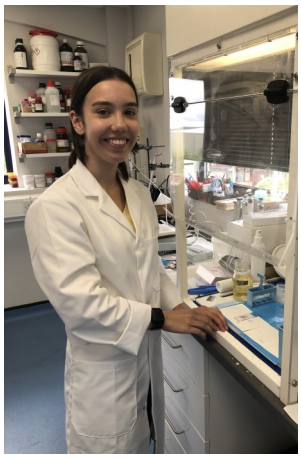
Ysgol Uwchradd

Llanidloes

High School

CHWECHED
Powys
SIXTH

Sixth Form Prospectus 2027



a guide to our learning pathways

Why choose Llanidloes?

CONSISTENTLY EXCELLENT EXAM RESULTS

This has to be number one! Each year our students consistently achieve excellent exam results. Our subject results in 2025 include:

Biology 100% A*-A grades
Business 100% A*-C grades
Chemistry 100% A*-A grades
DT 67% A*-A grades
English Language and Literature 100% A*-A grades
Health and Social Care 100% A*-A grades
ICT 70% Distinction*
Maths 63% A*-A grades
Physics 50% A*-A grades
PE 50% A*-A
Sports Coaching 100% Distinction*- Distinction
Tourism 100% A*-C grades

SUCCESS IN GETTING INTO FIRST CHOICE UNIVERSITIES AND ONTO COMPETITIVE COURSES

Each year everyone, or nearly everyone, gets into their first choice university. We are experienced in supporting students in their university applications. All students are given extensive support with their personal statements and interviews. We have links with several universities who also come to give talks and mock interviews as well as our residential trip to a university each year.

We offer tailored support with applications for competitive courses such as medicine and veterinary medicine - 100% of our students applying for medicine and veterinary medicine succeeded in recent years.

One of The Times top 10 schools in Wales for A-levels results

Nearly 40% of all subject grades were A or A* or Distinction / Distinction* in 2026

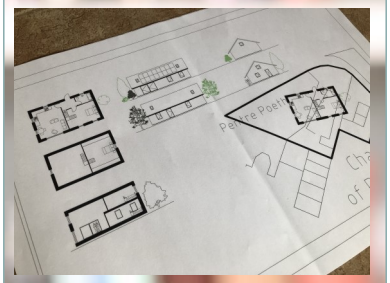
Each year 100% or nearly 100% of our students gain places in their first choice university

Nearly 100% success for medicine, dentistry and veterinary medicine places

Why choose Llanidloes?

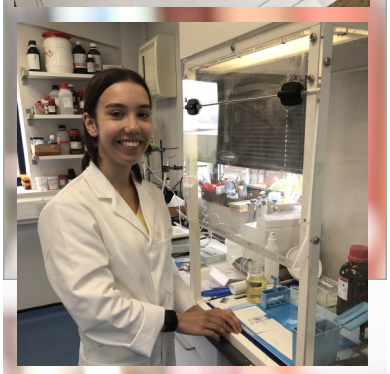
ENRICHMENT ACTIVITIES

With Gold DofE and trips abroad there many ways that students can gain varied experiences. We have many external speakers who visit to talk to students: lecturers giving specialised talks, residential trips to universities, people from gap year organisations, through to support with student finance.



POSTS OF RESPONSIBILITY

There are many opportunities to take on roles of responsibility: working with younger students such as through Paired Reading or Peer Mentoring; organising clubs and activities; and of course becoming a Prefect, Head Girl, Head Boy or one of their Deputies.

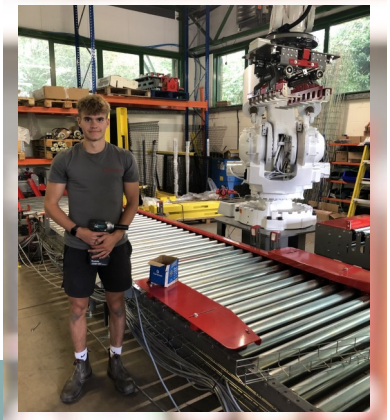


WORK EXPERIENCE

Students are encouraged to organise work experience in Year 12 in order to consolidate their career choices and strengthen job and university applications. We also encourage students to undertake regular, on-going work experience when linked to their career, such as in schools and hospitals, and we have a extensive database of employers with whom students have previously had successful placements.

CURRICULUM CHOICE

We offer a broad range of subjects including the Russell Group 'facilitating' subjects and some new subjects each year! We also work in collaboration with other schools in the area to offer an even more extensive choice. The timetable is constructed to allow travel to other schools and to NPTC without missing any lessons in other option blocks at Llanidloes. Travel happens twice a week and is free, organised by Powys County Council.



Why choose Llanidloes?

WELSH EXAM SYSTEM

Unlike in England, students benefit from advantages of the Welsh exam system:

- Modular system with exams at the end of Year 12 as well as Year 13, unlike the linear system in England where all exams are at the end of Year 13. Welsh students are, therefore, under less pressure at the end of their courses.
- Exams sat in Year 12 can be re-sat in Year 13 to improve poorer marks or to improve further good exams results in order to improve the chances of gaining an A*!
- 4 subjects can be started in Year 12 and one subjects 'dropped' at the end of the year and students still attain an AS as students carry on with 3 A-levels. This also means those who are only in Sixth Form for one year gain AS qualifications when they leave.

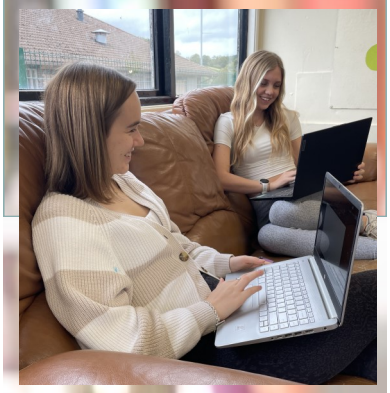
DIFFERENT FROM YEAR 11

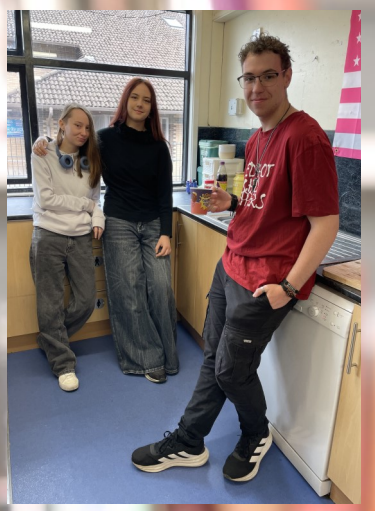
There are many privileges as a member of the Sixth Form:

- having chosen to study their subject teachers treat students differently from Year 11
- a well equipped Sixth Form block with common rooms for socialising (and making important cups of tea)
- a dedicated study room, as well as the use of rooms such as the library for doing work and studying all day and even after school
- free laptops for students' use while in Sixth Form
- heavily subsidised gym membership at the adjacent sports centre

EXCELLENT SUPPORT

We know our students well and try to meet each student's needs individually, in a caring and supportive environment. Students keep in touch and return to help current students and others have support from us with their university applications years after leaving!





Choosing subjects to study

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

- You should choose subjects that are of interest to you and you **enjoy**, as you will spend 4 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 students. 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.

- It may be unwise to choose more than one 'new' subject which you have not studied before, or too many coursework-heavy subjects.

RUSSELL GROUP'S 'INFORMED CHOICES'

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.

The Russell Group are:
Birmingham
Bristol
Cambridge
Cardiff
Durham
Edinburgh
Exeter
Glasgow
Imperial College London
King's College London
Leeds
Liverpool
LSE
Manchester
Newcastle
Nottingham
Oxford
Queen Mary University of London
Queen's University Belfast
Sheffield
Southampton
UCL
University of Warwick
York

The list of 'facilitating subjects' are:
Biology
Chemistry
Maths
Physics
Geography
History
Languages

Curriculum and choosing subjects

AS LEVELS AND A-LEVELS

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 40% of 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.

ONSITE SUBJECTS

We offer a wide range of subjects as outlined in the second half of this prospectus — from more traditional AS and A-levels to BTECs, Certificates and Diplomas. If there is a subject that you would like to study but we do not offer please ask—it may be possible!

SUBJECTS OFFERED IN NORTH POWYS

You may wish to study a subject offered in another North Powys school which we do not offer or if it clashes with your other subject choices in the option blocks. The timetable in the North is constructed so that you can travel between schools without missing lessons e.g. you may choose to study a subject offered in option block B and would travel on a Monday afternoon (leaving during lesson 4 when you would usually be free) and a Friday morning (returning during lesson 4 and lunchtime). Transport is arranged for free by Powys County Council.

E-SGOL

More and more subjects in Powys are being offered via e-sgol which does not require you to travel to another school apart from once per half-term for a face–to-face 'meet the teacher' session. Lessons are conducted over Teams and you may find yourself learning with pupils from several other schools!

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 18 or 19 out of the 25 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 students 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!

MONITORING AND ASSESSMENT

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

October - Monitor progress of students in all subjects

October – Parents' Evening

December – mocks and tests given to students

Late December – interim report

Early February – annual reports to parents

Feb/March – mocks and tests given to students

March – interim report

May/June – external exams in all subjects

Being part of the Sixth Form

PRIVILEGES

Sixth Form students have much more freedom and experience privileges, including no formal uniform, use of a dedicated Sixth Form block, 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 students 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 students 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 students are encouraged to participate in activities to count towards their 'school service' and 'Community Challenge' for the Welsh 'Bac'. At the end of Year 12, students submit their school service records which are considered along with their attendance, staff recommendations, and their academic records; students are then invited to become Prefects.

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

We feel that by having students 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.

Joining Year 12—the application process

APPLICATION

Initially, prospective students are asked to complete an 'initial choice' form and return this to school 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 online. The website **www.powys6.cymru/home** available for information about all courses available in North Powys and when we are accepting applications we will let you know.

Our options blocks are initially in draft form on the website as we try to accommodate students' choices as much as possible. All those who have completed an 'initial choice' form will be informed when the option blocks are finalised.

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, and Dr Creasey, Assistant Head of Sixth Form, will be present in Llanidloes High School. You will be asked to see them to confirm your choices, but staff are also available on the induction days for further discussion.

INDUCTION

The first days 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 are 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 students 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.

University, apprenticeships & employment

SUPPORT AND GUIDANCE—UNIVERSITIES

We offer support for students applying to university—with choosing courses, drafting their personal statement, preparing for interviews, applying for student finance applying for scholarships and bursaries. In addition, we have an annual residential visit to a university, have visiting speakers from various universities and different employment sectors.

UCAS 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.

Grade	AS level	A level	Welsh Bac	BTEC/OCR National
A*	n/a	56	56	Distinction*
A	24	48	48	Distinction
B	20	40	40	
C	16	32	32	Merit
D	12	24	24	
E	8	16	16	Pass

SUPPORT AND GUIDANCE—APPRENTICESHIPS AND EMPLOYMENT

We offer support for students applying for apprenticeships and employment —with preparing their applications through to interview practise. All pupils take part in the Post 18 options week in preparation for which ever pathways they decide to follow. In addition we look at drafts of their letters of applications, help with their CVs and offer mock interviews.

SUPPORT AND GUIDANCE—ALL PATHWAYS

All pupils have access to Unifrog and this has the most up-to-date information about upcoming apprenticeships. It is also a source of excellent information about all career paths.

Destinations

Here are a sample of recent leavers and their destinations and courses:

Animal Science	Aberystwyth University	Zoology	Aberystwyth University
Law	Magdalen College, Oxford University	Master of Chiropractic	University of Glamorgan, Cardiff and Pontypridd
Medicine	Cardiff University	Business Studies	City University, London
Medicine	Cardiff University	Veterinary Science	Liverpool University
Journalism	Cardiff University	Law	Aberystwyth University
Police Sciences	University of Glamorgan, Cardiff and Pontypridd	Creative Technology	University of Glamorgan, Cardiff and Pontypridd
Civil Engineering	Swansea University	Geography	Swansea University
International Politics	Aberystwyth University	Sports Science	Swansea University
Law	Cardiff University	Law	Bristol University
Forensic Science	University of West of England, Bristol	English with Creative Writing	Bangor University
Education (Science KS2/3)	Edge Hill University	Architecture	Leeds Metropolitan University
Sports Science	Northumbria University	English Literature	Cardiff University
History	Oxford University	Radiography and Oncology	Sheffield Hallam University
History and Politics	Leicester	Marine Biology	Plymouth
French and Arabic	The University of Exeter	Psychology	Cardiff University
Mathematics	University of Bath	Archaeology	The University of Reading
Neuroscience	Cardiff University	History and Philosophy	Reading
Environmental Earth Science	Aberystwyth University	Sports Education	The University of Gloucestershire
Veterinary Science	Pembroke College, Cambridge University	Radiotherapy and Oncology	Cardiff University
Physics	Aberystwyth University	Veterinary Science	Edinburgh
Animal Science	Nottingham University	Dentistry	Cardiff University
Economics	Birmingham University	Fashion Journalism	University of the Creative Arts
Music	St. John’s College, Cambridge	Environmental Geoscience	Bristol University
Geoscience	St. Andrew's University	Medicine	Leicester University
Primary Education	Trinity University College, Carmarthen	Medicine	Gonville and Caius, Cambridge University
Media and Communication	University of Central England, Birmingham	History	St. John's, Cambridge University
Music	Manchester University	Biology	Durham University

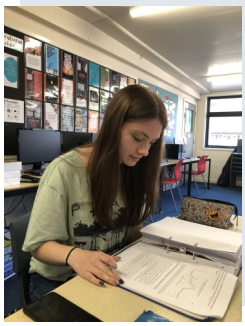
Others are doing activities such as: Travelling in New Zealand and Australia, Year in Industry, Foundation Year in Art, Employment and /or training.

a day in the life of llanidloes sixth form

1

Maths

First lesson I have maths. It's great being in such new classes, you'll never be with the same people and it's fun to mix with new friends each lesson. Classes tend to be smaller for A level which means that teachers respond in a more friendly manner to each student, and with two teachers for most subjects the topics we cover feel a lot more varied. I have pure maths today but I'm also doing statistics. The work is definitely a step up, but it's a lot more interesting because of it.



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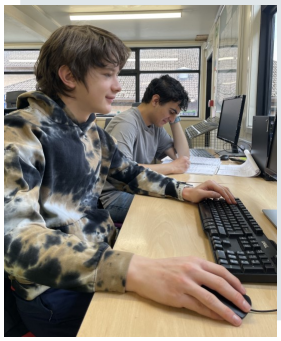
2

History

It's turned out to be one of my favourite lessons. Because the teachers are more friendly at sixth form, the classes are able to have lots of active discussions - we are not just learning about history we are able to give our views, too. Due to the small size of the class our lessons are not rigid and we can always spend longer on topics we find interesting.



Break time!

This is when we catch up in one of the two common rooms. Because we will be in different classes to the ones you were in lower school, you will get to know people really well. We've all made friends with people we didn't talk to in year 11, and everyone just seems to get along! The kitchen is very popular as it which is used thoroughly and sends an aroma of pizza and coffee through the rooms.

3

&

Free lesson

(I mean study period)

Generally, these are used to relax and take your mind off work... no they're supposed to be used for working in the study room or catching up on work that has been missed. If you haven't got work to do, you can listen to music, chat or play games along with having the odd cuppa and microwaveable pizza.

4

Physics

Next it's physics for me - loads more experiments than at GCSE which makes the ideas come alive, instead of just taking notes. The lessons go way faster than a GCSE due to the fun and amusement of the tasks and experiments. Physics complements further maths really well because there is an element of mechanics calculations in both.

Lunch time!

This is the time everyone looks forward to so they can dig into their lunchboxes, head to town or to the canteen. The freedom of having a wider choice of food is extremely popular with most people heading to the chippy or using the microwave to cook a pizza. The common room is full of people chatting and socialising, talking about the day or even reflecting on their work in the previous lessons.

5

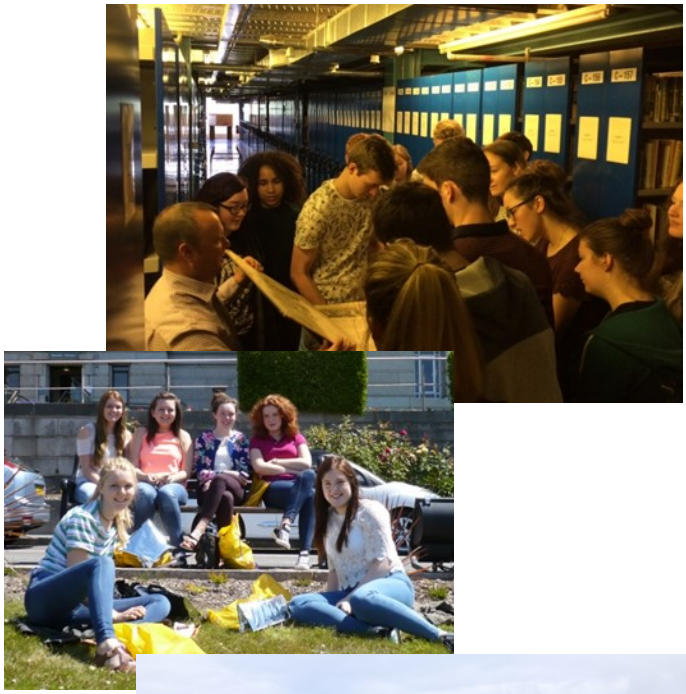
Biology

Last lesson of the day is biology. Developed further from GCSE we cover much finer detail and find out the truth behind what we've previously learnt. More interesting because the class is smaller and again we have done more experiments. All experiments are fun and can make the lesson go very quickly which is an advantage at the end of the day!

Residential trip to Aberystwyth University

Relaxing in the Sixth Form block!

Working hard in the study room



Learning from visiting speakers

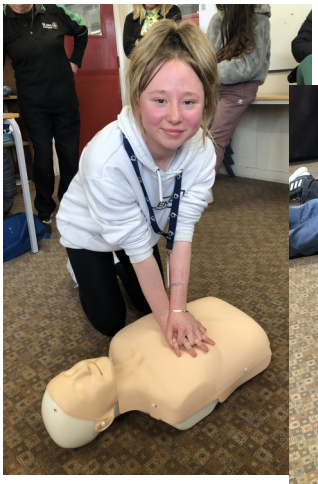
Visiting the National Library of Wales

A medical workshop with visiting paediatricians

Getting involved in local politics at election time

Raising money for

'Children In Need'



First Aid and CPR workshop with St John's

More interesting and challenging work and subjects

Advanced Skills Baccalaureate Wales

"Welsh Bacc was my best grade and meant I got into the uni of my choice in a competitive course. In fact, my Individual Project was discussed in my interview and meant I could show I had already researched relevant topics."

ASSESSMENT

The Advanced Skills Baccalaureate Wales (Level 3) qualification is made up of three units referred to as Projects as outlined below. There are no exams. It is graded A*-E.

Global Community Project—Non-exam Assessment—25% of the qualification—approximately 40 hours

Learners will demonstrate the application of Integral Skills whilst considering complex global issues and participation in local community action (at least 15 hours) to promote citizenship in a sustainable world and Wales.

Future Destinations Project—Non-exam Assessment—25% of the qualification—approximately 40 hours

Learners will demonstrate the application of Integral Skills whilst exploring future destination goals for life, employability, and citizenship in a sustainable world and Wales.

Individual Project —Non-exam Assessment—50% of the qualification—approximately 80 hours

Learners will demonstrate application of the Integral Skills while planning, managing, and conducting an independent research project (extended written project or artefact) of their choice.

"I did my Individual Project on the environmental influences on architecture. In my first year of my Architecture degree one of the modules was the influences on architecture! I had a head-start and others on my course and had researched most of the things we were covering!"

COURSE DESCRIPTION

The Welsh Baccalaureate is followed by all pupils with the first two projects (Global Community and Future Destinations) completed in Year 12. The Individual Project is started in September of Year 13.

Through completing the Advanced Skills Baccalaureate Wales qualification, learners will:

- further develop their skills of Literacy, Numeracy and Digital Competence
- develop an appreciation of the importance of skills development as a key aspect of life-long learning
- engage in active, creative, and learner-led opportunities
- enquire and think for themselves, plan, make choices and decisions, solve problems, and reflect on and evaluate these
- develop initiative, independence, and resilience
- work independently, take on responsibilities and work effectively with others

Welsh Bac—university offers

RECENT UNIVERSITY OFFERS RECEIVED BY OUR STUDENTS INCLUDE:

Law at Coventry *BBB or B in Welsh Bac and BB in other subjects*

Anthropology at Exeter *AAB or A in Welsh Bac and AB in other subjects*

Evolutionary Anthropology at Liverpool *ABB or A in Welsh Bac and AB in other subjects*

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

Veterinary Medicine at Nottingham *AAB or A in Welsh Bac and AB in other subjects*

Philosophy at Cardiff *ABB or A in Welsh Bac and BB in other subjects*

Computer Science at Birmingham *AAA or A in Welsh Bac and AA*

"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."

Law at Aberystwyth *120 UCAS points including the relevant points for Welsh Bac grade achieved*

Fashion Design at Birmingham *112 UCAS points including the relevant points for Welsh Bac grade achieved*

History and Media at Aberystwyth *120 UCAS points including the relevant points for Welsh Bac grade achieved*

Geography and Maths at Keele *ABC or BBB from A-levels or Welsh Bac*

Archaeology at Bristol *ABB or AB and B in Welsh Bac*

Egyptology at Liverpool *ABB or A in Welsh Bac and BB in other subjects*

Human Geography and Planning at Cardiff *AA and A in Welsh Bac*

Town and Regional Planning at Liverpool *AB and B in Welsh Bac*

Geology at Cardiff *A in Welsh Bac and BB in other subjects*

Pharmacology at Bristol *AA and B in Welsh Bac*

Physics at Bristol *AA and A in Welsh Bac*

Physics at Manchester *A*A*A or A*A* and A in Welsh Bac*

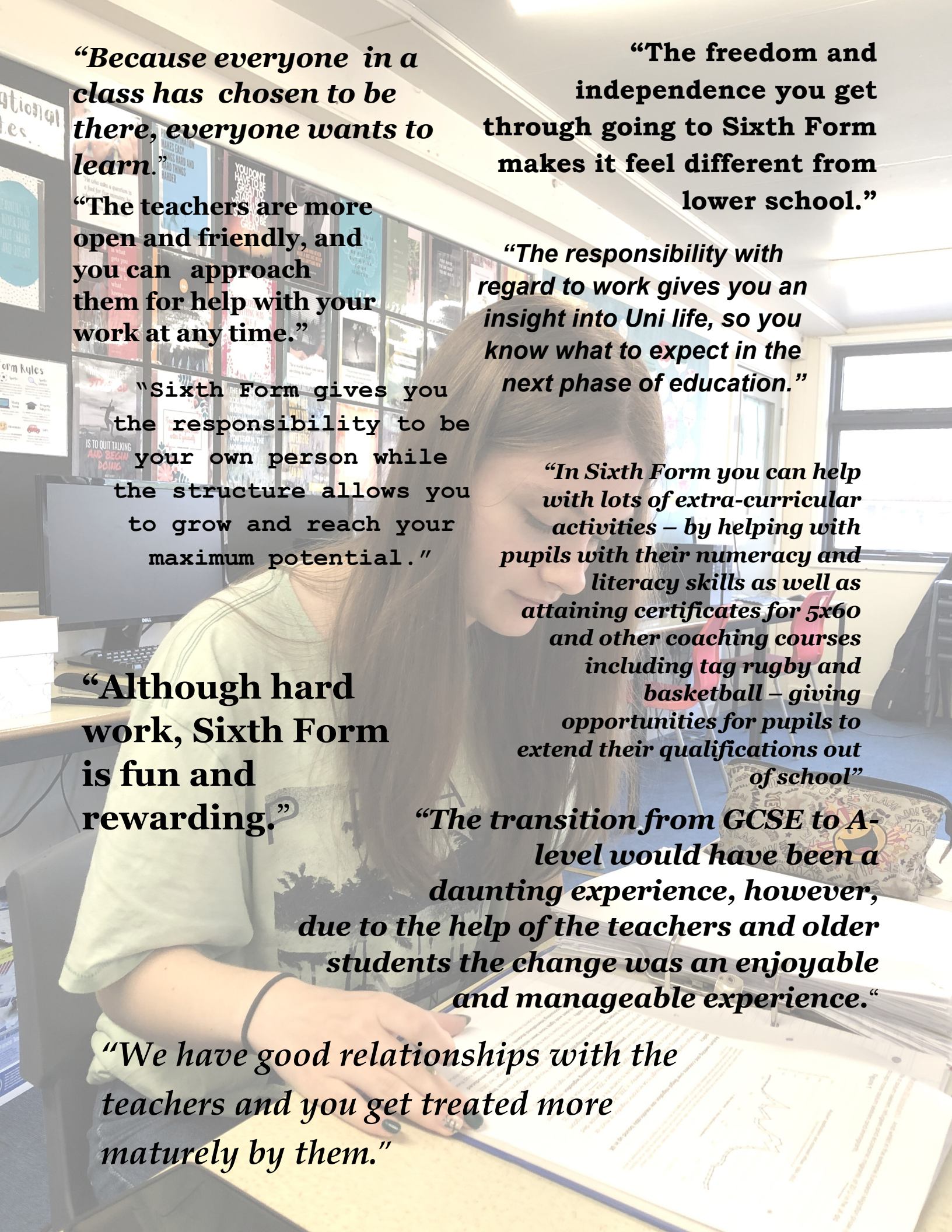
"My unis really like the fact that I had already demonstrated my interest in my subject through my Individual Project. I was showing skills that students from England couldn't demonstrate."

Neuroscience with Pharmacology at Nottingham *A in Welsh Bac and AB*

Applied Psychology at University of South Wales *AC and C in Welsh Bac*

Sociology at Birmingham City *112 UCAS points including the relevant points for Welsh Bac grade achieved*

"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."



"Because everyone in a class has chosen to be there, everyone wants to learn."

"The freedom and independence you get through going to Sixth Form makes it feel different from lower school."

"The teachers are more open and friendly, and you can approach them for help with your work at any time."

"The responsibility with regard to work gives you an insight into Uni life, so you know what to expect in the next phase of education."

"Sixth Form gives you the responsibility to be your own person while the structure allows you to grow and reach your maximum potential."

"In Sixth Form you can help with lots of extra-curricular activities – by helping with pupils with their numeracy and literacy skills as well as attaining certificates for 5x60 and other coaching courses including tag rugby and basketball – giving opportunities for pupils to extend their qualifications out of school"

"Although hard work, Sixth Form is fun and rewarding."

"The transition from GCSE to A-level would have been a daunting experience, however, due to the help of the teachers and older students the change was an enjoyable and manageable experience."

"We have good relationships with the teachers and you get treated more maturely by them."

Art and Design

"Be ready to be inspired and find even more freedom than at GCSE."

"Art at A Level is both interesting and inspiring. As an A Level Art student you are able to study areas of art that you as an individual are interested in, as well as furthering your own skills and techniques."

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

A2 Unit 2: Personal Investigation includes written element of 1000 words(36% of A level), internally assessed, externally moderated.

A2 Unit 3: Externally Set Assignment (24% of A level) - 15 hours, internally assessed, externally moderated.

COURSE DESCRIPTION

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.

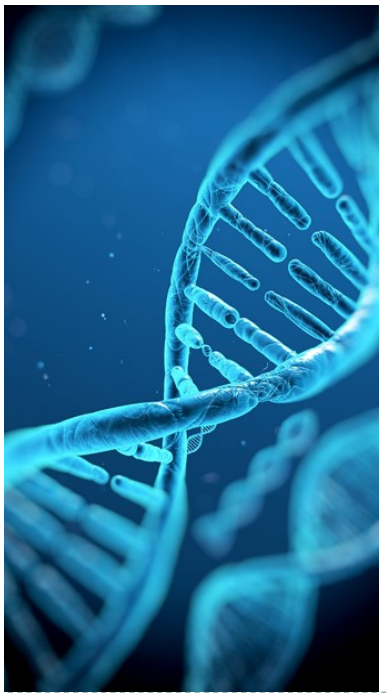
The course will be partly teacher led with discussion and agreed "directed time" leading to independent learning and continual assessment.

Support will be given according to the individual needs of the student and may involve attending 'catch up' time.

See Miss Smith for more information.

CAREER PROGRESSION

Art can be a relaxing, creative subject to complement almost any other subject. It's an excellent subject choice for any creative careers and our students have gone on to illustration, special effects, architecture, fashion and many subjects which may seem unrelated.



Biology

COURSE DESCRIPTION

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, botany and zoology.

The study of Biology therefore encourages an appreciation of these issues and their implications as well as providing an insight into the living world.

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

"I am really enjoying learning more about what we did at GCSE but in more detail, just what I need for my career in medicine."

"The teachers' subject knowledge is excellent—things are covered in such detail."

CAREER PROGRESSION

Biology is recommended or necessary for any healthcare degree such physiotherapy, osteopathy, nursing or midwifery as well as courses such as sports therapy, environmental work, ecology, and pharmacy . Biology is crucial for medicine, dentistry and veterinary medicine.

GOES WELL WITH

Biology goes particularly well with PE , Geography and Psychology, as well as the other sciences and maths. The overlap between Biology and Chemistry means students do find it helpful but not necessary to study both subjects.

ASSESSMENT

AS Unit 1—basic biochemistry and cell organisation - assessed by a 1 hour 30 minutes written exam paper (20% of the A-level)

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

AS Unit 2—biodiversity and physiology of body systems - assessed by a 1 hour 30 minutes written exam paper (20% of the A-level)

Evolution
Adaptations for Gas exchange
Adaptations for Transport
Adaptations for nutrition

A2 Unit 3—energy, homeostatis and the environment - assessed by a 2 hour written examination (25 % of A-level)

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

A2 Unit 4—variation, inheritance and options— assessed by a 2 hour written examination (25 % of A-level)

Sexual reproduction in humans
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

A2 Unit 5—Practical Examination—10% of the written examination

See Ms Harrison for more information

Business

"Business can open up a lot of doors for you in the future as a wide range of different aspects of business are covered."

ASSESSMENT

The course is all exam based – there is no coursework submission.

At AS there are 2 written papers

Unit 1 – Business Opportunities - Assessed externally in a 1 hour 15 minute examination. (15% of the A-level)
This covers topics such as enterprise, business plans, market research and business finance.
Unit 2 – Business Functions—Assessed externally in a 2 hour exam (25% of the A-level) which covers all of the AS content.
This covers marketing, human resources and management.

In Year 13 there are two written papers in addition to the units above:

Unit 3 – Business Analysis & Strategy - Assessed externally in a 2 hour 15 minute exam (30% of the A-level)
This covers topics such as data analysis, sales forecasting, investment appraisal and analysing financial performance.
Unit 4 – Business in a Changing World - Assessed externally in a 2 hour 15 minute exam (30% of the A-level) which covers all of the course
This covers international trade, business ethics and globalisation.

CAREER PROGRESSION

The course is a good stepping stone for accessing higher education courses in Economics, Business Administration, Finance and Accounting and Business Management.

COURSE DESCRIPTION

This specification introduces students to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. Students will have the opportunity to develop a wide range of essential skills required for higher education and employment. The GCE AS/A level can be studied regardless of whether or not GCSE Business has been studied.

GOES WELL WITH

Business gives a greater understanding of the world and works well with many subjects—it works particularly well with Geography and Tourism but can also work well with subjects like Art and D&T depending on your aspirations.

See Mrs Francis-Jones and Mrs Hock for more information.

Chemistry

"Experienced teachers, lots of support and exciting experiments. Challenging, enjoyable and rewarding"

COURSE DESCRIPTION

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.

See Mr Young for more information

ASSESSMENT

AS – 2 modules

AS Unit 1 – The language of Chemistry, Structure of matter and Simple reactions assessed by a 1 ½ hour written exam (20% of the A-level)
Formulae and equations, Atoms, Chemical Calculations, Chemical equilibrium, Bonding, Solid Structures, Periodic Table

AS Unit 2 – Energy, Rate and Chemistry of Carbon Atoms assessed by a 1 ½ hour written exam (20% of the A-level)
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 assessed by a 1 ¾ hour written exam (25% of the A-level)
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 assessed by a 1 ¾ hour written exam (25% of the A-level)
Stereoisomerism, Aromaticity, Alcohols and phenols, Aldehydes and Ketones, Carboxylic acids, Amines, Amino Acids Organic Synthesis and analysis.

A2 Unit 5 – Practical Assessment assessed by a 3 hour experiment and 1 hour written paper (10% of the A-level)
One piece of experimental assessment (5%) and a written exam paper (5%) which will be taken in the summer term.

CAREER PROGRESSION

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. The subject is crucial for medicine.

Criminology-Applied Certificate/Diploma

ASSESSMENT

This is an Applied General qualification. This means it is designed primarily to support students progressing to university. It has been designed to offer exciting and interesting experiences that focus learning for 16-19 year-old students through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support students' progression from any study at Level 2, particularly GCSEs in History and Humanities. An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology

Unit 1—Changing Awareness of Crime—Internally assessed (25% of the whole Diploma) The purpose of this unit is for students to plan campaigns for change relating to crime.

Unit 2—Criminological Theories—externally assessed—90 minute exam (25% of the whole Diploma) This unit covers topics such as criminal behaviour and deviance and the social construction of criminality

Unit 3—Crime Scene to Courtroom —Internally assessed (25% of the whole Diploma) Through this unit, students will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Unit 4—Crime and Punishment—externally assessed—90 minute exam (25% of the whole Diploma) This unit covers law making , the criminal

COURSE DESCRIPTION

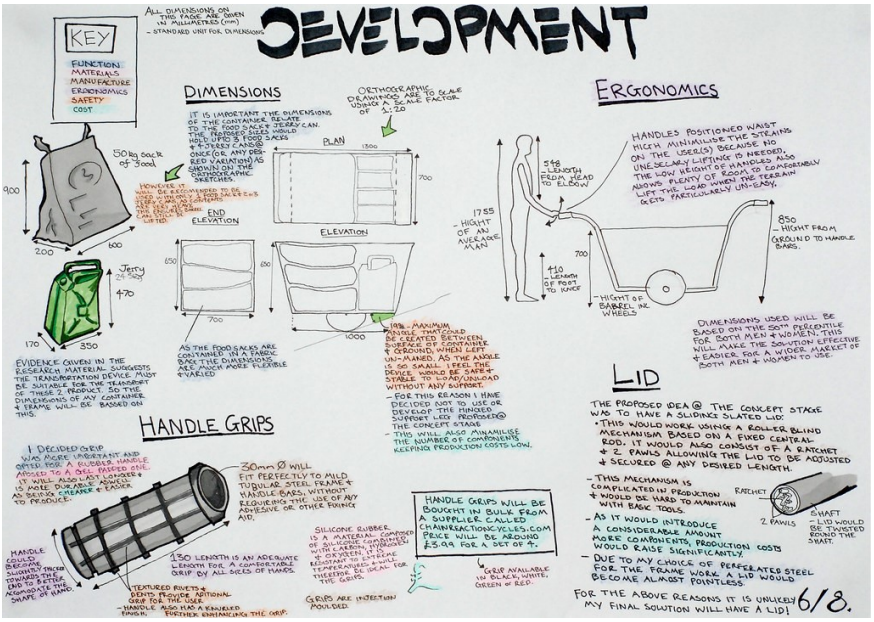
Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?

See Mr Williams or Mrs A.Wojtowicz-Jurolajc for more information.

CAREER PROGRESSION

This course can support access to higher education degree courses, such as degrees in Criminology, Law and Psychology.

D&T—Product Design



"If you can imagine it, you can make it—or just about!"

Are you interested in Design? Then AS/A Level Product Design is the next step, although you do not have to have studied D&T at GCSE before starting your AS.

ASSESSMENT

AS and A-level 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. The course 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.

AS Level

DT1: 2 hour written paper (20% of A Level)

DT2: Design and make task which will satisfy the AS assessment criteria (approximately 40 Hours) (20% of A Level)

A Level

DT3: 2½ hour written paper (30% of A Level)

DT4: Design and Make Project – you will undertake a single substantial project (approximately 60 Hours). (30% of A Level)

The design and make project requires you to demonstrate the integration of designing and making skills with your knowledge and understanding of the subject.

COURSE DESCRIPTION

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; and gives you an insight into the broader issues related to Design and Technology and Product Design

Through Product Design you will fully investigate a number of contexts in order to identify opportunities to develop a new product. You are able choose the contexts that best suit your personal area of interest, whether that may be Graphics, Resistant Materials, Systems and Control or Textiles.

CAREER PROGRESSION

Engineering, Architecture, Graphic Design, Product Design, Web Design, Fashion, Interior Design, Project Management, Research and Development, Brand Design, Computer Games Design.

See Dr Palfrey for more information.

Drama

COURSE DESCRIPTION

AS/A level Drama and Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education. This highly practical specification provides learners with the opportunity to work as either performers and/or designers on three different performances.

The specification provides a practical and challenging course of study which encourages learners to develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.

Learners will also develop an understanding of the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.

You will have the opportunity learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time-management skills. You will also be able work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying Drama and Theatre will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. Through studying Drama and Theatre, you will be equipped with the skills to succeed in your next steps.

CAREER PROGRESSION

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. When business leaders across the world were surveyed, they voted Creativity as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions!

GOES WELL WITH

Drama complements many subjects but perhaps English and History, in particular.

See Mrs Howells for more information.

ASSESSMENT

This highly practical specification provides you with the opportunity to work as either performers and/or designers. You will collaborate in devising your own piece of theatre and perform in a performance from a text. You will also perform in a reinterpretation of a text performance which is a combination of selected text and original ideas. You will explore a range of texts and view a variety of live theatre productions. The WJEC GCE AS/A Level Drama and Theatre specification has four units:

AS Unit 1: Theatre Workshop 24%	Teacher assessed, and externally moderated
AS Unit 2: Text in Theatre 16%	Externally assessed examination
A2 Unit 3: Text in Action 36%	Externally assessed by a visiting examiner
A2 Unit 4: Text in Performance 24%	Externally assessed examination

Economics

COURSE DESCRIPTION

This specification provides students with a coherent combination of microeconomic and macroeconomic content that will develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life. The specification prepares students who wish to progress to undergraduate level study.

Students will have the opportunity to apply economic concepts and theories using a wide range of contexts and to appreciate their value and limitations in explaining real world phenomena. Students will develop an appreciation of the complex and interrelated nature of economics and analytical and quantitative skills in selecting, interpreting and using appropriate data from a range of sources.

Students will have the opportunity to develop an awareness of contemporary economic issues relevant to the Welsh economy and a broad understanding of the recent economic history of Wales using publically accessible information.

ASSESSMENT

AS Unit 1 Introduction to Economic Principles—written exam—1 hour 15 mins (15% of the A-level)
AS Unit 2 Economics in Action—written exam - 2 hours—(25% of the A-level)

Microeconomics including: scarcity and choice; demand and supply in product markets; demand and supply in labour markets; resource allocation; and market failure.

Macroeconomics including: macroeconomic theory; macroeconomic objectives; policy instruments; and international trade.

A2 Unit 3 Exploring Economic Behaviour—written exam - 2 hours—(30% of the A-level)
A2 Unit 4 Evaluating Economic Models and Policies—written exam- - 2 hours 30 minutes —(30% of the A-level)

Microeconomics are developed from AS and further study includes costs, revenues and profits; and market structures

Macroeconomics are developed form AS and further study includes macroeconomic theory; macroeconomic objectives; and policy instruments.

Global economics including: international trade; and non-UK economies; economic development.

New for 2021

CAREER PROGRESSION

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

GOES WELL WITH

There is a natural overlap with business, politics and geography, however, economics can be studied with a wide range of subjects.

See Mrs Hock for further information.

English language and literature

COURSE DESCRIPTION

The aim of the course is to develop an enjoyment and express an appreciation of English Language and 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 four texts at A level.

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

"English Lang/Lit improves not only our English skills but communication skills in general. It helps us become more confident and creative readers, writers and speakers."

ASSESSMENT

AS (2 Units) - examined at the end of Year 12, can be re-sat in year 13
Unit 1 – 20% 2 hour 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 – open book - Drama and Non-literary Text Study
Section A: Prose Study and Creative Reading ~ 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) Examined at the end of Year 13
A2 Unit 3 20% 2 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 (2500-3500 words) – Critical and Creative Genre Study
Section A: Genre study (1500-2000 words) & Section B: Related creative writing (1000-1500 words)

CAREER PROGRESSION

The course constitutes an excellent preparation for careers in law, public relations, journalism, media, the civil service, teaching, editing, proof reading, copy writing, librarianship, social work, market research, scientific study, and, of course, writing.

GOES WELL WITH

The course complements 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.

Financial Studies—Certificate/Diploma

ASSESSMENT

For each unit, there are 3 exam sessions throughout the year.

CeFS Year 12

Each of the 2 units consist of a 35 mark (45 min) multiple choice question (MCQ) and a Case study (1h 45 min; 65 marks).

The units cover:

- the value and purposes of money, the concept of the personal life cycle and the impact of external influences as well as an individual's financial needs through the various stages of the personal life cycle
- the features of different types of financial services product and the role of key stakeholders in financial services provision
- the characteristics of financial products for managing money and how to manage finance in the short term and the impact of poor decision-making and unforeseen circumstances
- the impact of legislation and regulations on earnings and the key features of income tax and National Insurance

DipFS Year 13

In addition to the CeFS units, students sit 2 more exams for each of the units taken in this year. Each unit consists of a 35 mark MCQ (1 hour) and a Case study (2 hours).

The units cover:

- the importance of financial sustainability for individuals and the measures in place to support an individual's sustainability;
- the need to monitor personal budgets and adapt plans in response to changes in circumstances
- the personal implications of debt and borrowing solutions for individuals in different circumstances and from different cultures.
- the impact of global events, developments and ethical considerations upon the financial services industry
- how financial services providers work
- the influences of external factors upon financial services providers and the impact on the products and services they provide.

COURSE DESCRIPTION

The Certificate in financial studies (CeFS, equivalent to an AS level) covers the core disciplines of the financial capability. Students are encouraged to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout their life.

The Diploma in Financial Studies (equivalent to a full A level) qualification is designed to enhance students' knowledge and skills gained in the Certificate in Financial Studies (CeFS), by applying them to the wider financial environment. In each year, students study 2 units' worth of content.

CAREER PROGRESSION

This course will give an insight into careers in accounting, finance and business as well as improving personal knowledge of the financial world.

GOES WELL WITH

The course complements Maths and Business but it is not necessary to study either to access this course.

See Mrs Hock / Dr Creasey for further

French

COURSE DESCRIPTION

The WJEC AS and A level in French provides an engaging and exciting opportunity for students to build on their previous study of French. Through social, intellectual and cultural themes students will be able to develop their linguistic knowledge and cultural understanding of the countries or communities where the language is spoken. An opportunity to study literature and film will allow students to undertake a deeper analysis of language structures and increase their cultural awareness as part of an integrated approach to language learning. A strong focus is placed on building students' confidence and fluency in spoken French using relevant and topical themes. The requirement to research an area of personal interest related to the country or countries where the language of study is spoken aims to enhance students' cultural appreciation and enable them to gain a greater awareness of intercultural differences.

"In our changing world it is becoming more & more important to have a wide range of skills & gaining at least an AS in a foreign language is a very useful extra for students studying other aspects like Science, Business or Law."

ASSESSMENT

2 unit (AS) course:

AS Unit 1 Non-examination assessment: Speaking (12% of the A-level)
Arguing a point of view based on a written stimulus card
Discussion based on a second stimulus card

AS Unit 2 Listening, reading, translation and critical response in writing (written exam) (28% of the A-level)

3 unit (A2) course: (the above plus 3 further units):

A2 Unit 3Non-examination assessment: Speaking (18% of the A-level)
Presentation of independent research project
Discussion on the content of the independent research project

A2 Unit 4 Listening, reading and translation (written exam) (30% of the A-level)

A2 Unit 5 Critical and analytical response in writing (closed-book written exam) (12% of the A-level)
One essay question based on the study of one literary work

CAREER PROGRESSION

Languages are highly regarded by employers and universities but combine well with business and many other subjects.

GOES WELL WITH

French combines well with many subjects but Business degrees often offer the subject in combination with a language.

See Mr S Andrew for further information.

Geography

COURSE DESCRIPTION

The AS and A level in Geography encourages students to apply geographical knowledge, theory and skills to the world around them. In turn this will enable students to develop a critical understanding of the world's people, places and environments in the 21st Century. Students 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.

"Teachers are very helpful and dedicated."

CAREER PROGRESSION

Geography can be studied in its own right at university. However, some of our students have gone on to study planning, ocean sciences, and earth sciences.

GOES WELL WITH

Geography complements many subjects but perhaps Biology, Tourism and Business, in particular.

See Mr Williams and Mr Mason for more information.

ASSESSMENT

Unit 1 - Changing Landscapes—2 hour written paper (24% of the A-level)
Section A: glaciated landscapes to include climate change, glacier movement, weathering, erosion and human activity.
Section B: tectonic processes and hazards; volcanoes, processes, hazards and their impacts; earthquakes, processes, hazards and their impacts
Unit 2 - Changing Places—1 hour 30 minutes written paper (16% of the A -level)
This unit includes: Changes over time in the economic characteristics of places; rural and urban management and the challenges of continuity and change. This unit also includes a fieldwork investigation in physical and human geography

A2 Unit 3—Global Systems and Global Governance 2 hour written examination (24% of the A-level)
This unit includes:
Section A: the water and carbon cycles, catchment hydrology, carbon stores in different biomes.
Section B: Globalisation, migration and a shrinking world; international economic migration and refugee movements, global governance of the Earth's ocean, Managing marine environments and ocean pollution
A2 Unit 4—Contemporary Themes in Geography 2 hour written examination (16% of the A-level)
Section : develops tectonic hazards from Unit 1
Section B: a choice of two from four themes
A2 Unit 5: Independent Investigation Non-exam assessment: 3000 – 4000 words 20% of the A-level

Health and Social Care

ASSESSMENT

The Level 3 Certificate in Health and Social Care: Principles and Contexts qualifications enable learners to develop and demonstrate their knowledge, skills and understanding within the context of health and social care services. In particular learners will be able to demonstrate that they:

• understand the principles and values which underpin health and social care practice and apply them to a range of health and social care contexts

• understand and reflect on the ways in which individuals' unique needs can be identified and responded to

• understand ways in which effective, person-centred practice and well-being within health and social care can be promoted and supported

• analyse, interpret and evaluate theories in health and social care and reflect on how they could influence practice

Unit 1: Principles of care and safe practice within outcome focused person-centred care. Non-examination assessment 25% of qualification

Unit 2: Factors affecting individuals' growth and development across the lifespan, and how this impacts on outcomes, care and support needs. External assessment 50% of qualification

Unit 3: Promoting the rights of individuals across the lifespan. Non-examination assessment 25% of qualification

This is a 2 year course.

COURSE DESCRIPTION

What can Level 3 Certificate in Health & Social Care do for you? Work-related learning, giving students an edge and opening the door to higher education or employment in the healthcare or social care sectors.

This qualification gives you the opportunity to showcase your skills and apply your knowledge in an appropriate, work-related context and provides evidence of what you can do when you apply to enter higher education or employment.

CAREER PROGRESSION

Workers in Health and Social care are in demand with an estimated 2.2 million extra health and social care workers needing to be trained in the next 5 years.

Clear progression routes into higher education or employment: such as a BSc. in Health and Social Care, BSc. in Nursing, or direct entry-level employment, training or apprenticeships. Transferable skills development such as communication, research and analysis. Links with childcare and education courses.

GOES WELL WITH

Biology, PE and Psychology but works well with many subjects

See Mrs Davies for more information.

History

COURSE DESCRIPTION

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. It is not a course requirement that students should have undertaken History at GCSE. In fact, in recent years, we have had a number of students achieve very well at A Level history, despite not taking it at GCSE.

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

CAREER PROGRESSION

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.

GOES WELL WITH

History complements Politics, Geography and English in particular but works well with almost any subject.

See Mr Jones and Mr Morel for more information.

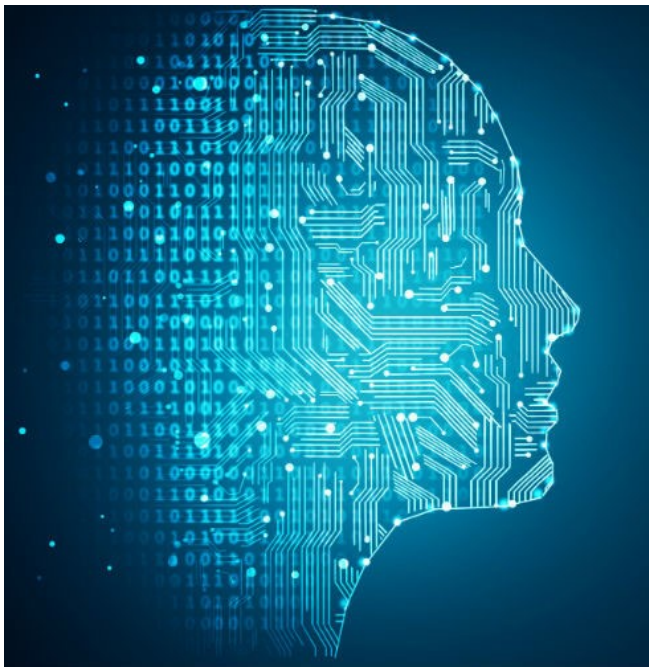
ASSESSMENT

AS Unit 1— Period Study—assessed by a 1 hour 30 minutes written exam (20% of the A-level) at the end of Year 12
AS Unit 2 — Depth Study—assessed by a 1 hour 30 minutes written exam (20% of the A-level) at the end of Year 12
The first course will be a period study of Europe from c1890 – 1990. This charts the changing international relations between European nations from the Berlin Congress to the Cold War. Specific topics such as the rise of National Socialism (Nazi-ism) in Germany, Fascism in Italy and Communism in Russia and life under these new ideologies are amongst the most fascinating elements of the course.

A2 Unit 3— Breadth Study—assessed by a 1 hour 45 minutes written exam (20% of the A-level) at the end of Year 13
A2 Unit 4 — Depth Study—assessed by a 1 hour 45 minutes written exam (20% of the A-level) at the end of Year 13
Moving on to A2 we take an in depth look at race relations and foreign policy in the USA 1900-2000. 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.

A2 Unit 5—Historical Interpretations—non-examination assessment 3000-4000 words (20% of the A-level)

IT—Cambridge Technical Cert / Diploma



"There's flexibility to adapt the work of the various units to your own career path."

ASSESSMENT

All units are assessed by coursework - there are no exams.

There are two qualifications on offer – the Technical Certificate, which is an AS level equivalent, and the Technical Introductory Diploma, which is an A level equivalent.

Students will take two mandatory units to achieve either qualification, and then one more from the 41 optional units on offer to complete the Certificate, or four more from the optional units to complete the Introductory Diploma. The mandatory units are as follows: Communications and Employability Skills for IT and Information Systems of IT and Global Information Systems, both of which are externally assessed coursework tasks.

Optional Pathways

Students may choose from 41 optional units. There are specialist pathways in office and business related IT, photography and animation, web and app design, game development and coding, future technology and smart phone analysis.

The course is a vocational one and this means that there is a good deal of research into the IT systems and technology used in the world of work, together with opportunities to undertake practical tasks.

The course has a high success rate in terms of attaining the very highest grades, which are Distinction and Distinction*. For the past three years 100% of students achieved the highest grades. It is also a facilitating subject in that it helps increase skills and knowledge in all other subjects.

COURSE DESCRIPTION

Cambridge Technicals are vocational qualifications for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from. Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

CAREER PROGRESSION

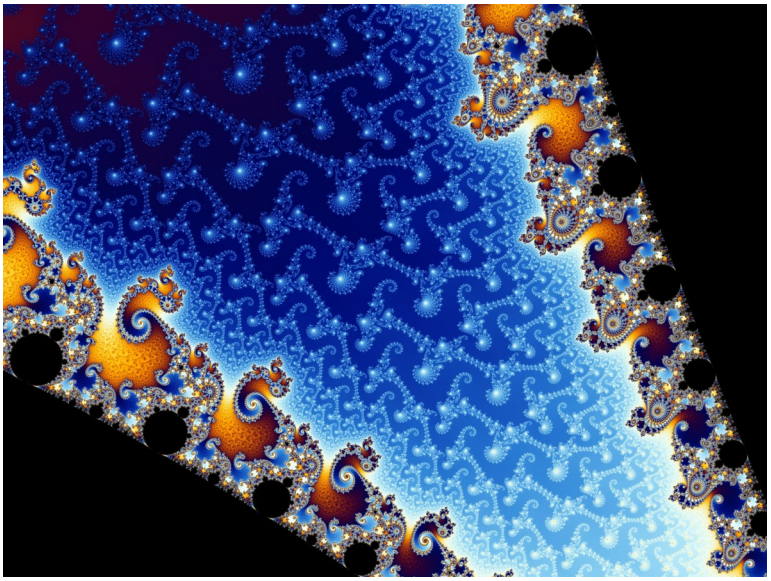
Achievement of this qualification can support progression to go on and study relevant IT degrees in a Higher Education institution such as, Computing and IT, Computing Science, Software Developments, Software Engineering, ICT and Computer Networks or Business Information Systems

GOES WELL WITH

This is a subject which will work well with almost any combination of subjects.

See Mrs A.Wojtowicz-Jurolajc for more information.

Mathematics and Further Maths



COURSE DESCRIPTION

The AS and A-level maths course builds on the work covered at GCSE, developing students' algebra, trigonometry, geometry and problem-solving. The Pure maths course then introduces students to new topics such as calculus.

The Applied part of the course covers more statistics and probability and introduces students to mechanics.

"Be prepared to work hard but the teachers are there to support you at every stage and are willing to give you extra help when you need it."

ASSESSMENT

AS Unit 1: Pure Mathematics assessed by a 2 hours 30 minute written examination (25% of A-level qualification) at the end of Year 12
This unit inludes algebra, geometry, proof, trigonometry, sequences and series, differentiation and integration.

AS Unit 2: Applied Mathematics assessed by a 1 hour 45 minute written examination (15% of A-level qualification) at the end of Year 12
The paper will comprise two sections:
Section A: Statistics (40 marks) including statistical distributions and hypothesis testing
Section B: Mechanics (35 marks) including kinematic and forces

A2 Unit 3: Pure Mathematics assessed by a 2 hours 30 minute written examination (35% of A-level qualification) at the end of Year 13
This unit develops further the topics covered in Unit 1 and additionally looks at numerical methods

A2 Unit 4: Applied Mathematics assessed by a 1 hour 45 minute written examination (25% of A-level qualification) at the end of Year 12
The paper will comprise two sections:
Section A: Statistics (40 marks)
Section B: Differential Equations, Numerical Methods and Mechanics (40 marks)

Further Maths is available at AS level spread over two years. It consists of 3 units of equal weighting - Pure maths (including complex numbers and matrices), Statistics (including pdfs, cdfs and statistical test such as Chi-squared and Correlation Coefficient) and Mechanics (including Work, Energy and Power and Circular Motion). Some universities require AS Further Maths for their undergraduate Maths degrees.

CAREER PROGRESSION

The analytical and problem solving skills developed by A-level maths are highly regarded and sought-after even in subjects not directly related to Maths. However, many progress into Engineering, medicine, Computer Science, Accounting

GOES WELL WITH

Maths goes well with many subjects but especially chemistry and physics.

It is possible to do A-level maths if you did Intermediate tier at GCSE with good B grades.

See Dr Creasey or Mrs Jerman for more information.

Music

COURSE DESCRIPTION

WJEC A Level Music is a wide ranging, challenging and engaging course for those who enjoy performing, composing and analysing music. The course aims to encourage you to engage actively with performing and composing and to develop your knowledge and understanding of a wide range of musical styles and genres as well as developing your analysis and critical thinking and your creativity and imagination.

Performing to grade 5 standard or above is a course requirement (although you do not have to have taken the exam). A GCSE in Music with a grade B or above, or a grade 5 theory pass or above, are an advantage, but are not course requirements.

ASSESSMENT

There are three modules at AS and three at A Level.

Unit 1 (AS) and 4 (A) – Performing
You will focus on developing your accuracy, expression and interpretation through your individual instrumental lessons. Performance at grade 5 or above is necessary to take the course. Assessment is through recitals, externally assessed by a visiting examiner.

Unit 2 (AS) and 5 (A) – Composing
You will focus on developing your musical ideas within the stylistic parameters of different genres and eras. One composition each year must be in response to a brief set by WJEC. Assessment is through portfolio submission, externally assessed by WJEC.

Unit 3 (AS) and 6 (A) – Appraising
You will learn about the stylistic features of several different musical styles, focusing particularly on a selection of set works each year. You will be required to analyse music aurally though focused listening questions. Essay questions that require you to refer to a score feature in both years, so an ability to read music fluently is an advantage. Assessment is through examination.

CAREER PROGRESSION

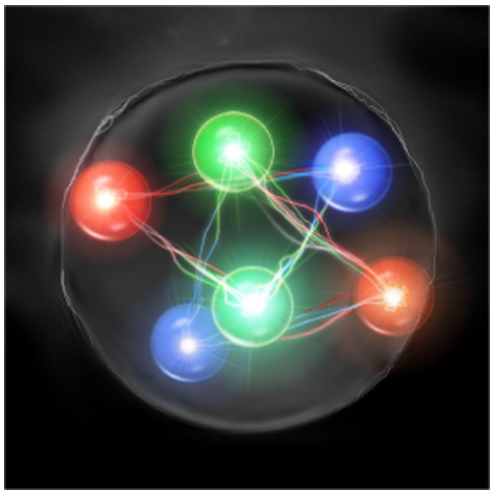
An A Level in Music can lead to studying Music at a University (more academic) or a Conservatiore (more practical). These courses can in turn lead to careers in performance, composing, editing, radio and television presenting, arts administration, teaching, events management, and many others. Of course, you don't have to want a career in Music to take the A Level course. Universities respect the Music A Level because it requires you to be proficient in so many skills. So, if you are a keen musician, enjoying performing and composing, and you have a high standard of literacy skills, why not spend some of your time on a subject that you love?

GOES WELL WITH

Music goes well with Humanities or Arts subjects such as History or English, or with Sciences such as Physics and Mathematics.

See Mrs H Powell for more information

Physics



"I can't think of a better subject to study at A-Level to better prepare you for the challenges of studying at University."

ASSESSMENT

AS Unit 1 - Motion, Energy and Matter: Written examination: 1 hour 30 minutes (20% of the A-level) This covers: Basic physics, Kinematics, Dynamics, Energy concepts, Solids under stress, Using radiation to investigate stars, and Particles and nuclear structure.

AS Unit 2 - Electricity and Light: Written examination: 1 hour 30 minutes (20% of the A-level) This covers: Conduction of electricity, Resistance; D.C. circuits; The nature of waves, Wave properties, Refraction of light, Photons , and Lasers.

A2 Unit 3 - Oscillations and Nuclei: Written examination: 2 hours 15 minutes (25% of the A-level) This unit covers **:** Circular motion; Vibrations; Kinetic theory ; Thermal physics ; Nuclear decay ; and Nuclear energy.

A2 Unit 4 - Fields and Options: Written examination: 2 hours (25% of the A-level) This unit covers: Capacitance; Electrostatic and gravitational fields of force; Orbits and the wider universe; Magnetic fields; Electromagnetic induction . There is also a choice of one option out of four: Alternating Currents, Medical Physics, The Physics of Sports; or Energy and the Environment

A2 Unit 5 Practical Examination (10% of the A-level)

See Mr Ealey-Fitzgerald / Mrs Esslemont for further details.

COURSE DESCRIPTION

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 diverse developments of Physics, in fields like Medical and Sports Physics. A/AS Level Physics students will spend time reading around the subject. Homework forms an important part of the A/AS Level course.

CAREER PROGRESSION

Anyone considering an engineering, technology or science-based career should consider studying Physics at least at AS Level. Many Physics graduates eventually move into the fields of banking and finance, using the analytical skills and mathematical modelling techniques.

GOES WELL WITH

Due to the significant mathematical content of A level Physics and the overlap in content, we strongly recommend that Physics is studied alongside AS/A2 level Maths. 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 courses.

Physical Education

COURSE DESCRIPTION

AS and A-level Physical Education builds upon the programmes of study in Key Stage 4. The theory and practice are integrated with the emphasis being on the development of student's physical competence in different contexts.

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.

"Lots more theory than at GCSE but I've really enjoyed studying topics in more depth."

CAREER PROGRESSION

Apart from the more obvious career paths of Sports, PE, coaching, Sports Development, Sports Journalism , and Sports Therapy, PE can be accepted as an alternative to Biology for access to courses such as Physiotherapy or Osteopathy

GOES WELL WITH

PE complements Biology and Psychology with elements of both in the subject. However, our pupils choose PE in combination with a wide range of subjects

See Miss Davies / Mr Davies for more information.

ASSESSMENT

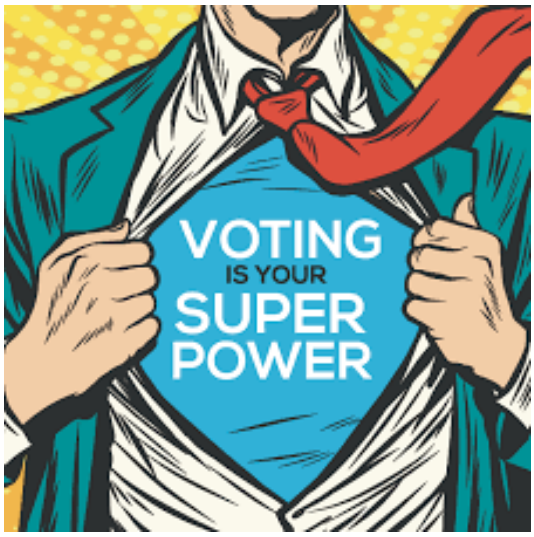
AS Unit 1: Exploring physical education Written examination: 1¾ hours (24% of the A-level)
This units covers: exercise physiology, performance analysis and training; sports psychology; skill acquisition; and sport and society. It includes topics such as: the musculo-skeletal system; fatigue and the recovery process; diet and nutrition and performance; personality; motivation; and social differentiation within sport.

AS Unit 2: Improving personal performance in physical education Non-exam assessment (16% of the A-level)
To assess
· practical performance in one activity as a player/performer
· practical performance as a coach or official
· Personal Performance Profile

A2 Unit 3: Evaluating physical education Written examination: 2 hours (36% of the A-level)
This unit builds on the content of Unit 1 to include topics such as biomechanical principles, aggression, group dynamics and leadership, ethics and deviance within sport, and sport and the mass media.

A2 Unit 4: Refining personal performance in physical education Non-exam assessment (24% of the A-level)
To assess
· practical performance in one activity as a player/performer, coach or official
· Investigative Research

Politics



"Really interesting to study at this point in time with so much going on politically."

ASSESSMENT

AS Unit 1: Government in Wales and the United Kingdom Written examination: 1 hour 30 minutes (20% of the A-level)

AS Unit 2: Living and participating in a democracy Written examination: 1 hour 30 minutes (20% of the A-level)

Students will discover more about the ins and outs of our political system and how devolution fits within the wider perspective of UK politics. Furthermore, an in-depth study of living and participating in a democracy will be taken: how we define citizenship; voters' behaviour; and the role of political parties.

A2 Unit 3: Political concepts and theories Written examination: 2 hours 30 minutes (30% of the A-level)

A2 Unit 4: Government and politics of the USA Written examination: 2 hours 30 minutes (30% of the A-level)

Students will engage in discussion and debates on various political ideologies such as liberalism and conservatism. These make fascinating comparisons to ideologies such as Socialism and Nationalist. Moreover, the American Political landscape will be analysed to introduce students to three themes in USA government and politics: democracy in America; governance; and participation. Students will analyse critically the ideas and institutions that underpin the American political system.

See Mr Morel / Mr Jones for more information.

COURSE DESCRIPTION

Politics has never been so interesting. The issue of the global response to climate change and COVID -19 has shifted the political landscape and changed people's political views across the country. This course provides a fascinating insight in to the politics and the UK and the USA. Government and Politics is an exciting option for those students entering post16 education as they explore more about the world we live in. Students will need to have a high standard of literacy to engage in the topics, reading and discussions, however, we do not require any specific GCSE courses to have been studied.

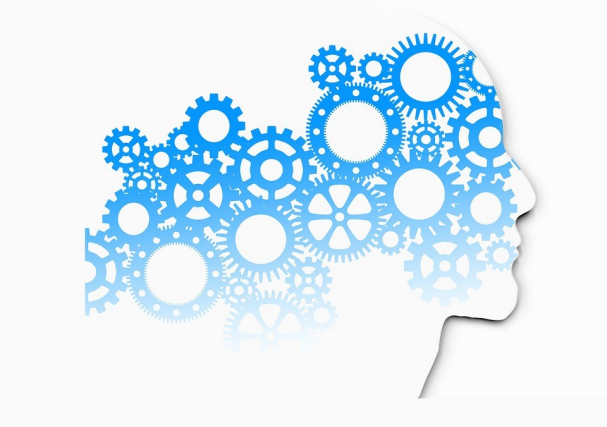
CAREER PROGRESSION

While the subject will give an excellent insight into employment in the political field or the study of politics, it is also excellent preparation for a degree in Law or History.

GOES WELL WITH

History naturally complements Politics, however, an understanding of politics is essential for scientists and humanities students alike.

Psychology



COURSE DESCRIPTION

Psychology is the science of mind and behaviour and the course provides an introduction to the nature of psychology and psychological enquiry.

The content is stimulating, relevant, up-to-date and accessible to a wide range of students, ensuring both breadth and depth to the study of psychology.

The course requires a high standard of literacy to engage in the topics, reading and discussions, and a good understanding of statistics and biology.

"The course has developed my independent study skills so that I am prepared for university."

ASSESSMENT

AS Unit 1 – Psychology: past to present – 1 hour 30 minutes written examination 20% of the A-level This unit covers five psychological approaches (biological, psychodynamic, behaviourist, cognitive and positive) and classic pieces of research. The unit will cover the assumptions and therapies relating to each of the five approaches, and will cover the methodology, procedures, findings, conclusions and ethical issues and social implications relating to classic pieces of evidence.

AS Unit 2 – Psychology: Using Psychological Concepts – 1 hour 30 minutes written examination 20% of the qualification The explorations of five contemporary debates provide an opportunity for independent research into areas that psychology has influenced. Both sides of the debate should be considered from a psychological perspective (including the ethical, social and economic implications as well as the consideration of social and cultural diversity). The second part is focused on psychological research (including the work of social and developmental psychologists), from the initial planning stages through to the final stage of analysis and evaluation.

A2 Unit 3 – Psychology: implications in the real world – 2 hour 30 minutes written examination 40% of the qualification Having learnt about the various psychological approaches in Unit 1, students are expected to apply this knowledge and understanding to human / animal behaviours. Students should be able to explain and draw conclusions about the possible causes of these behaviours and understand that psychology then has the potential to impact on society as a whole by developing methods of modifying behaviour. In addition, students should explore five controversies that continue to pose challenges for psychology.

A2 Unit 4 – Applied Research Methods: 1 hour 30 minutes written examination 20% of the qualification. This includes questions based on investigative activities carried out prior to the assessment. The second aspect of this component is for students to apply their knowledge and understanding of research methods to novel research scenarios, making judgements on the details of psychological research. See Mrs R Heron for more information.

GOES WELL WITH

With some overlap, Psychology complements Biology and PE in particular but students study it in combination with many subjects.

CAREER PROGRESSION

Although it is not necessary to study A-level Psychology to progress to a degree in the subject, it gives a good insight. Pupils have gone on to study clinical psychology and work in consumer psychology.

Religious Studies

ASSESSMENT

AS level 40% of the A-level
Unit 1: An Introduction to the Study of Religion
An in-depth study of a major world religion.
Written examination: 1 hour 15 mins (15% of qualification).

Unit 2: An Introduction to Religion and Ethics and the Philosophy of Religion
Section A: Introduction to Religion and Ethics.
Section B: An Introduction to Philosophy of Religion.
Written examination: 1 hour 45 mins (25% of qualification).

A-Level (60%)
Unit 3: A Study of Religion
Builds on the work covered in Unit 1.
Written examination: 1 hour 30 mins (20% of qualification)

Unit 4: Religion and Ethics
Builds on the work covered in Section A of Unit 2.
Written examination: 1 hour 30 mins (20% of qualification)

Unit 5: Philosophy of Religion
Builds on the work covered in Section B of Unit 2.
Written examination: 1 hour 30 mins (20% of qualification)

Unit 6: Textual Studies (New Testament)
Only possible if Christianity is studied in Unit 1.
Written examination: 1 hour 30 mins (20% of qualification)

COURSE DESCRIPTION

Religious Studies offers an opportunity to delve in greater depth into one of the world's major religions, alongside considering important ethical issues and philosophical concepts – whilst considering the thought, concepts, and ideas of some of the foremost theological, ethical, and philosophical thinkers throughout history. GCSE Religious Studies would be highly beneficial to undertaking this course.

"A fascinating subject to study"

GOES WELL WITH

Religious Studies lends itself well to its fellow Humanities subjects (History and Geography), alongside written-based subjects (English and Welsh).

See Mr ap Rhobat for more information.

Spanish

COURSE DESCRIPTION

The WJEC AS and A level in Spanish provides an engaging and exciting opportunity for students to build on their previous study of Spanish. Through social, intellectual and cultural themes students will be able to develop their linguistic knowledge and cultural understanding of the countries or communities where the language is spoken. An opportunity to study literature and film will allow students to undertake a deeper analysis of language structures and increase their cultural awareness as part of an integrated approach to language learning. A strong focus is placed on building students' confidence and fluency in spoken Spanish using relevant and topical themes.

New course

ASSESSMENT

AS Unit 1: Speaking: 12-15 minutes (plus additional 15 minutes preparation time) 12% of A-level

AS Unit 2: Listening, reading, translation and critical response in writing Written examination: 2 hours 30 minutes 28% of A-level

A2 Unit 3: Speaking: 11-12 minutes 18% of A-level

A2 Unit 4: Listening, reading and translation Written examination: 2 hours 30% of A-level

A2 Unit 5: Critical and analytical response in writing (closed-book) Written examination: 1 hour 30 minutes 12% of qualification

Area of interest (i) Social issues and trends	Area of interest (ii) Political, intellectual and artistic culture
Theme 1: (AS) **Being a young person in Spanish-speaking society** • Family structures, traditional and modern values, friendships / relationships • Youth trends, issues and personal identity • Educational and employment opportunities	**Theme 2: (AS)** **Understanding the Spanish-speaking world** • Regional culture and heritage in Spain, Spanish-speaking countries and communities • Literature, art, film and music in the Spanish- speaking world
Theme 3: (A level) **Diversity and difference** • Migration and integration • Cultural identity and marginalisation • Cultural enrichment and celebrating difference • Discrimination and diversity	**Theme 4: (A level)** **The Two Spains: 1936 onwards** • El franquismo – origins, development and consequences • Post-Civil War Spain – historical and political repercussions • The Spanish Civil War and the transition to democracy (represented in the arts, cinema, literature, art and photography) • Spain – coming to terms with the past? "Recuperación de la memoria histórica"

CAREER PROGRESSION

Languages are highly regarded by employers and universities but combine well with business and many other subjects

See Mme Rocher-Jones for more information

Sports Coaching (BTEC) Extended Certificate

ASSESSMENT

This career focussed qualification with industry endorsement and accreditation enables learners to develop underpinning knowledge and technical skills and to gain experience in the following mandatory units.

Unit A: Career in the Sports and Active leisure industry - Assessed through coursework project

This mandatory unit contributes to a quarter of the overall qualification

Learners will develop an understanding of careers in the sport and active leisure industry. They will gain the skills, knowledge and behaviours needed for employment in the industry.

Unit B: Health, Wellbeing and Sport - Assessed through coursework project

This mandatory unit contributes to a quarter of the overall qualification.

Learners will explore the importance of physical activity and wellbeing for different types of participants and suggest ways to improve their physical and mental health status.

Unit C1: Developing Coaching Skills - Assessed through coursework project

This mandatory unit contributes to a half of the overall qualification.

Learners will develop their coaching knowledge and skills to help improve others' performance skills, techniques and tactics across a range of sports.

COURSE DESCRIPTION

What can BTEC Level 3 Nationals in Sport do for you? Work-related learning, giving students an edge and opening the door to higher education or employment in sport sectors.

This qualification gives you the opportunity to showcase your skills and apply your knowledge in an appropriate, work-related context and provides evidence of what you can do when you apply to enter higher education or employment.

CAREER PROGRESSION

Clear progression routes: such as BSc in Sport, Physical Education and Coaching Science. Also supports progression into direct entry level roles such as physical activity leader or fitness/leisure assistant. Transferable skills development such as communication, team working and leadership skills.

See Miss N Evans for more information.

Tourism—Applied Extended Certificate

"I am really enjoying Tourism and it will assist with my career in Event Management."

ASSESSMENT

For the Certificate: - Unit 1 and either Unit 4 or 6

Unit 1 (Mandatory) -The Global Tourism Industry - 20% of Ext Cert assessed through a written exam This unit introduces learners to the many sectors that exist to provide tourism products and services, the types of tourists who might be attracted to a destination and their motivations, the interrelationships that allow the tourism industry to work successfully and the undeniable value that tourism can have on an economy.
Unit 4 (optional) - Global Destinations - 15% of Ext Cert assessed by Controlled Assessment – This unit introduces learners to appreciate and understand the importance of travel geography and what attracts visitors to global destinations. The learner will also develop knowledge about niche markets and the motivational factors behind their decision making
Unit 6 (optional) - Digital Marketing for Tourism and Events - 15% of Ext Cert assessed by Controlled Assessment – This unit introduces learners to the role of digital marketing within the tourism and events sector, focusing on how different strategies and influences have inspired the industry to entice people to new destinations across the globe. Learners will examine the concerns of legal and ethical considerations, when producing online digital content.

For the Extended Certificate - completion of the three units above and Unit 2 along with both Unit 5 and 8: Unit 2 (Mandatory) – Wales as a Tourist Destination—20% of Ext Cert assessed by Controlled Assessment Learners will build a knowledge of how accessible Wales is as a tourist destination, issues that impact tourism in Wales, along with the trends and priorities that will need to be considered.

Unit 5 (Optional) - Planning, Co-ordinating and Running an Event - 15% of Ext Cert assessed by Controlled Assessment This unit will provide opportunity to develop transferable employability skills, that are useful when pursuing a career in events management. The unit will also deepen learning by undertaking real life activities. The aim of this unit is for learners to develop key tourism management and employment skills as they plan to prepare, run, and evaluate an event. The unit provides learners with a balance of theoretical and practical learning. This is an exciting opportunity to connect and experience real life events in the tourism industry, allowing learnerS to develop cognitive, problem solving and interpersonal skills.
Unit 8 - Adapting to Change in the Tourism Industry —15% of Ext Cert assessed by Controlled Assessment This unit introduces the lifecycle of destinations and products, issues and trends and how the industry can respond. Focussing on local, national and global perspectives encourages a wide and complex set of skills development, which will not only support learners in this qualification, but through future learning and career paths.

COURSE DESCRIPTION

Why do people want to travel to tourism destinations? What factors contribute to the appeal of a destination? Why does a destination appeal to some tourist types more than others?

The WJEC Level 3 Applied Extended Certificate in Tourism is an exciting new qualification that supports learners to understand the local, national and global tourism industry, and enables them to develop a broad range of skills and qualities required by the industry.
The Applied Certificate is the equivalent to AS and Extended Applied Certificate the equivalent of an A-level.

CAREER PROGRESSION

The qualification has been designed to support access to Higher Education undergraduate degree courses such as:
· Tourism Management
· Marketing
· Business
· International Tourism
· Event Management

GOES WELL WITH

There is considerable overlap with Human Geography and Business.

See Mrs Francis-Jones / Miss N Evans / Mr Mason for more information.

Welsh (Second Language) / Cymraeg

COURSE DESCRIPTION

The AS and A Level in Welsh Second Language encourages pupils to study Welsh with interest, enjoyment and enthusiasm. The course will enable them to write creatively and factually for a range of purpose and analyse familiar and unfamiliar texts independently. They will be able to listen and respond to the opinions of others when expressing a point of view, as well as express an independent opinion, based on knowledge and understanding of literary and factual texts. The ability to play an appropriate role in a bilingual society at the beginning of the twenty-first century is paramount. In addition, the AS and A level Specification for Welsh Second Language should provide a suitable foundation which will enable candidates to pursue further studies of the language in the future.

"The strong media studies element helped me appreciate Welsh in a modern and traditional concept. It is an excellent preparation for a career in the media, in TV and in radio."

ASSESSMENT

3 unit (AS) course:

AS Unit 1— Oral Exam – discussion of a film and Welsh media (15% of the A-level)

AS Unit 2—Non-examination assessment – Three extended pieces of writing (10% of the A-level)

AS Unit 3— Written Paper: The Use of Language and Poetry—2 Hrs– written paper (15% of the A-level)

This unit covers:

Use of Language exercises
Modern Poetry

Exams will take place in May and June either year.

6 unit (AL) course: Units 1 to 3 above & also;

A2 Unit 4 Oral Exam – discussion of a Welsh Play (25%of the A-level)

A2 Unit 5 Written Paper: The Welsh Language in Society and Translanguaging—2 hour written paper (15%of the A-level)

This unit includes
Questions based on a prescribed text
A written response in Welsh to an English article

A2 Unit 6 Written Paper: The Use of Language and the Short Story—2 hour written paper (20% of the A-level)

This unit consists of:

Linguistic exercises
Short story, synoptic assessment

CAREER PROGRESSION

With the majority of the world being at least bilingual it can only be an advantage to learn another language

GOES WELL WITH

The course complements English, in particular, but can be studied in combination with almost any subject.

See Miss Crawford for further information.

Cymraeg Iaith Gyntaf/Welsh (First Lang)

COURSE DESCRIPTION

The AS and A Level in Welsh (First Language) encourages pupils to study the language and literature of Wales with interest, enjoyment and enthusiasm. The in depth study of the language enables pupils to communicate correctly and fluently both orally and in writing, within a whole range of situations and contexts. Both the AS and A Level Welsh course should encourage pupils to make connections between various aspects of the subject and provide a suitable foundation to allow candidates to continue to study the language in the future. It is an ideal qualification and foundation for many occupations, including education, politics and law, as well as many others.

"The Welsh A-level course, although challenging and difficult at times, has proven to be one of the most interesting out of all my courses. The opportunity to study media aspects and the literature of the Welsh language has broadened my knowledge of our heritage and improved the standard of my spoken and written language."

ASSESSMENT

3 unit (AS) course:

AS Unit 1 The Film, the Play and Oracy – discussion of a film and a play (15% of the A-level)

AS Unit 2 Non-examination assessment – two extended pieces of writing (10%of the A-level)

AS Unit 3 The use of Language and Poetry assessed by a 2 hour written exam (15% of the A-level)
This part includes:
- Use of Language exercises
- Twentieth and Twenty First Century Poetry

Exams will take place in May and June either year.

6 unit (AL) course: Units 1 to 3 above & also;
A2 Unit 4 The Novel and Oracy – discussion of a novel and other texts20%of the A-level)

A2 Unit 5 Medieval Prose and Early and Medieval Poetry assessed by a 2 hour written exam (20%of the A-level)
This unit covers:
- Rhyddiaith yr Oesoedd Canol
- Yr Hengerdd a'r Cywyddau

A2 Unit 6 Appreciation of Literature and Welsh Language in context assessed by a 2 hour written exam (20%of the A-level)
This unit includes:
- Appreciation of poetry
- Extended writing, synoptic assessment

CAREER PROGRESSION

With the majority of the world being at least bilingual it can only be an advantage to learn another language

GOES WELL WITH

The course complements English, in particular, but can be studied in combination with almost any subject.

See Miss Crawford for further information.