>A2 Unit 4: Contemporary Themes in Geography</strong> - <strong>Written examination:</strong> 2 hours 16%</td>
<td></td>
</tr>
<tr>
<td><strong>Section A: Tectonic Hazards</strong> - 1 compulsory extended response question</td>
<td></td>
</tr>
<tr>
<td><strong>Section B: Contemporary Themes in Geography</strong> – choice of 2 themes -2 essay questions, one on each chosen theme</td>
<td></td>
</tr>
<tr>
<td><strong>A2 Unit 5: Independent Investigation</strong> - <strong>Non-exam assessment:</strong> 3000 – 4000 words 20%</td>
<td>1 written independent investigation, based on the collection of both primary data and secondary data.</td>
</tr>
</tbody>
</table>

Progression Routes / Careers

Geography as a qualification is highly regarded by employers and higher education institutes. The Russell Group of Universities regards it as a ‘facilitating’ subject i.e. a subject that is particularly effective in equipping students with the skills they need for a large number of competitive university courses and one which increases students chances of getting on to those courses. Studying Geography can also lead to many rewarding employment opportunities e.g. cartography, planning, social anthropology, education, tourism, meteorology, travel, management and data analysis to name but a few.
AS/A2 French/Spanish

Examination Board
WJEC

Course Summary
The French and Spanish AS courses are changing in September 2016 and include many new and exciting themes.

You will enjoy the course if you wish to study a subject which gives you the opportunity to:

- undertake a variety of activities on topics that include the media, leisure activities, education, jobs, tourism and travelling, social activities, fitness and health; French / Spanish culture to include studying a film, plus other French-speaking countries such as Canada.
- develop your communication skills, your thinking and problem-solving skills and ICT skills;
- discover more about other people, countries and cultures;
- develop your confidence in expressing your opinions and discussing ideas and viewpoints.

Assessment Details / Method
You will be assessed on the 4 skill areas:

Unit 1: Speaking: Non-exam assessment based on two written stimulus cards

Unit 2: Listening, reading and translation:
You will sit one paper in which you will answer questions on a variety of articles as well as listening to a CD of various articles and answering questions on these in the target language
You will translate an unseen passage from Spanish into English/Welsh.

Unit 3: Critical response through writing: You will sit a paper in which you will answer essay–style questions on the chosen film.

Progression Routes / Careers
We offer A2 courses for French and Spanish if you wish to continue your studies following the completion of your AS course. Modern foreign languages qualifications are appreciated and respected by universities, whatever your choice of degree may be – from Law to Journalism.

- Modern Foreign Languages are one of the eight facilitating subjects looked upon favourably by the Russell Group of Universities (a group which consists of the 20 leading UK universities, and which includes Cardiff University).
- Foreign languages are also useful and important for the world of work, especially for business.

- Over 500 companies operating in Wales are foreign-owned and many other Welsh companies trade with foreign countries.
- 75% of British senior executives are looking to employ school-leavers who are competent (not necessarily fluent) in a foreign language.*
- 48% of British businesses are currently recruiting some staff specifically on the basis of their foreign languages skills, and of those, 50% require French speakers whilst 37% are looking for Spanish speakers.*
- “If all else is equal on a CV, it’s the foreign language that makes the difference” - Helen Cherré, employer at the EADS Defence Group (sponsors of Cardiff Blues), based in Newport, Gwent.
AS/A2 History

Examination Board

WJEC

Course Summary

Through the study of History you will develop the ability to make sense of events in an ever-changing world. You will be given the opportunity to develop skills that will be with you for life: the ability to explain; to analyse data and sources; to research independently; to ask relevant and significant questions; to think critically and reflectively. During the two year course you will study the new and innovative WJEC A Level History syllabus gaining an understanding of the histories of Wales and England, Germany and the United States over a period of over a hundred years.

Assessment Details / Method

History at AS Level

<table>
<thead>
<tr>
<th>Period study (20% of A level, 1½ hour exam)</th>
<th>Politics, Protest and Reform in Wales and England, c.1780-1880</th>
<th>This option provides an opportunity to develop an understanding of the significance of the main challenges facing the government up to 1832; the significance of rural and urban protests up to 1850; the significance of the social and economic reforms up to the 1850s and the significance of the party leaders and their politics after 1846.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth study (20% of A level, 1¼ hour exam)</td>
<td>Weimar and it’s challenges, c.1918-1933</td>
<td>In this unit you will focus on understanding the connections and complexities which led to the transformation of Germany by 1933. This will primarily be achieved by analysing and evaluating a range of different types of historical sources, including contemporary and later sources</td>
</tr>
</tbody>
</table>

History at A Level

<table>
<thead>
<tr>
<th>Breadth Study (20% of A level, 1¾ hour exam)</th>
<th>The American Century, c.1890-1990</th>
<th>The topics in this broad unit will give you the opportunity to learn more about the domestic change and foreign affairs in the USA c.1890-1900. You will further develop your understanding of the struggle for Civil Rights, c.1890-1990 and how the US made itself a superpower.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth Study: (20% of A level, 1¾ hour exam)</td>
<td>Nazi Germany c.1933-1945</td>
<td>Building upon your study at AS level, this unit will enable you to learn about Nazi Germany from Hitler’s consolidation of power in 1933 until Germany’s defeat in the Second World War in 1945.</td>
</tr>
<tr>
<td>Non-exam assessment (20% of A level, 4,000 word essay)</td>
<td>Historical Interpretations Enquiry-</td>
<td>You will carry out an investigation into an area of historical controversy for example on Wales and the Great War, 1914-1918, the Holocaust or any topic of personal interest.</td>
</tr>
</tbody>
</table>

Progression Routes / Careers

By studying A Level History you will have the opportunity to develop a wide range of employability skills that are considered as beneficial in a wide range of careers. Whilst a high percentage of our A Level students continue their study of History to degree level, History A Level is considered an advantageous subject for careers in law, journalism, accountancy, education, the police force... to name but a few. Through studying the past, a successful future can be secured.
AS/A2 Mathematics

Examination Board

WJEC

Course Summary

This specification is divided into a total of four units, two AS units and two A2 units. All units are compulsory. Candidates for the Advanced Subsidiary qualification are required to sit two units over one year. (Year 12 – AS Unit 1: Pure Mathematics A and AS Unit 2: Applied Mathematics A). Candidates for the Advanced Level qualification are required to sit a further two units in year 13- A2 Unit 3: Pure Mathematics B and A2 Unit 4: Applied Mathematics B.

Assessment Details / Method

The units will be externally assessed by means of written examinations. Assessment opportunities will be available in the summer assessment period each year.

Candidates will sit the following written examinations at the end of year 12:

AS Unit 1: Pure Mathematics A
Time: 2 hours 30 minutes (25% of qualification)

AS Unit 2: Applied Mathematics A
Time: 1 hour 45 minutes (15% of qualification)

The Unit 2 paper will comprise two sections;
Section A: Statistics (40 marks) and Section B: Mechanics (35 marks)

In order to gain an A level qualification candidates must sit a further 2 written examinations at the end of year 13:

A2 Unit 3: Pure Mathematics B
Time: 2 hours 30 minutes (35% of qualification)

A2 Unit 4: Applied Mathematics B
Time: 1 hour 45 minutes (25% of qualification)

The Unit 4 paper will comprise two sections;
Section A: Statistics (40 marks) and Section B: Differential Equations and Mechanics (40 marks)

Candidates will be expected to answer every question in every unit.

Candidates may use scientific / graphical calculators in all papers. The use of computers and calculators with computer algebra functions are not permitted in any of the papers set. However, their use will be encouraged in the study of the subject wherever appropriate.

There are no coursework elements to the course.

The full specifications can be found online: http://www.wjec.co.uk/qualifications/mathematics/mathematics-gce-a-as/wjec-gce-maths-spec-from-2017%20(07-10-16).pdf?language_id=1

Conditions of Entry on the course

To study Mathematics at Advanced Level Mathematics, a student would have obtained an A*-A grade in both GCSE Mathematics and GCSE Mathematics-Numeracy. It is possible that students with a B grade will be accepted to study the course following careful consideration of their ability by the head of department. An ability to manipulate Algebra is essential.
AS/A2 Music

Examination Board

WJEC

Course Summary

This course is only available through the medium of Welsh.
The AS is the first half of the A Level course. Three skills will be assessed in both the AS and A2 courses: Appraising, Performing and Composing.

Assessment Details / Method

AS Level
12% of the assessment on Performance skills, and must include at least two pieces as either a soloist, or as part of an ensemble, or a combination of both, of at least Grade 5 standard, and last between 6 and 10 minutes.
12% of the assessment on Compositional skills, with one piece showing a reflection of Western Classical traditions, and the other a free composition, with a combined length of at least three minutes.
16% of the assessment will be on Listening and Appraising skills, studying set works in Class and the study of a contemporary style, as well as General Listening techniques and questions.

A2
22% of the assessment on Performance skills, and must include at least three pieces as either a soloist, or as part of an ensemble, or a combination of both, of at least Grade 6 standard, and last between 11 and 15 minutes. The Performance must include at least one Solo.
14% of the assessment on Compositional skills, with one piece showing a reflection of Western Classical traditions, and the other a free composition, with a combined length of at least three minutes.
24% of the assessment will be on Listening and Appraising skills, studying set works in class and the study of a contemporary style, as well as general listening techniques and questions, with a detailed study of Post-1900 Music.

Progression Routes / Careers

Music A Level is a natural route for students who are creative and enjoy working in teams, who enjoy Performing on an instrument or singing, and for students who enjoy extensive listening within Music. It can lead to further study in University, either as a Performer or Composer, or as a stand alone degree, or as part of a course for prospective teachers.
Course Summary

- Develop essential knowledge and understanding of different areas of physics and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of the scientific method
- Develop competence and confidence in a variety of practical, mathematical and problem-solving skills

Assessment Details / Method

AS Unit 1: Motion, Energy and Matter
Written examination: 1 hour 30 minutes (80 marks)
20% of qualification

AS Unit 2: Electricity and Light
Written examination: 1 hour 30 minutes (80 marks)
20% of qualification

A2 Unit 3: Oscillations and Nuclei
Written examination: 2 hours 15 minutes (100 marks)
25% of qualification

A2 Unit 4: Fields and Options
Written examination: 2 hours (100 marks)
25% of qualification

A2 Unit 5: Practical examination (50 marks)
10% of qualification

Progression Routes / Careers

- Any science
- Space
- Weather forecasting
- Medicine, Dentistry, Veterinary science
- Films and computer game design
- Architecture and Engineering
- Renewable Energy / Climate science
- Setting up a business
- Design
- Sports Engineering
- Materials Engineering
- Journalism / science writing
- Law
- Economics
- Electronics
- Theoretical physics / Practical physics
AS/A2 Religious Studies

Examination Board

WJEC

Course Summary

AS – 2 units
Unit 1 – An Introduction to the study of Religion
Unit 2 – An Introduction to Philosophy of Religion/Religion and Ethics

A Level – (AS plus a further 3 units)
A2 Unit 3: Study of a Religion (Compulsory)
A2 Unit 4: Religion and Ethics
A2 Unit 5: Philosophy of Religion

Assessment Details / Method

Unit 1 – Written examination: 75 minutes 15% of qualification.
A study of one religion – Buddhism
Four themes – religious figures and sacred texts; religious concepts; religious life; and religious practices.
Answer two questions from a choice of four in this section.

Unit 2 - Written examination: 105 minutes 25% of qualification.
Section A: An Introduction to Philosophy of religion.
Four themes: cosmological arguments for the existence of God; teleological arguments for the existence of God; the non-existence of God – the problem of evil and religious experience.
Answer one question from a choice of three in this section.

Section B: An Introduction to Religion and Ethics.
Four themes (including applied ethics in themes two to four):
Ethical language and thought; Aquinas’ Natural Law; Fletcher’s situation Ethics and Utilitarianism.
Answer one question from a choice of three in this section.
Choose also one further question from the remaining questions in either Section A or Section B.

Unit 3 – Buddhism. Written examination: 90 minutes 20% of qualification.
One knowledge based question and two analytical questions taken from four themes: Religious figures and sacred texts; significant historical development in religious thought; significant social development in religious thought and religious practices that shape religious identity.

Unit 4 – Written examination: 90% minutes 20 % of qualification.
One knowledge based question and two analytical questions taken from four themes: Ethical language and thought; Kat’s Moral Theory; contemporary developments in ethical theory freewill and determinism.

Unit 5 – Written examination: 90% 20% of qualification.
One knowledge based question and two analytical questions taken from four themes: Ontological arguments for the existence of God; challenges to religious belief; religious experience and religious language.

Progression Routes / Careers

If studied as AS and Advanced level, studying Religious Education could lead to a career in nursing, medicine, teaching, social work, the law, media, policing, politics etc.
The aim of the Welsh AS and A level is to develop the pupil’s skills to communicate effectively and purposefully in written and spoken Welsh. Candidates are encouraged to use language creatively. Reading a wide and varied range of literature is essential as well as studying specific texts closely. The ability to respond to literature and modern cultural and multimedia materials is promoted encouraging an appreciation of our cultural Welsh heritage. The AS and A level syllabus: Welsh First Language encourages students to:

- develop their interest and enthusiasm whilst studying the subject;
- communicate clearly and lucidly in a wide range of written and oral contexts;
- write creatively and factually in response to a variety of purposes;
- interpret and analyse independently familiar and unfamiliar texts;
- listen and respond to other opinions when expressing viewpoints;
- express opinion independently based on knowledge and understanding of a range of literary and factual texts;
- respond clearly, relevantly, confidently and in a structured manner;
- realise their position and appreciate their contribution to a bilingual society at the beginning of the twenty-first century.

Candidates are also encouraged to appreciate the relationship between different aspects of the subject in promoting the study of the Welsh language at a higher level.

**Assessment Details / Method**

**Advanced Subsidiary - Assessment Summary** (The weightings of each unit refer to the full A level)

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
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<tbody>
<tr>
<td>Oral Examination: Discussion of Film and Drama - 45 minute external exam</td>
<td>Non-exam Assessment Extended written task in a specific literary form and a task expressing an opinion on a current topic involving pupil research and findings. Each task should be between 1,000 and 2,000 words.</td>
<td>Use of language (Grammar) and Poetry of the 20th and 21st century - 2 hour written external exam</td>
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<tr>
<td>Section A: Discussion on Film</td>
<td>Section A: An extended piece of writing - pupil’s own choice of subject and literary form</td>
<td>Section A: A variety of grammatical questions to assess candidate’s understanding and correct use of language</td>
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<tr>
<td>Section B: Discussion on Drama</td>
<td>Section B: An essay or speech aimed at an audience to express opinion or viewpoint on a specific subject.</td>
<td>Section B: An essay question on 20th and 21st century poetry.</td>
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<tr>
<td>15% of qualification 60 marks</td>
<td>10% of qualification 40 marks</td>
<td>15% of qualification 65 marks</td>
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Candidates will sit three units during April/May/June of the first year. It is possible to re-sit any unit once carrying forward the best of the two results.

**Advanced Level - Assessment Summary** (AS + A level)

<table>
<thead>
<tr>
<th>UNIT 4</th>
<th>UNIT 5</th>
<th>UNIT 6</th>
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<tbody>
<tr>
<td>Oral examination Discussion of Novel and Synoptic Elements</td>
<td>Prose from the Middle Ages</td>
<td>Appreciation of Prose or Poetry and the Welsh Language in context - with synoptic assessment Written examination (2 hours)</td>
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<td>Poetry ‘Hengerdd’</td>
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<td>Poetry - Cywyddau</td>
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<td></td>
<td>Written examination (2 hours)</td>
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<td>20% of qualification 60 marks</td>
<td>20% of qualification 90 marks</td>
<td>20% of qualification 80 marks</td>
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Candidates will sit these three units during April/May/June of the second year.

**Progression Routes / Careers**

To study Welsh at Advanced Level, pupils will have achieved at least a B grade in GCSE Welsh Language and GCSE Welsh Literature. Pupils who have not studied the Welsh Literature GCSE course exam will not be eligible.