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Sixth Form 2015

Students in September 2015 will be faced with a wide range of options and a flexible course of study. It is imperative, therefore, that careful thought is given to the prospect before them.

At Llanidloes, we have a sixth form of around 100 students following a variety of schemes of study including the Welsh Baccalaureate, AS and Advanced level courses and courses offered in collaboration with other schools and NPTC. Very often students opt for a mixture and the experience which we have gained in providing these means that we can face the demands of the new curriculum with confidence.

Students can choose to study subjects at Llanidloes in combination with courses at other schools and NPTC Group (formerly Coleg Powys) which means that they can access the full range of subjects offered locally. The options available at other institutions are listed on the back of the application form. 'Travel time' is built in to the timetable and Powys County Council organize the necessary transport.

We regard the sixth form as a new beginning, when students can progress to the next stage of their education with greater maturity and commitment. Careful study of the prospectus is the first step to eventual success and we look forward to working with you in achieving your aims should you attend Llanidloes Sixth Form.

Aims

The aims of the Sixth Form are broadly the same as those of the lower school:

1. To create a caring environment where, as far as humanly possible, pupils enjoy a happy and rewarding experience.
2. To value all pupils equally and educate each pupil to his or her maximum potential. This includes extending the more able pupils and giving special support to those who are in need.
3. To offer pupils a curriculum that is broad, balanced and relevant to their needs and those of society providing the skills required for adult life. This will include fulfilling all the requirements of the National Curriculum and of the 14-19 Learning Pathways programme.
4. To foster excellence in both academic study and personal standards, showing courtesy to others at all times.
5. To continuously reassess the aims and objectives of the school with a view to a constant refinement and improvement of the quality of education provided.

In addition:

6. To create an environment with opportunities for pupils to gain responsibility and independence, in preparation for the world of work or university.
7. To create opportunities for pupils to take part in school service in order to help others and give back to the school community.

The Challenge of the Sixth Form

During the next two years students will face new academic and personal challenges. We will help them to meet these challenges.

Academic Work

Students will have timetabled lessons for around 23 out of the 30 lessons each week. The remaining time is used for private study, developing discussion skills and sport..

Student progress will be monitored by subject staff and there is an opportunity to discuss problems each day with tutors. There are also opportunities for pupils to discuss their progress in the individual interviews with their 'Bac' mentors and form tutors.

In addition to the Parents' Evening in October and reports in February, contact is made in December and March and whenever it is felt necessary and parents are encouraged to do likewise.

Sixth formers appreciate the need for this system of supervision although they may not always welcome it!

Why choose Llanidloes High School for your next step?

- Excellent results in GCSE and A-level results over many years.
- An extensive range of subjects offered.
- Regular monitoring of progress and reporting to parents.
- Opportunities to gain posts of responsibility and have an active role in school life.
- Close links with a number of Universities, with residential trips, mock interviews and talks organised.
- A high percentage of pupils going on to University, usually their first choicemany to Russell Group universities.
- We know our pupils well and try to meet each pupil's needs individually, in a caring and supportive environment.

Examination Results

Consistently outstanding A-level results including excellent subject results such as:

Maths - grade A*-B 3 year rolling average – 68%

Chemistry - grade A*-B 3 year rolling average – 67%

History - grade A*-B 3 year rolling average – 71%

92% passed their Welsh Bac Advanced level

3 year rolling average of 98% attaining the Level 3 threshold of 2 or more A-level equivalents

Consistently each year, we have several pupils gaining 3 or more A or A* grades in addition to their Welsh Bac, and regularly pupils go on to Oxford, Cambridge and other top universities or to study Veterinary Science, Medicine or Dentistry.

Our success is often recognised nationally, such as appearing in the Times 'Top 500 schools' recently.

Comments made by Inspectors May 2009

In the sixth form, standards of students' social and moral skills are outstanding and their spiritual and cultural skills are good.

Sixth-form students also have a comprehensive range of academic options available.

The curriculum is accessible to all and provides appropriate opportunities for pupils to gain qualifications. The development of entrepreneurial skills in KS4 and the sixth form is good

The arrangements for assisting pupils to transfer from one key stage to another are good and outstanding from KS4 to the sixth form.

The outstanding ranges of extra-curricular activities which are provided by the school enrich learners' personal development

Outside speakers contribute well to the development of students' personal and social skills in the sixth form

Academic support by heads of year and form tutors is good. This is supplemented in the sixth form by additional personal tutors to meet the Welsh Baccalaureate Qualification (WBQ) requirements. Pupils receive individual attention to monitor their progress.

Students have developed very positive attitudes to learning.

They accept responsibility easily and have a strong social conscience raising money for charity. They also help in the community.

They are good role models for younger pupils and to one another. Their leadership skills are very good. This has enabled them to strengthen the relationships between senior and junior pupils. They support younger pupils experiencing difficulties, socially or academically.

Standards of students' social and moral skills are outstanding and their spiritual and cultural skills are good. Students assist in raising the spiritual standards of others by contributing constructively in school assemblies.

Students demonstrate responsible behaviour and respect towards one another and towards all members of the school community. They also assist in ensuring that younger pupils behave responsibly during break times by their presence around the school. They gain in maturity during their period of study in the sixth form and have a valuable experience.

Students are able to express views openly and honestly. They listen carefully to the view of others.

All students in Y12 have adopted and developed skills through the WBQ. These skills have prepared them well for Higher Education (HE).

Students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

Sixth-form students receive good advice on subject choices, careers applications to university and higher education through a well-organised programme. The good links with local employers enhance the guidance pupils receive.

There is a very good quality induction programme in Y12 and a sixth-form group works alongside Y7 pupils to ensure they settle into their new school with ease.

The sixth form enhances the ethos of the school by giving younger learners the support and example of their older peers.

Estyn Inspection Report May 2009 (Gwyn Thomas)

Life Skills

We encourage good attendance, punctuality and a neat appearance. We emphasise consideration for others and develop this through discussion lessons, charity work and social events.

We provide careers guidance via Careers Wales Powys, outside speakers and visits to universities and work placements.

We also promote development of interests such as music, drama and sport both on a team and individual basis. We recognise the need for and experience gained from part-time jobs while insisting that education receives first priority throughout the course.

Our intention is to build on to the success of the past.

Choosing subjects to study

A concern for some pupils is their choice of subjects to study. It is an important decision and pupils should consider the following:

You should choose subjects that are of interest to you and you enjoy, as you will spend nearly 5 hours each week in lessons in school for EACH subject and you should be doing around the same number of hours outside lessons too.

You should think carefully about your own strengths such as whether you work well independently, or is coursework your forte. This will be an important factor in your success in each subject.

It is advisable to seek advice from teaching staff, the 'Careers Wales' advisor, family members and current Sixth Form pupils. They may be able to advise you on how the subject offers from GCSE or if it's a new subject, perhaps taught at a different institution, they may be able to offer invaluable insight. However, do not choose a subject simply because your friends are doing it, or choose not to do it because they aren't!

If you have a career in mind it is crucial that you research the subject you should choose. Some University courses have very specific requirements such as medicine, veterinary science, dentistry or law. You should seek the advice of Mrs Jerman (Head of Sixth Form), Dr Creasey (Assistant Head of Sixth Form), Careers Advisor, or teaching staff of specific subjects linked to these careers. www.ucas.com is a valuable source of information under the 'course search' section in particular, and will provide links to individual University websites.

Please read the attached summary document of The Russell Group's 'Informed Choices' which gives guidance on subject choices for the most competitive universities and courses.

Monitoring and Assessment

A concern for some parents is how their son/daughter is progressing! We regularly assess pupils and monitor their progress closely, contacting parents when appropriate.

October - Monitor progress of pupils in all subjects

October – Parents' Evening

December – mocks and tests given to pupils

Late December – interim report

February – annual reports to parents

March – interim report

May/June – external exams in all subjects

Each time progress is monitored this is discussed with pupils by Welsh Bac mentors and often, Head of /Assistant Head of Sixth Form, too.

Joining Year 12

Application

Initially, prospective pupils are asked to complete an 'initial choice' form so that the best possible option blocks can be formed. At a later date, they will be asked to apply formally by filling in an application form.

Entrance Policy

In line with the 14-19 Learning Pathways, entry into the Sixth Form is determined on an individual basis, however, it is generally agreed that a C (or B in some subjects) grade at GCSE in a subject to be followed at A-level is a **minimum** for future success. Applicants are likely to be invited for an informal interview, to confirm their choices.

GCSE Results

On the day that your GCSE results are released Mrs Jerman, the Head of Sixth Form, will be present in Llanidloes High School. You will be asked to see her to confirm your choices, but staff are also available on the induction days for further discussion.

Induction

The first day of the Autumn term gives you as a new year 12 student the opportunity to make final decisions on the courses you wish to follow. There is a wide range of possible course combinations available. You will need to discuss and agree with your teachers the courses you are going to study. Your sixth form tutors & the careers officer will be available to give you guidance. It is also a time to find out more about Sixth Form life and to meet other Year 12 and 13 pupils through many different activities. It may be appropriate to also organise some induction activities before the summer holidays, especially for 'new' subjects' which students will not have studied before.

Sixth Form Uniform

We expect our Sixth Form students to have a sensible, tidy and smart appearance, and our uniform consists of:

Plain black skirt/trousers

White polo shirt embroidered with school motif

Black v-necked jumper or hoodie embroidered with school motif

Suitable footwear

Polo shirts, jumpers and hoodies can be purchased from the school either before the end of the summer term or on the INSET days in September.

Please note that skirts should not be very short nor should trousers be too tight. Leggings etc. are not suitable.

Pupils are expected to dress smartly and set an example to younger pupils.

Privileges of being part of the Sixth Form

Sixth Form pupils have much more freedom and experience privileges, including different uniform, unsupervised study time, bringing a car to school, leaving school premises during the day, no queuing in the canteen, use of common rooms and study room.

With this freedom comes responsibility and we expect our Sixth Formers to be 'role models' for younger pupils and for high standards to be upheld - respect, courtesy, punctuality, attendance, general behaviour – and if individuals are not mature enough to do this then privileges will be withheld.

School Service

The Sixth Form is a very important part of the school community, and it is important that sixth form students take an active role in the life of the school. With this ideal in mind, members of year 12 assist with a variety of tasks including:

- supporting pupils in the lower school in their lessons
- helping out with events, such as Open Evenings & Sports Day
- helping to organise events with Primary schools, such as sports & drama
- performing lunchtime duties e.g. running clubs or helping in the library

These activities help to give younger children a positive view of sixth form, enhance the status of sixth formers as important members of the school community and are an important consideration when deciding upon Prefects in Year 13. As such, we expect everyone in year 12 to become involved in school service, and award Bronze, Silver and Gold certificates in recognition of their efforts.

Head Girl, Boy, their Deputies, and Prefects

During Year 12, all pupils are encouraged to participate in activities to count towards their 'school service' and 'Community Participation' for the Welsh 'Bac'. At the end of Year 12, pupils submit their school service records which are considered along with their attendance, staff recommendations, and their academic records; 20 or so pupils are then invited to become Prefects.

In the September of Year 13, pupils and staff nominate pupils for the roles of Head Girl and Boy from the list of Prefects.

We feel that by having pupils who hold these roles, Sixth Formers are provided with opportunities to develop skills needed in adult life as well as continue to be excellent role models for younger pupils.

Sixth Form Student Contract (and EMA Learning Agreement)

Name: Year Group: Academic year: 2014-15

As a student you agree to:

1. Attend school and **register twice daily unless** unwell, **signing out** when leaving school premises for any reason. A good attendance record will be necessary for exam entry.
2. Attend **all** lessons punctually, explaining any known absence **before hand** including clashes.
3. Provide **absence notes** explaining absences within a day of return, in order for the school to authorise absence, or contact school on the first day of any illness. Inform the school of known absences beforehand.
4. Wear correct school **uniform** at all times.
5. Complete **all work set** to the best of your ability.
6. To meet **all deadlines** without exception.
7. Address any issues of **underachievement** as soon as possible.
8. Use 'free/**non-contact**' lessons to complete work set, understanding that this is a privilege which can be withheld.
9. Attend all **Welsh Bacallaureate** lessons and mentoring sessions, and complete all tasks set.
10. Participate fully in the life of the school, through **school service**, supporting the ethos of the school.
11. **Respect** each other, other people's belongings, the school environment and Sixth Form block, in particular, doing all I can to keep it **tidy and litter free**, and maintaining a **calm working environment** in the study room. Access to the 6th Form block is a privilege which can be withheld.
12. Only use **sports facilities** such as the tennis courts and sports centre during **lessons 5 & 6** and only if **all** outstanding work has been handed in.
13. Register (with Mrs Jerman) the details of any **car** driven to school and ensure that it is used responsibly while in the vicinity of the school. This is a privilege which can be withheld.

Failure to comply with these conditions may compromise future studies at Llanidloes High School.

I understand that conditions 1, 2 and 3 above must be adhered to, in order for me to receive my weekly EMA allowance, and conditions 4 to 11 must be met in order for me to receive my EMA bonus payment, if applicable.

Signed: Student Date:

Parents agree to:

1. Provide support, help and encouragement.
2. To keep the school fully informed of absence or other issues.

Signed: Parent Date:

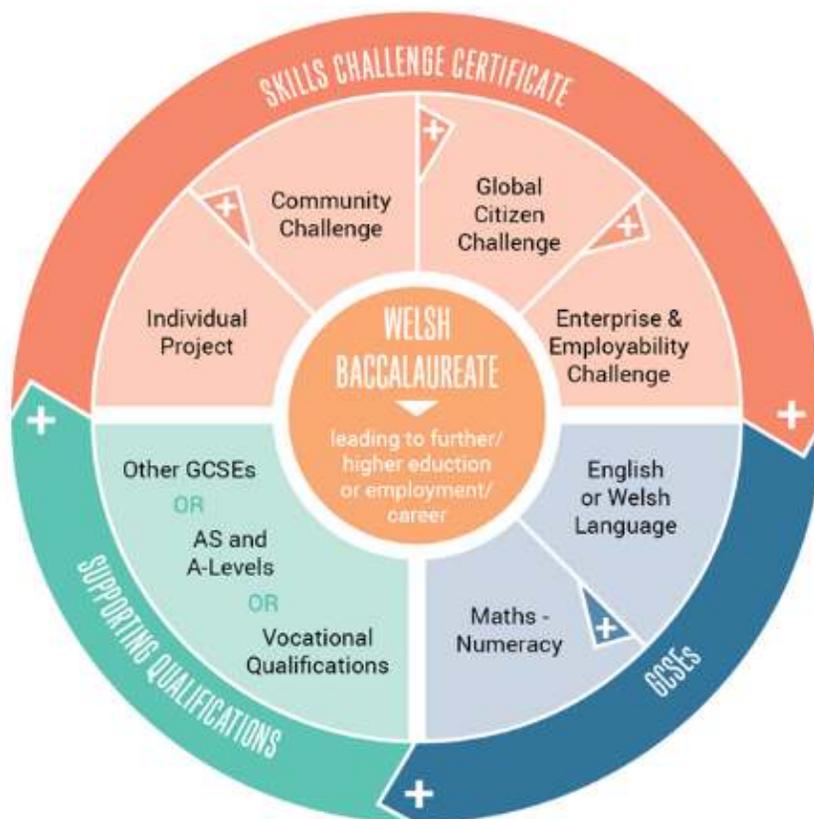
The school agrees to:

1. Provide support help and advice wherever needed, regarding organisation, learning styles and subject specific help.
2. To keep parents fully informed of progress.

Signed: Mrs J. Jerman Head of Sixth Form Date:

Welsh Baccalaureate Qualification

The 'Bac' is compulsory for all pupils and is taught by the Sixth Form team and members of staff from a wide variety of departments through the school.



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 (50%)
- Enterprise and Employability Challenge (20%)
- Global Citizenship Challenge (15%)
- Community Challenge (15%)

The Supporting Qualifications include two mandatory GCSEs of English Language or Welsh Language together with Mathematics-Numeracy at grades A*-C. Learners require two A levels grade A*- E, or equivalent level 3 qualifications.

The Welsh Baccalaureate aims to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills. These are the skills that employers and next-stage educators value and which learners need for learning, work and life.

The seven essential and employability skills are:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

Assessment

In the past the Welsh Bac has been a pass/fail qualification but those starting the Bac from September 2013 will be graded instead.

Progression to Higher Education and employment

The 'Bac' covers the 'Learning Core' of the 14-19 Learning Pathways, devised to cover the skills required by universities and employers.

Recent University offers received by pupils include:

Computer Science at Cardiff University B, B and Welsh Bac
Marketing at Liverpool University B, B and Welsh Bac
Natural Sciences at Bath University A*, A and Welsh Bac
International Politics at Aberystwyth University 300 points including 120 for Welsh Bac
Law at Liverpool University B, B and Welsh Bac
Pharmacy at Manchester University A, B and Welsh Bac
Medicine at Cardiff University A, A and Welsh Bac
Architecture at Manchester University A, A, and Welsh Bac
History at Manchester University A, A and Welsh Bac
Sport and Physical Education at Cardiff Metropolitan University, 300 points including Welsh Bac

Comments by past pupils:

"I didn't always appreciate how useful the Bac would be! However, looking back I can see how it improved my skills – presentations, communication, working in teams and more generally, organising myself and acting on feedback"

"Without the Welsh Bac I would not have got in to uni."

"Now that I'm at uni I really appreciate how the Welsh Bac developed my skills and feel better prepared than my friends from elsewhere who didn't do it"

"Everyone else on my apprenticeship has to do extra work but I get a day off every Friday as I've done it all already!"

Curriculum 2015

The Arrangements for September 2015

GCE

The Advanced Subsidiary Level (AS) is the first half of an A level course. It can be studied in Year 12 and the A2 part (to complete an A-level) in Year 13. The AS qualification consists of 2 or 3 modules (units of study) and will be worth half an A level. Subjects can also be studied at AS level in Year 13. It is anticipated that the vast majority of students will study four AS level subjects or their equivalent in Year 12. One advantage of the modular system is that modules can be re-sat to improve marks, which can reduce the stress and pressure felt by students.

The A2 course is the second half of the A level course and will be studied in Year 13. At the beginning of Year 13 students decide, based on their progress so far and in discussion with their teachers, whether to continue with all 4 AS subjects to A2 in order to gain A-levels or reduce to 3, or start on a new AS course.

Specifications

Examination syllabuses will be referred to as Specifications and are divided into modules. Students can be examined in the modules in June only – a change recently.

Results

The results of June's exams are published in August.

Points

All the post 16 qualifications carry a number of points depending on levels and grades achieved by the individual student. The arrangement for awarding points is shown below.

AS, A and Vocational GCE levels

Grade	AS level	A level
A*	n/a	140
A	60	120
B	50	100
C	40	80
D	30	60
E	20	40

Key Skills (unless already achieved through the Welsh Baccalaureate):

20 points for each level 3 key skill passed

10 points for each level 2 key skill passed

The points gained by a student over the two year period (Years 12 and 13) are totaled and will give him or her access to universities and colleges.

The Courses Available

Advanced Subsidiary (AS)/Advanced (A) GCE Level courses

The following Advanced Subsidiary (AS)/Advanced (A) Level courses will be offered:

Art and Design
Biology
Chemistry
Design & Technology: Product Design
English Literature
Further Maths (AS only)
Geography
Health and Social Care
History
Mathematics
Media Studies
Physical Education
Physics
Travel & Tourism
Welsh Baccalaureate (compulsory for all)

Other qualifications offered by other providers in recent years:

Please read the statement on the next page and see the reverse of the application form

NPTC Group (formally Coleg Powys):

BTEC Level 3 Childcare
BTEC Level 3 Health and Social Care
BTEC Level 3 Performing Arts
BTEC Level 3 Media (TV and Film)
BTEC Level 3 Media (Games
Development)
BTEC Level 3 Public Services
BTEC Level 3 Sport

In Newtown High School

A-level Law
A-level Religious Studies
A-level Music
A-level Drama
BTEC Level 3 Fashion
BTEC Level 3 Music Technology

North Powys Local Curriculum Planning Group: Message to Parents

Secondary Schools in Powys, Powys County Council and Coleg Powys are working together to find new ways for students to access the widest range of qualifications at Post 16.

Over recent months, Powys schools and Coleg Powys have been working together to identify the range of subjects which will be on offer to Post 16 Powys students at September, 2011. The County Council is committed to working with schools, training providers and Colleges to develop and sustain a high quality, exciting and wide ranging Post 16 curriculum for students. Schools, Local Authority and FE providers also have a duty (required by Welsh Assembly Government) to work together to plan and deliver a Post 16 curriculum which is made up of at least 30 subjects. This means that all students starting Post 16 education in September, 2011 will have the chance to choose from a range of at least 30 subjects. These 30 subjects must be a mix of academic and vocational subjects.

Not all schools can offer that full range of subjects individually, but by working in collaboration and by building a common timetable across the schools and Coleg Powys on an area basis, that full range of subjects is available to all students in Powys.

This means that students have the choice of studying subjects which are available at their home school and at other schools or the College too. For example, a student may choose a combination of subjects which means that they study some of those subjects in one school and the others in a different school or Coleg Powys. This will mean that they would be required to travel to the other venue during their school day to study those subjects not available in their home school. Transport will be provided for those students travelling to other venues to access these opportunities.

Some students are already taking advantage of this new approach by being part of a pilot project this year; currently there are some students registered at North Powys schools who are studying a combination of academic e.g. AS level qualifications (available at their 6th Form) and vocational qualifications e.g. Media, Travel & Tourism (available at Coleg Powys.)

By working together, schools in Powys and Coleg Powys are increasing opportunities overall for all students. It is recognised that this may reduce the number of subjects run at individual schools but this new approach will enable students to choose from a wider range of subjects than would otherwise be available.

Schools Service, Powys County Council
North Powys Local Curriculum Planning Group

AS/A Level Art & Design

Description of Course

Art at KS5 will be a challenging and satisfying experience for the self-motivated student who enjoys expressing personal ideas and feelings in a visual way.

Visiting art galleries, attending workshops and keeping a sketchbook are integral to the course and encourage a personal response.

The course will be partly teacher led with discussion and agreed “directed time” leading to independent learning and continual assessment. Support will be given according to the individual needs of the student and may involve attending ‘catch up’ time.

Assessment

The AS and A2 courses will consist of 3 units in total - both internally assessed and externally moderated.

Building on knowledge, understanding and skills from GCSE (but does not depend on it) promoting personal exploration and experimentation. It is recommended that candidates have attained communication and literacy skills at GCSE Grade C in English.

Four assessment objectives:- AO1 – Contextual Understanding; AO2 – Creative Making; AO3 – Reflective Recording; AO4 – Personal Presentation

AS Unit

Unit 1: Personal Creative Enquiry (40% of A level), internally assessed, externally moderated.

A2 Units

Unit 2: Personal Investigation (36% of A level), internally assessed, externally moderated.

Unit 3: Externally Set Assignment (24% of A level) - 15 hours, internally assessed, externally moderated.

The Fine Art Endorsement specialisms are:-
Art, Craft and Design, Fine Art and Critical & Contextual Studies

Further Information

See Mrs Smith

AS/A Level Biology

Description of Course

Biology provides a wide breadth of knowledge which touches on many varied aspects of a range of topics. These include: physiology, biochemistry, microbiology and 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 therefore encourages an appreciation of these issues and their implications as well as providing an insight into the living world.

Assessment

At AS level Biology students will study:

- How chemical elements are joined together to form Biological compounds
- Cell structure and organisation
- Cell membranes and transport
- Enzyme activity and application
- Nucleic acids and genetics
- Genetic information passed on to daughter cells
- Evolution
- Adaptations for Gas exchange
- Adaptations for Transport
- Adaptations for nutrition

At A2 level Biology students will study:

- Importance of ATP and the biochemistry of respiration
- The biochemistry of photosynthesis
- Microbiology
- Factors controlling population size and ecosystems
- Human impact on the environment
- Homeostasis and the kidney
- The nervous system
- Sexual reproduction in human
- Sexual reproduction in plants
- Inheritance
- Variation and evolution
- Applications of reproductions and genetics

Choice of one option from Three:

- Immunology and Disease
- Human Musculoskeletal Anatomy
- Neurobiology and Behaviour

During the course pupils will develop their practical skills in microscopy, biochemistry, microbiology and physiology.

The examination structure:

AS Year 12

Unit 1 and Unit 2 in June

A2 Year 13

Unit 3 and Unit 4 in June

Unit 5 Experimental Task exam before

May followed by Practical exam task in June.

Please see Ms Harrison for further details

AS/A Level Chemistry

Description of Course

Chemistry is a study of the substances found on earth, in living things and used by humans. It helps us understand how these substances behave and seeks to develop improvements. It links scientific evidence with theory and encourages logical thinking. A good chemist requires the ability to use abstract concepts, some mathematical skills and a good memory for detail.

Assessment

From September 2015, the layout for AS Chemistry will change. Changes to the A2 Chemistry course will occur in September 2016.

AS – 2 modules

AS Unit 1 – The language of Chemistry, Structure of matter and Simple reactions (20%)

Formulae and equations, Atoms, Chemical Calculations, Chemical equilibrium, Bonding, Solid Structures, Periodic Table

AS Unit 2 – Energy, Rate and Chemistry of Carbon Atoms (20%)

Thermochemistry, Rates of Reaction, Wider impact of Chemistry, Organic compounds, Hydrocarbons, Halogenoalkanes, Alcohols and Carboxylic Acids, Instrumental analysis.

There will be no practical assessment carried out in AS Chemistry.

A2 – 3 modules

A2 Unit 3 – Physical & Inorganic Chemistry (25%)

Redox and standard electrode potentials, Redox reactions, p-block chemistry, d-block transition metals chemistry, Chemical kinetics, Enthalpy changes for solids and solutions, Entropy and feasibility of reactions, Equilibrium constants and acid-base equilibria.

A2 Unit 4 – Organic Chemistry & Analysis (25%)

Stereoisomerism, Aromaticity, Alcohols and phenols, Aldehydes and Ketones, Carboxylic acids, Amines, Amino Acids Organic Synthesis and analysis.

A2 Unit 5 – Practical Assessment (10%)

One piece of experimental assessment (5%) and a written exam paper (5%) which will be taken in the Summer.

Further Information

Chemistry fits in well with Physics, Biology, Geography and Maths. It is useful for the scientific careers including medical and environmental. The majority of chemists have careers outside the subject as their thinking abilities are respected in many commercial and managerial jobs.

Comments from AS/A Level Chemistry Students

“It is a good support to people studying Biology.”

“It’s interesting to be able to expand on the ideas that were started at GCSE.”

“It’s challenging doing more complicated experiments.”

See Mr Young for further information.

AS/A Level D&T:Product Design

Description of Course

Are you interested in Design? Have you studied Graphics, Resistant Materials, Systems and Control or Textiles at GCSE? Then AS/A Level Product Design is the next step.

Key Features of AS Level and A Level Product Design:

- They each consist of two units; a theory exam and a design and make task
- The coursework aspects will allow you to fully engage your design and make abilities within your chosen area
- They will allow you to integrate your knowledge and understanding within designing and making
- You will be involved in manufacturing innovative, high quality products which are appropriate for their intended purpose.

If you choose Product Design as an AS/A Level, the WJEC will set eight briefs for you to choose from, and you also have the opportunity to submit your own proposal for approval. This means you will have the freedom to pick a brief that best suits your personal area of interest, whether that may be **Graphics, Resistant Materials, Systems and Control** or **Textiles**. The design and make project requires you to demonstrate the integration of designing and making skills with your knowledge and understanding of the subject.

The Course:

- Encourages creative and innovative expression
- Enables you to become more aware of Industrial and Commercial practice and also of sustainability and environmental issues
- Gives you an insight into the broader issues related to Design and Technology and Product Design

Assessment

AS Level

DT1: 2 hour written paper (20% A Level or 40% AS Level)

DT2: Design and make task which will satisfy the AS assessment criteria (60 Hours)
(30% A Level or 60% AS Level)

A Level

DT3: 2½ hour written paper (20% A Level)

DT4: Major Project – you will undertake a single substantial project (60 Hours). The major project will satisfy the A Level assessment criteria (30% A Level)

Further information

See Miss Palfrey or Mr Thomas for further details.

AS/A Level English Language and Literature

Description of Course

The aim of the course is to develop an enjoyment and express an appreciation of English Literature. Candidates will develop an awareness of a range of spoken and written texts from different times including six substantial texts drawn from pre-1914 poetry, Shakespeare, prose, modern drama, and non-literary texts. Candidates are required to study three texts at AS level and a further three texts at A level.

To study at this level, candidates must be interested in English Literature, and interested in reading English Literature, including wider reading. They must be able to produce accurate written work and have proficient word-processing skills.

Assessment

AS (2 Units)

Unit 1 – 20% 2½ hr written paper – closed book – Comparative Analysis and Creative Writing

Section A: Comparative analysis of poetry and unseen text

A selection of poems will be taken from the WJEC English Language and Literature Pre-1914 Poetry Anthology.

Section B: Creative writing and commentary

Unit 2 – 20% 2 hour written examination – one book – Drama and Non-literary Text Study

Section A: Prose Study and Creative Reading

Section A: Post 1900 drama - Either Tennessee Williams: A Streetcar Named Desire; Peter Shaffer: Amadeus; Tom Stoppard: Shakespeare in Love; Edward Albee: Who's Afraid of Virginia Woolf? Or Diane Samuels: Kindertransport.

Section B: Non-literary text study – Either Truman Capote: In Cold Blood; David Eggers: A Heartbreaking Work of Staggering Genius; Robert Minhinnick: Watching The Fire-Eater; George Orwell: Down and Out in Paris and London or Andrea Ashworth: Once in a House on Fire

A2 (3 Units)

A2 Unit 3 20% 1 ½ hour written examination – closed book – Shakespeare – Either Antony and Cleopatra, King Lear, Much Ado About Nothing, Othello or The Tempest
Section A: Shakespeare extract & *Section B:* Shakespeare essay

A2 Unit 4 20% 2 hour written examination – open book - Unseen Texts and Prose Study

Section A: Unseen texts

Section B: Prose study - Either Margaret Atwood: The Handmaid's Tale; Jane Austen: Emma
Charles Dickens: Great Expectations; Thomas Hardy: Tess of the D'Urbervilles; Alice Walker: The Color Purple

A2 Unit 5 20% Non-examination assessment (2500-3000 words) – Critical and Creative Genre Study

Section A: Genre study (1500-2000 words) & *Section B:* Related creative writing (1000 words)

Further Information

The course constitutes an excellent preparation for careers in public relations, journalism, media, the civil service, teaching, editing, proof reading, librarianship, social work, market research, scientific study, and of course writing. The course compliments Drama, Welsh, History, RE, Philosophy or any Modern Language. It is an excellent preparation for language, creative writing and English Literature degree courses.

See Miss Williams for further information.

AS/A Level Geography

Description of Course

Geographers must be able to handle data. They need to be able to see both sides of an issue or argument. Geographers are sometimes scientists and sometimes artists. It is necessary to look at text books, the internet, recent publications and so on, to gather up to date information from a variety of sources. Candidates must be able to keep to deadlines for weekly set work. Geographers want to understand about the world and how it affects us and how we affect it.

Assessment

AS (2 units)

G1 1 hour 30 minutes written paper 75 marks (100 UMS) **Unit title: Changing Physical Environments**

Two Themes: Investigating climate change, Investigating tectonic and hydrological change

Three structured questions with stimulus material, one of which tests research/ fieldwork.

G2 1 hour 30 minutes written paper 75 marks (100 UMS) **Unit title: Changing Human Environments**

Two themes: Investigating population change, Investigating settlement change

Three structured questions with stimulus material, one of which tests research/ fieldwork.

A Level (The above plus a further 2 units)

G3 2 hours 15 minutes written paper 75 marks (120 UMS) **Unit title: Contemporary Themes and research in Geography**

Section A – 1 hour 30 minutes

Two essays – one from each of the two contemporary themes. One theme selected from three physical and one theme selected from three human options. A choice from two questions for each theme.

Candidates to choose from six optional themes.

One from

1. Extreme environments – Desert and Tundra
2. Landforms and their management – either Glacial or Coastal.
3. Climate hazards

One from

4. Development
5. Globalisation
6. Emerging Asia – the geography of either India or China

Section B – 45 minutes.

Candidates design and carry out a research enquiry based on their chosen theme and prescribed topic area. This will be assessed by a two- part question based on research enquiry and the findings of their research. This question will be given out after 1 hour 30 minutes when Section A is handed in.

G4 1 hour 45 minutes written paper 80 marks (80 UMS) **Unit title: Sustainability**

Sustainable Food Supply, Water Supply, Energy, Cities

Pre- release material in May prior to the examination for a Decision Making Exercise.

Further Information

As 'A' Level Geography is flexible, it is ideal for studying with vocational qualifications or as an extra AS and can be combined with arts or sciences. Comments from AS/A Level Geography Students include: "It's more interesting to do A Level than GCSE, as it is very different and a deeper thought is needed."

"A lot better than GCSE", & "Teachers are very helpful and dedicated."

See [Mr Eley](#) for further information.

AS/A Level Health & Social Care

Description of Course

The course focus is on Health, Early years care and education, and Social Care. The content at AS will focus on the need of clients and the techniques and professional services aimed at meeting those needs. Candidates are to be assessed in the following key areas of study: rights and responsibilities and values; communication in care settings; health and well-being. The content at A2 will develop AS content through addressing the factors affecting, and issues involved in, service delivery. Candidates are to be assessed in the following key areas of study: service provision and practitioner roles; understanding human behaviour and their ability to draw together aspects of these areas in a variety of context.

Assessment

Candidates may take a single or double AS GCE course, or a single or double Advanced GCE (A2) course: -

AS GCE

Unit 1 – Promoting quality care	Assessed externally
Unit 2 – Communication in care setting	Assessed by portfolio
Unit 3 – Promoting good health	Assessed by portfolio

AS GCE (Double Award)

Unit 1–3 above, one from Unit 4 or 9; two from Unit 5, 6, 7, 8.

Unit 4 – Health and safety in care setting	Assessed externally
Unit 5 – Caring for people with additional needs	Assessed by portfolio
Unit 6 – Working in early-years care education	Assessed by portfolio
Unit 7 – Health as a lifestyle choice	Assessed by portfolio
Unit 8 – Complementary therapies	Assessed by portfolio
Unit 9 – Caring for older people	Assessed externally

Advanced GCE

Unit 1–3 above, Unit 10, one from Unit 11, 12, 15; one from Unit 13, 14, 16.

Unit 10 – Care practice and provision	Assessed by portfolio
Unit 11 – Understanding human behaviour	Assessed externally
Unit 12 – Anatomy and physiology in practice	Assessed externally
Unit 13 – Child development	Assessed by portfolio
Unit 14 – Mental-health issues	Assessed by portfolio
Unit 15 – Social trends	Assessed externally
Unit 16 – Research methods in health and social care	Assessed by portfolio

Advanced GCE (Double Award)

Unit 1–3 above, one from Unit 4 or 9; two from Unit 5, 6, 7, 8; five from Unit 11, 12, 13, 14, 15, 16; but at least two must be from 11, 12, 15.

Further Information

These specifications are designed to offer students the opportunity to develop skills, knowledge & understanding which will prepare them for entry into employment at trainee level within a wide range of health, social care & early years' environments. Many students would undertake further part-time study with the support of their employer. Comments from Advanced GCE Health & Social Care Students include:

“You are given a chance to learn all about Health and Social activities which help you to further a career in this field”, & “If you don't like paperwork the Health and Social is not for you, but after the initial adaptation period you find the work very rewarding indeed!” See Mrs G Cox for further information.

A/AS Level History

Description of Course

Students who pursue the 'A' level specification will have to study two courses. The first course will be a period study of Europe from c1815 – 1917. This charts the major political, social, cultural and economic changes which shaped modern Europe. Specific topics such as German unification, Nationalist tensions in Eastern Europe and the Balkans and the origins of the World War I, are central tenets of the course. The second is an in-depth study of the Civil War, c1637 – 1658. This course explores the causes of the war, the nature of the conflict and its huge impact in shaping the evolution of Britain as a democracy.

It is not a course requirement that students should have undertaken History at GCSE. Those who pursue the course will develop specific skills. Besides increasing their understanding of the Modern World, they will learn to argue cogently, communicate effectively, develop the ability to analyse and synthesise both ideas and information and to reach logical conclusions.

History students have entered a wide range of professions. They include teaching, nursing, health administration and policing through to Law, accountancy, banking, personnel management and marketing.

Assessment

The AS course will consist of two units; these will be completed during year 12.

For students studying for a full A Level (AS & A2), the course requires a further two units, assessed during year 13.

Further Information

Comments from A/AS Level History Students include:

“The teaching is inspirational, and opens our minds to the mysteries of the past.”

“We get an in-depth look at modern history.”

See [Mr Bevan](#) for further information

AS/A Level ICT

Description of Course

ICT is always a very popular choice because the skills learned may be employed in most other subjects and also, crucially, in the workplace. The course mixes appropriate theory with challenging practical work designed to channel and enhance the student's powers of problem solving and creativity.

This specification encourages candidates to become discerning users of ICT, developing a broad range of ICT skills and knowledge and understanding of ICT. This should form a basis for progression into further learning, including progression from AS to A2, and/or employment.

Specifically, it encourages candidates to develop:

- the capacity for thinking creatively, innovatively, analytically, logically and critically;
- the skills to work collaboratively;
- the ability to apply skills, knowledge and understanding of ICT in a range of contexts to solve problems;
- an understanding of the consequences of using ICT on individuals, organisations and society and of social, legal, ethical and other considerations on the use of ICT;
- an awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society.

WJEC Specification

4.1 Unit IT1 Information Systems	(AS)
4.2 Unit IT2 Presenting Information	(AS)
4.3 Unit IT3 Use and Impact of ICT	(A2)
4.4 Unit IT4 Relational Databases	(A2)

Assessment

AS Level:

IT1 30% 2 hours 15 minutes Written Paper	80marks	(120UMS)
IT2 20% Internal Assessment	80marks	(80UMS)

A Level:

IT3 30% 2 hours 30 minutes Written Paper	90marks	(120UMS)
IT4 20% Internal Assessment	100marks	(80UMS)

Please, see [Mr Craig](#) for further details.

AS/A Level Mathematics

Description of Course

There has been a significant drop in the number of students in the UK taking Mathematics at AS and A level Mathematics and this specification was produced in an attempt to redress this decrease. The course contains a significant decrease in content from the one studied previously and aims to make the AS course more accessible to good candidates who have studied GCSE Mathematics in sets 1 or 2.

The study of Mathematics develops skills that are useful in many careers. Pure Mathematics forms the basis of the course and what is studied here is then used in the applied units. The Mechanics unit will assist students studying Physics, whilst the Statistics unit will have relevance in Geography, Biology and Business.

The AS course we will follow consists of two units of Pure Mathematics, (Introduction to Advanced Mathematics (C1) and Concepts for Advanced Mathematics (C2)) and one applied unit Statistics 1 (S1). This course will be completed in year 12.

In year 13 all students who wish to complete the full A level (A2) course have to study two more units of Pure Mathematics (Methods for Advanced Mathematics (C3) and Applications of Advanced Mathematics (C4)) and one applied unit Mechanics 1 (M1).

It is anticipated that students will be able to follow a timetabled course covering three additional units and enabling them to gain an AS in Further Mathematics.

Weekly homework is set as there is always a need to understand one concept before moving on to the next.

Assessment

Each unit is assessed by a 1 hour 30 minute examination paper with students taking three units each June. There is no coursework in year 12 but, Methods for Advanced Mathematics (C3) has a coursework component of 20% and Applications of Advanced Mathematics (C4) has an additional comprehension paper worth 20%. Calculators are allowed in all modules except C1.

Further Information

Comments from AS/A Level Mathematics Students include:
“Hard work followed by more hard work. Lots of homework.”
“Mechanics goes well with Physics – there is quite an overlap.”
“It’s hard, but as long as you work you should be alright.”

See [Dr Creasey](#) for further details.

AS/A Media Studies

Course Description

Students wishing to study Media Studies at AS level need not necessarily have studied it at GCSE. Students must have an interest in studying media audiences and organisation, analysing texts to a sophisticated level, and be prepared to undertake practical coursework projects independently, involving research, design and evaluation. Good ICT skills are essential.

Assessment

2 unit (AS) course:

Unit 1

Modern Media Forms

Through the study of a variety of media forms such as film, TV, computer games, music videos and radio, students will analyse the ways texts make meaning.

Media Representatives and Receptions

Students will engage with the debates raging in society regarding the media, regarding issues such as racial and gender stereotyping.

Unit 2

Making Media Text

Students must produce two pieces of work based on different media forms, involving practical and production skills.

4 unit (AL) course: Units 1 and 2 above & also;

Unit 3

Investigating Media Texts (Independent study)

This unit contributes to synoptic assessment and requires students to make an in-depth study based around genre, narrative form or representation, followed by production. This will be based around the British film industry.

Unit 4

Changing Media Industries

This unit focuses on contemporary media output and students will study two media industries such as newspaper and film.

Coursework Assessment

Unit 2 is assessed internally and represents 50% of the AS mark.

Unit 3 is assessed internally and represents 50% of the A2 mark.

Further Information

Study of subjects such as Art, I.T., and English would all reinforce and develop some of the skills necessary for the course, which provides an ideal basis for further study of the Arts. See Mr Knowles for further details.

AS/A Level Physics

Description of Course

Physics is a demanding subject conceptually, and teaches the ability to use theories to analyse new situations. The physics course provides a good understanding of basic principles at AS Level, & at A Level offers study into some of the more exciting developments of Physics, in fields like Medical and Sports Physics. A/AS Level Physics students will spend time reading around the subject, and coming into the laboratory to carry out experiments in their own time. Homework forms an important part of the A/AS Level course.

Assessment

AS (2 units)

AS Unit 1

Motion, Energy and Matter Written examination: 1 hour 30 minutes. 20% of qualification

AS Unit 2

Electricity and Light Written examination: 1 hour 30 minutes. 20% of qualification

A Level (the above plus a further 3 units)

A2 Unit 3

Oscillations and Nuclei Written examination: 2 hours 15 minutes. 25% of qualification

A2 Unit 4

Fields and Options Written examination: 2 hours. 25% of qualification

Choice of **one** option out of four:

- Alternating Currents
- Medical Physics
- The Physics of Sports
- Energy and the Environment

A2 Unit 5

Practical Examination 10% of qualification

Further Information

Anyone considering a science-based career should consider studying Physics at least at AS Level. The study of Maths at A/AS Level is not compulsory for Physics. Physics also combines well with Chemistry, Biology and Geography in offering a good base for science based degree courses, and with Design & Technology for Engineering based course.

Awarding body specification outline can be found at:

[http://www.wjec.co.uk/GCE%20Physics%20Draft%20Outline%20Specification%20\(Wales\).pdf?language_id=1](http://www.wjec.co.uk/GCE%20Physics%20Draft%20Outline%20Specification%20(Wales).pdf?language_id=1)

See Mr Ealey-Fitzgerald for further details.

AS/A Level Physical Education

Description of Course

AS/ AL Physical Education builds upon the programmes of study in Key Stage 4.

This specification provides a suitable foundation for the study of Physical Education or a related area through a range of higher education courses.

At AS/ AL theory and practice are integrated with the emphasis being on the development of student's physical competence in different contexts.

Assessment will consider performance in chosen physical activities as well as those of leader/ coach/ official. The course will enable students to maintain and develop their involvement and effectiveness in lifelong physical activity as part of a balanced healthy lifestyle.

Assessment

This specification is divided into a total of 4 units, 2 AS units and 2 AS units. Weightings noted below, in brackets, are expressed in terms of the full A level qualification.

Marks are given as raw and uniform marks (UMS)

AS (2 units)

PE 1 50% (25%) Internal Assessment 50 marks (UMS 100)

Improving Performance in Physical Education

Internal Assessment – Practical Performance (30% of AS)

Personal Performance Profile (10% of AS)

Coaching or Officiating (10% of AS)

PE2 50% (25%) 1 hour 45 minutes written paper 50 marks (UMS100)

Active Lifestyles and Physical Education

External Assessment – Compulsory structured questions plus one question requiring extended writing.

A Level (the above plus a further 2 units)

PE3 (25%) Internal Assessment 50 marks (UMS 100)

Refining Performance in Physical Education

Internal Assessment:

- Practical Performance (17.5%)
- Investigative Research (7.5%)

PE4 (25%) 2 hour written paper 50 marks (UMS 100)

Performance, Provision and Participation in Physical Education

External Assessment

- Section A – Compulsory structured questions (15%).
- Section B - One question requiring extended writing from a choice of two (10%)

Further Information

This specification enables students to develop the knowledge, skills and understanding that underpin and enhance performance. It will help to ensure that they develop the key skills and methods with which to evaluate critically contemporary key influences that have a significant impact on their own and others participation in physical activity.

See Miss Davies / Mr Davies for further information.

AS/A Level Travel & Tourism

Description of Course

Edexcel's exciting new Travel & Tourism course offers students the opportunity to study one of the world's most dynamic and fastest-growing industries. Over two million people are employed in tourism-related industries in the UK. The course has been designed to provide students with an appreciation of the diversity and complexity of this dynamic industry.

The course aims to help students understand the different elements which make up the tourism industry: customers, providers, technology, destinations and host communities. Students will learn about the wider ethical, social and cultural dimensions of tourism, and they will understand its impact on the environment and the importance of sustainable development.

Students will also develop a range of transferable practical and technical skills which will be of a benefit to them should they choose to go on to higher education, training or employment.

There is no specific prior learning required to undertake WJEC's GCE Travel & Tourism specification, although English and Maths are helpful, as is Geography.

What are the main features of the course?

- **Coursework forms a large element of this course** - AS assessment weightings are 60% internal coursework assessment and 40% external exam
- An opportunity for practical experience and visits/excursions to Travel & Tourism providers which would provide the basis for the internal coursework.
- Opportunities to develop practical and technical skills which are transferable to other education, training or employment opportunities.

Assessment

This specification is divided into a total of 6 units. There are 3 AS units and 3 A2 units.

AS – 3 Units

Unit 1: The Travel and Tourism Industry

Unit 2: The Travel and Tourism Customer

Unit 3: Destination Europe

A2 – 3 Units from:

Unit 7: Responsible Tourism

Unit 8: Current Issues in Travel and Tourism

Unit 9: Working in Travel and Tourism

Unit 10: Promotion and Sales in Travel and Tourism

Unit 11: Special Interest Holidays

Unit 12: Travel Organisations

Further Information

The GCE in Travel and Tourism provides a broad educational basis for further education or training in travel and tourism-related occupations. The specification encourages candidates to develop broad skills, knowledge and understanding of Travel and Tourism and the travel and tourism industry. See [Mr R Williams](#) for further information.

GCSE Astronomy

Description of Course

Is this the right subject for me?

If you are fascinated by the night sky and our continuing exploration of the Universe then this GCSE Astronomy course is the subject for you. It is a very useful addition to A level Science. The school possesses some fine telescopes and so there is a strong emphasis on practical astronomy.

What will I learn?

The material in this course is divided into four topics.

Topic 1 – Earth, Moon and Sun

As well as studying each of these three bodies individually, this topic looks at the interactions between them that cause the cycles of night and day, months and years.

Topic 2 – Planetary systems

This topic begins with the detailed study of our own planetary system – the Solar System. It will focus on the planets which orbit the Sun, comets and meteors and the story of how planets were discovered.

Topic 3 – Stars

This topic looks at the major constellations in the night sky and how they can be used to find your way around both the night sky and the Earth. This topic looks at the process of 'stellar evolution', covering stages such as nebulae, red giants, supernovae, neutron stars and black holes.

Topic 4 – Galaxies and Cosmology

Although the early parts of this course focus on our position in the Earth-Moon-Sun system and within the Solar System, we now know that our Sun is just one of billions of stars within the Milky Way galaxy. This topic covers how this was discovered and what it means for our place in the Universe.

Assessment

The course is assessed in two sections – Unit 1 and Unit 2.

Unit 1: Understanding the Universe

This section, containing the four topics listed on page 16, is assessed through one two-hour examination paper in June. The paper has a variety of different question types such as multiple choice questions, short- and extended-answer questions, and graphical and data questions. The paper is not tiered – it covers all grades from A* to G.

Unit 2: Exploring the Universe

In this section, you will be assessed on the quality of the astronomical observations you complete during the course. You will choose two observational projects, one completed with the naked eye and the other using simple astronomical instruments such as a sundial, a telescope, binoculars or a camera. You will be given a list of possible projects from which to choose. Your observations will be assessed on the quality of their design, observations, analysis and evaluation.

Further Information

See [Mr Craig](#) for further information.