



# Sixth Form Prospectus

## 2020-21



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## EMA Educational Maintenance Allowance

Post-16 students in Wales can apply for an Education Maintenance Allowance, (EMA - Wales) This is a weekly payment of £30, dependent on parental income. The EMA is an allowance to support students in full time education.

Applications forms and further advice and guidance are available at

[www.studentfinancewales.co.uk](http://www.studentfinancewales.co.uk)

The Highway, Hawarden, Flintshire CH5 3DN  
**Tel:** 01244 526400 **Fax:** 01244 534699  
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# Welcome



Many thanks for your interest in our Sixth Form. I am sure you will find our prospectus informative and I hope that it will assist you in making decisions about your post-16 education.

We are very proud of our Sixth Form and our A Level students.

Choosing to study with us allows you to be part of something special – a school which has a long history of excellence and a Sixth Form which has the promise of an outstanding future.

In order to provide our students with a high quality learning experience our well qualified and dedicated staff support all to flourish and push the most able to achieve great things.

I hope that you glean all you need to know about our school from this document. However, please do contact us with any questions you may have.

I look forward to seeing many of you in September 2020.

**Mr S Budgen**  
Headteacher

## A word from the Director of Sixth Form Studies



The sixth form marks a new chapter in your educational career, one which will offer fresh opportunities and challenges over the next two years. At Hawarden we offer you the continued support and guidance to enable you to succeed as an independent,

self-motivated and confident individual. We continue, each year to celebrate our outstanding AS and A Level examination results, with well over half of all our results in 2019 being A\*, A or B grades. We offer a broad range of academic and vocational subjects in our sixth form, delivered by highly qualified teachers with a broad range of experience, to ensure you achieve your full potential.

Hawarden Sixth Form offers the opportunity for our students to become well rounded individuals with the skills required for successful applications into further education, higher level apprenticeships or employment. Obtaining excellent qualifications is fundamental to sixth form life, but this is balanced with the aim of developing essential personal qualities through involvement in activities such as the Duke of Edinburgh's Award, debating competitions,

sport, school productions, ski trips and charitable work. Sixth form students also play an integral role in the overall life of the school with their appointments as Head Boy, Head Girl, Deputies, Senior Prefects and Prefects, supporting the school ethos and wider community. We endeavour to work with each student as an individual to assist you in achieving your ambitions whilst ensuring that you have an enjoyable and successful time within Hawarden Sixth Form. We look forward to welcoming you into our excellent, friendly and supportive sixth form centre, where students are invited to visit at any time during the year. If you would like to receive information about applying and enrolling in the Sixth Form please contact Mrs Lynne Williams on 01244 526400 or e-mail to [lynne.williams@hawardenhigh.flintshire.sch.uk](mailto:lynne.williams@hawardenhigh.flintshire.sch.uk)

**Mrs R Southwell**  
Director of Sixth Form Studies

## Learn to succeed

Hawarden Sixth Form is committed to developing the maximum potential of all its pupils, both as individuals and as responsible members of the community, and to prepare them for a lifetime of learning.

# What Do We Offer?

## Initiatives

- We offer the 5 x 60 sports initiative and pupils have the opportunity to continue to expand their experiences in sport and fitness
- Participation in Flintshire, regional and national public speaking and debating competitions
- French Exchange experiences
- Trips to the USA
- Management training exercises, such as the Engineering Education Council's schemes
- Coaching and direction of school teams
- Opportunities to develop skills as peer counsellors
- Sixth Form students elected as members of the Hawarden Junior Community Council
- Support pupils in the development of numeracy and literacy basic skills
- Volunteering opportunities within our Additional Needs provision, including involvement in more able and talented activities
- Fundraising including, Alder Hey, Helping the elderly, Poppy Appeal, Save the Family and Macmillan



## Rotary Youth Leadership Scheme

Rotary Youth Leadership Awards (RYLA) is Rotary's leadership training programme for young people. Following nominations from tutors and interviews with the Hawarden Rotary Club, James Anstey (Head Boy) successfully secured a place on the scheme, spending one week in August at the Outdoor Education Centre at Arthog on the Gwynedd coast.

Candidates worked together in groups to solve mental and practical problems, the successful outcomes dependent upon effective teamwork, the key elements of this were taught throughout the week. The course took place over five days and included orienteering, caving, canoeing (river and sea), climbing and abseiling activities.

## The Seren Network Supporting Hawarden's Brightest

Hawarden Sixth Form is a committed partner within the Seren Network, which is designed to support Wales' brightest sixth formers achieve their academic potential and gain access to leading universities. Hawarden Sixth Form will inspire students about future career aspirations - nurturing their students to give them the best possible education and provide them with the skills to make the most of the opportunities available to them.

## Duke of Edinburgh Award

Beyond your academic achievements, universities want to see evidence of soft skills that you have developed through extra-curricular activities, such as communication, commitment, leadership and team work.

Completing the DofE Award at Hawarden Sixth Form is a fantastic way to demonstrate and evidence these skills in practice, so make sure you include taking part in the DofE Awards in your sixth form experience.

## Induction Experience

Year 11 students are invited to a two day induction where they are given the opportunity to take part in team building tasks, A level taster sessions, study skills workshops, drop in sessions with the student team and use all the sixth form facilities. It is always a delight meeting all the students who are enthusiastic to continue their A Level studies at Hawarden Sixth Form following receipt of successful GCSE results. Each year we look forward to welcoming the new students on induction days, where we are able to offer guidance about course choices and combinations of subject options.

Students have the opportunity to meet with subject staff, current sixth form students, the sixth form leadership and pastoral team.

## Extra Curricular Activities

Hawarden Sixth Form is well known for its extra curricular activities, and we encourage all students to participate fully. The school enjoys a long tradition of students involving themselves in community service activities, sports, public speaking and debating, creative arts, working with additional need groups, primary schools and local and national charity organisations. Getting involved in this will be fun, very much appreciated and extremely rewarding.



**RECENTLY REFURBISHED  
SIXTH FORM CENTRE**

# Recently Refurbished Sixth Form Centre

## Free WIFI

IN OUR FULLY EQUIPPED INDEPENDENT STUDY CENTRE

## ICT Suite

UNLIMITED ACCESS FOR SIXTH FORMERS

## Seminar Room

FOR PROJECT WORK AND TUTORIALS

## Recreation Room

CONTEMPORARY SOCIAL AREA WITH A KITCHEN AND COURTYARD

The new sixth form centre will provide further opportunity for students to study and relax within areas that have been designed to create a professional working and learning environment.

While maintaining all the character and charm of the existing listed building, the centre includes a dedicated and modern Wi-Fi equipped independent study centre, ICT suite, seminar room for project work and tutorial sessions, contemporary social and recreation area including a purpose built kitchen and outdoor seating within a courtyard area, all with wheelchair access.

We have a very successful sixth form at Hawarden that we are very proud of and the new facilities will further support students in obtaining excellent results and successful progression onto university, higher apprenticeship placements and the workplace.

# What Do We Offer?



## Hawarden Community Council Bursaries

Commencing in 2007, and now in its twelfth year, we remain extremely grateful to Hawarden Community Council who have again been able to offer bursaries to 8 of our Year 13 students who applied for university commencing in September 2019.

The students are extremely grateful for the support offered by Hawarden Community Council and have taken their places at their chosen Universities.

Successful students, Lucy Harrison (Head Girl), Anna Williams (Deputy Head Girl), Senior Prefect Zoe Watson, Emma Evans, Daniel Oare, Daniel Green and Caitlyn Bailey were awarded the bursaries in recognition of their involvement with school activities and the wider community.

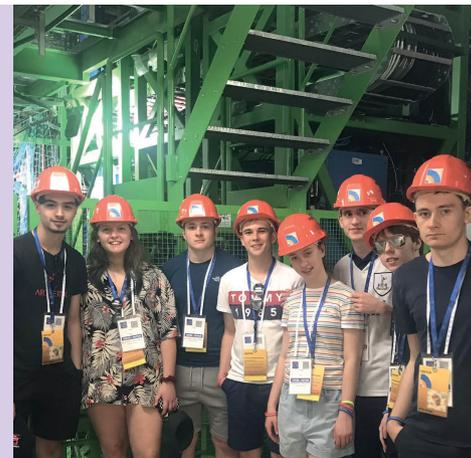


## USA Trip 2019

Students had an incredible time when they visited New York during the October half term, staying right in the heart of the City, opposite Madison Square Garden.

They had a busy itinerary, which included visits to the Museum of Natural History, Central Park, Battery Park and the Statue of Liberty, Wall Street, the World Trade Centre Memorial and 9/11 Museum, Grand Central Station, Times Square, the New York Stock Exchange, the Flatiron building, Hard Rock Café, the Empire State building, Macy's Department store and shopping on 5th Avenue.

Students were able to experience an exciting ice hockey game and the action packed tour ended with some playing basketball or ice skating in Central Park, whilst others preferred even more shopping!



## Geneva 2019

As part of the AS and A2 Physics course, students had the opportunity to travel to CERN the European Organisation for Nuclear Research, where the world's largest and most complex scientific instruments are used to discover and study the basic components of matter.

Year 12 Physics students got to admire technological wonders 100 metres underground, drive cranes, play with miniature accelerators, operate robots, discover a multitude of technologies and immersed themselves in the enigmas of the Universe.

## Twitter

Follow us on our new Hawarden Sixth Form Twitter page for updates, news and notices @6thformHawarden

# Year 13 Leaving Dinner May 2019

at Abode, Chester



photographs courtesy of Phil Tugwell



# Careers

## Progression Routes and Apprenticeships

We are able to provide help and support for those students who wish to look into the possibility of an apprenticeship. Our close link with Careers Wales means that we are able to pass on information about apprenticeships available through companies such as Airbus. Each year Airbus and Hanson attend school to give a presentation about the opportunities offered for apprenticeships in Engineering, Logistics and Purchasing and over the last few years a number of students have secured positions with Airbus after gaining the required examinations results. Each student is offered maximum support with career, apprenticeship, university or 'gap year' applications.

Our higher education, apprenticeship and careers induction programme helps prepare students for life after Sixth Form. The opportunity to attend a Skills Cymru Apprenticeship Roadshow in Llandudno in October enables them to explore potential openings

- Guest speakers from industry
- Close liaison with Careers Wales
- Assistance with apprenticeship applications

## Work Experience

All Sixth Form students undertake one week's optional work experience during year 12. Employers and Universities recognise and value any voluntary work which students choose to arrange.

## Interview Preparation Days

This event is supported by major local employers and higher educational employer and higher educational institutions including: Airbus, All Electric, Careers Wales, Morrisons, Blue Arrow, Ipsen Biopharm, Glyndwr University, University of Chester, Aberystwyth University and The University of Liverpool.

Mrs J Parry our Marketing & External Education offices, and Mrs L Palmer, our Careers Wales Advisor, are also available to ensure that all of the information that is needed is available. Our Careers Library contains information on a wide range of careers, apprenticeships, copies of University prospectuses together with computerised databases of Post 18 information.

# UCAS Information

# UCAS

## Ucas Information

We have extensive links with Universities throughout Wales and the UK, regularly inviting speakers from these universities to school to inform students about college life, finance and accommodation.

Each year a number of students are successful in their ambitions to gain places at the University of Oxford and University of Cambridge.

## Expert assistance with UCAS application forms

Guest speakers from universities and colleges.

Targeted support for Oxbridge candidates, utilising community representatives and former students.

Organised trips to the G-Mex exhibition in Manchester. Year 12 students attended a UCAS Convention at Manchester, giving students the chance to talk to a variety of different universities about the courses and facilities they can offer.

We have close links with a number with Russell Group universities and provide students every opportunity to visit Open Days and consult with Admission Tutors.



## Additional Opportunities Available to Support Post 18 Applications

- Participation in Fieldwork programmes
- Opportunity to become Peer Councillors & 'Buddies'
- Management training exercises with the 'Engineering Education' programme
- Involvement in the Hawarden Remembrance Day Parade and Remembrance Service for community representatives
- Young Engineers conferences at Bangor University
- University Bursary Programme, supported by Hawarden Community Council
- Financial speakers, Fitness speakers, Gap Activity Projects & Driving Standards Agency
- Presentations by external agencies about finance, health and wellbeing, gap year opportunities and DSA
- Involvement in UN debate
- Students attend 'Med-Link', 'Medi-six' & 'Vet-Link' courses in preparation to study Medicine & Veterinary science
- Students attend 'Oxbridge' conference in preparation for university applications
- Expert tuition, Sixth Form Centre & study rooms, proven track record of excellent exam results
- Continued sporting achievements for a wide variety of teams
- Welsh Innovation Award success for A Level D&T students
- Engineering links with E-on
- Summer School opportunities
- Student success in securing IT and Engineering apprenticeships

# Student Leadership Team



The team is a prominent and important student body. They are appointed via an application and interview process, involving representatives in the spring of year 12 (shadowing year 13 students team until the end of year 12) and will carry out their roles until they leave in year 13.

Students demonstrate the ability to act as respectable role models and ambassadors for the school with an excellent track record of commitment and involvement

in the school and wider community and excellent attendance and punctuality.

The team works together to make things happen and have a voice in the developments of the Sixth Form facilities.

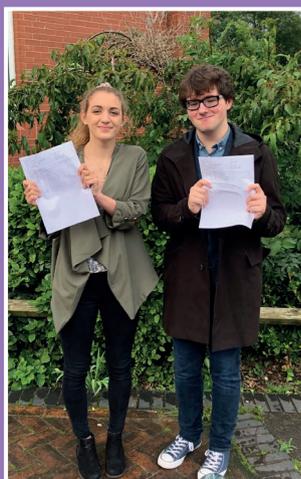
The team represents the school at both informal and formal occasions and events, some of which may take place after school.

Some of the charities that the team have been involved in include helping the elderly, Poppy Appeal, Save the Family and Alder Hey.



**James Anstey** (Head Boy), **Olivia Ashall** (Head Girl), **Amber Biffin** (Deputy Head Girl), **Henry Buckley** (Deputy Head Boy)  
Senior Prefects: **Alex Goan** Prefects: **Kate Robinson, Abbie Williams, Alex Hicks and Molly Clare**

# Excellent A Level Results 2019



## Headline Statistics A Level 2019 (or equivalent)

We are delighted that Hawarden Sixth Form A Level Results place us in **"Top 10% of schools and colleges in the UK"**

All staff and Governors are incredibly proud of the outstanding results which represent the best in the school's history. Well over half of all grades achieved were either A\*, A or B, the highest proportion ever. A further quarter of the results were grade C, representing a total of over 80% of all grades being the coveted A\*-C higher passes. These tremendous results place the school firmly in the top 10% of school and colleges in the UK.

## Notable Examination Success at Advanced level (or equivalent):

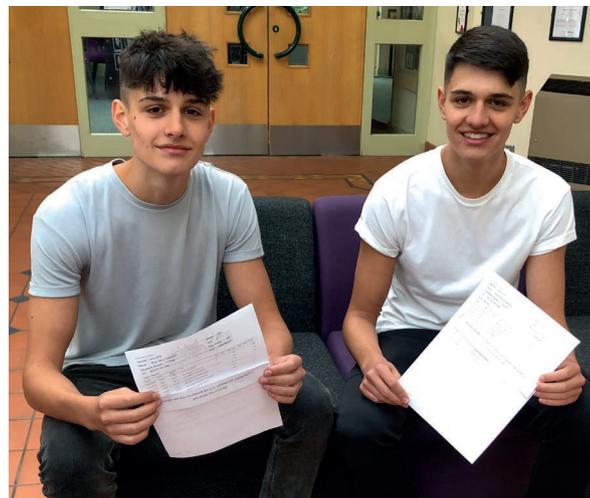
- Matthew Bate achieved an outstanding 2A\*s and 2A's to go onto read Architecture with a placement at the University of Bath
- Deputy Head Boy Sam Bidwell achieved 2A\*s, an A and B and will read Law at University of Cambridge
- Head Girl Lucy Harrison achieved 2A\*s, an A and B to successfully read Law at Bristol University
- Charlotte Mayers-Jones achieved 2A\*s and an A to go on to study Acting at the University of Chester
- Dylan Savage achieved Distinction\* and 2A's to read Anatomical Sciences with Industrial Professional Experience at the University of Manchester
- Ben Barron achieved A\*, 2 A's and B to go onto read Data Science at University of St Andrews in partnership with Price Waterhouse Coopers on a Graduate Apprenticeship
- Emma Evans achieved an A\* and 2A's to study Vocal - Popular Music at the Royal Northern College of Music
- Ryan Salisbury achieved an A\* and 2A's to read Computer Science at Birmingham University
- Adam Salisbury achieved 3A's and will apply to read Medicine following a gap year
- Deputy Head Girl Anna Williams achieved an A\*, A and B
- Head Boy Conall Hughes achieved an A\*, A and B to read History at University of Cambridge
- Ella Roberts achieved an A\* and A to read Film, Photography and Media at University of Leeds
- Tommy Watkins achieved Distinction and 3A's to read Cognitive Neuroscience and Psychology with Industrial Experience at the University of Manchester.

A Level Results 2015-2019							
	A*	A	B	C	D	E	U
Applied Science	7	0	8	2	5	5	0
Art & Design	0	0	2	7	4	1	0
Biology	3	13	14	16	8	16	1
Business Studies	2	3	11	18	20	10	0
Chemistry	6	12	15	16	4	3	0
Computer Science	0	0	2	1	0	1	0
D&T Product Design	1	5	15	12	7	3	0
English Language	0	6	6	13	9	2	0
English Literature	1	6	21	23	13	6	1
French	1	0	0	0	0	0	0
Geography	1	6	8	7	7	5	1
Health & Social Care	0	0	6	12	5	0	0
History	3	12	24	17	5	2	0
Information Technology	1	2	18	11	14	8	1
Law	0	4	11	11	8	4	6
Mathematics	15	27	26	22	12	7	4
Mathematics Further	5	10	4	5	1	5	1
Media Studies	3	6	19	17	4	0	0
Music	1	1	0	0	2	0	0
Physical Education	1	2	3	7	4	1	2
Physics	6	6	6	11	6	4	0
Politics	2	0	1	1	2	1	0
Psychology	1	4	8	19	23	11	6
Sociology	0	1	1	17	12	4	5
Sport	4	4	0	2	0	2	0
Welsh Baccalaureate	45	48	68	33	2	0	0
<b>Total</b>	109	178	292	306	177	101	28
<b>Percentage</b>	9.15%	14.95%	24.52%	25.69%	14.86%	8.48%	2.35%
<b>A*-C</b>	74.31%						

# Celebrating Success

At Hawarden we are very proud of all the successes of our sixth form and we endeavour to regularly celebrate these achievements during assemblies each term and particularly at the end of the academic year. Students are identified not only for their fantastic academic achievements throughout the year but also for their contribution to the community, sport, academic coaching of younger pupils, super-curricula activities, student support, Gold Crest Awards, Duke of Edinburgh, Rotary Leadership, debating and much more.

We continue to be especially proud of those students who have secured prestigious higher level apprenticeships, universities and careers. We invite these Alumni students to return to provide information sessions, tutorials, coaching and mentoring to our students and equally inspire them to apply for similarly competitive positions.



# Sixth Form Destinations 2018/2019

At Hawarden Sixth Form we take great interest in where our students progress to for higher education. Despite rising university costs, 49 of our students secured places at university in 2019.

UNIVERSITY	COURSE
Aberystwyth University	Geography
Bangor University	Film Studies, Law with History, Journalism and Media Studies, Childhood and Youth Studies, Psychology, Primary Education Leading to Qualified Teacher Status
Birmingham City University	Sports and Exercise Science
Cardiff Metropolitan University (CUWIC)	Education, Psychology and Special Educational Needs
Cardiff University	Dentistry, Nursing, Physiotherapy
Coventry University	Sports and Exercise Psychology
Edge Hill University	Nursing (Children's), Early Years Education, Childhood and Youth Studies, Nursing (Children's)
Glyndwr University	Television Production and Technology (with Foundation Year)
Harper Adams University	Bioveterinary Science
Keele University	Sociology with Social Science, Children's Nursing, Law
Lancaster University	Economics and Geography, Theoretical Physics
Leeds Beckett University	Psychology
Leeds Metropolitan University	Architecture, International Relations
Liverpool Hope University	Dance and Sports and Physical Education
Liverpool John Moores University	Accounting and Finance, Business with Marketing, Creative Writing, Sport Business, Business with International Business Management, Public Health, Film Studies
Liverpool University	Biological Sciences, Business Management
Manchester Metropolitan University	Business Management (Overseas), History, Psychology, Zoology, Sports Management, Geography
Manchester University	English Literature and American Studies
Middlesex University	English
Oxford University	History and Economics
Royal Northern College of Music	Popular Music - Vocal
Sheffield Hallam University	Biomedical Sciences, Psychology
South Devon College	Early Years Care and Education
Staffordshire University	Accounting and Finance
The University of Manchester	Anatomical Sciences with Industrial/Professional Experience, Cognitive Neuroscience and Psychology with Industrial/Professional Experience
University of Bath	Architecture
University of Birmingham	Physiotherapy, Computer Science, Mathematics
University of Bristol	Law, Biochemistry
University of Cambridge	Law, History, Music
University of Central Lancashire (UCLan)	Fire and Leadership Studies
University of Chester	Acting, Business Finance, Primary Education
University of Kent	Law
University of Leeds	Film, Photography and Media, Mathematics, Mechanical Engineering
University of Liverpool	Law with Accounting and Finance
University of Salford	Drama and Creative Writing
University of Sheffield	Biomedical Science
University of South Wales	Media Production
University of St. Andrews	Data Science
University of Wales Trinity Saint David	Ancient Civilisations with Foundation Year
University of York	Computer Science with Cyber Security, Philosophy, Politics and Economics



# Subject Information

**Students are taught by highly qualified specialist subject teachers in their subject area and have many years of experience as exam board moderators and examiners. Within each subject area students and parents are provided with a learning plan for each term detailing the knowledge, understanding, skills and assessment that will take place.**

There are regular assessments each half term with detailed feedback provided to support student's progression, these assessment points are reported upon to parents at the end of each half term on a grade card. Formal AS and A2 examinations in January provide students, parents and subject leaders with a realistic view of each individual student's progress so that support and intervention can be provided where necessary. Parents and students are able to access support from the pastoral tutors at any time throughout the term and are invited to review days and intervention meeting following the issue of grade card each half term.

In the spring term there is an opportunity for parents and students to meet with subject teachers to discuss individual progress following the formal mock examination. Tutorial support is offered in addition to timetabled subject lessons to assist with all aspects of the students learning, health and wellbeing and preparation for post 18 studies or employment.



# Applied Science

Pearson BTEC Level 3 Applied Science (7436)

**BTEC courses provide learners with the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. The content covers aspects of science such as laboratory science, environmental science, biological, chemical and physical science. To access the course you should have achieved at least a grade C or higher in GCSE Science/Additional Science or achieved at least a pass in a Level 2 BTEC Science course. You should also have achieved at least a grade C or higher in both GCSE English and GCSE Mathematics.**

**The course will require students to**

- complete internal assessments to build up a coursework portfolio
- listen and respond to a variety of scientific sources
- use scientific knowledge and understanding to accurately express facts and ideas, viewpoints, develop arguments, analyse and evaluate, in speech and writing
- investigate scientific phenomena and complete practical investigations
- understand how to create and use scientific reports to a professional standard

## **Summary Assessment**

Mandatory units completed in year 12:

Unit 1 - Principles and Applications of Science I

Unit 2 - Practical Scientific Procedures and Techniques

Unit 3 - Science Investigation Skills

***One further optional unit will also be delivered.***

## **Career Opportunities**

Applied Science has been developed in the science sector to give learners the opportunity to acquire technical skills, vocational skills, knowledge and understanding which are transferable, give full-time learners the opportunity to enter employment in science or to progress to vocational qualifications such as the BTEC Higher Nationals in Applied Biology, Applied Chemistry or health related or other science-related qualifications. The course will also allow students to increase their understanding of the role of the science technician or assistant practitioner.

**Course Leader: Mr C Dobson**

# Art & Design

## WJEC GCE Art and Design (2001/3001)

This course is intended to meet the requirements of students who wish to progress to study Art in college or university and is the perfect pathway to undertake an Art Foundation Course. While it is an advantage to have studied Art at GCSE level, this is not essential. The A level course requires a questioning mind, and a student who is not afraid to experiment creatively. An enthusiasm for the subject is important as well as an interest in and enjoyment of art, craft and design. The aim of the course is to help individuals think more independently as well as encouraging and promoting their intellectual, imaginative, creative and intuitive development.

### The course will require students to

- be investigative, analytical, experimental, practical, technical and expressive skills, using aesthetic understanding and critical judgement
- have independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes
- gain experience of working with a broad range of media, including traditional and new media and technologies
- have an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- develop knowledge, understanding and application of art, craft, design and media and technologies in contemporary and past societies and cultures
- have an awareness of different roles, functions and audiences and consumers of art, craft and design practice

### Summary Assessment

AS Unit 1 - (40%) A portfolio of work focused on a guided personal creative enquiry. Internally assessed, externally moderated.

A2 Unit 2 - (36%) A portfolio of work focused on an independent personal creative enquiry. Internally assessed, externally moderated.

A2 Unit 3 - (24%) Examination – Externally set, 6 weeks preparation and 15 hours to produce a final outcome. Internally assessed, externally moderated.

### Career Opportunities

Unendorsed Art & Design enables candidates to demonstrate their ability to undertake work from a wide area of studies: fine art, graphic communication critical and contextual studies, 3d design, textiles, photography, lens and light based media. The benefits of the Art & Design course are that it offers students a rich and diverse range of experiences. The syllabuses are broad-based and the assignments set are intended to stimulate a personal response and individual interpretation. This requires students to be well motivated and show evidence of a strong commitment to the subject.

**Course Leader: Miss M Davies**

# Biology

## WJEC GCE Biology (B400QS)

The study of Biology provides students with an insight into the living world. The wide breadth of topics includes understanding of the internal workings of organisms in physiology and the interdependence of living things in ecology, social issues including human influence on the environment and the ethical considerations of genetics. An investigative approach is promoted throughout the course, developing practical skills as well as an understanding of the scientific method. Through this practical work, students will develop an enquiring and critical approach that is applicable to their own data, the work of others and information available in the subject of Biology and beyond.

### The course will require students to

- develop essential knowledge and understanding of different areas of Biology and how they relate to each other
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of the scientific methods used in Biology
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop interest and enthusiasm for Biology, including developing an interest in further study and careers associated with the subject
- appreciate how society makes decisions about biological issues and how Biology contributes to the success of the economy and society
- apply mathematical skills to interpret and analyse data that they collect or are presented with

### Summary Assessment

AS Unit 1 - (20%) Basic Biochemistry and Cell Organisation - Examination

AS Unit 2 - (20%) Biodiversity and Physiology of Body Systems - Examination

A2 Unit 3 - (25%) Energy, Homeostasis and the Environment - Examination

A2 Unit 4 - (25%) Variation, Inheritance and Options - Examination

A2 Unit 5 - (10%) Practical Examination

### Higher Education Opportunities

The Biology course builds on skills, knowledge and understanding students will have already gained through their study of Biology at GCSE. The content taught and styles of learning provide an excellent transition into study of a biological science course in further education, including biomedical science, nutrition, animal science, medicine, biochemistry, pharmacy, forensic science and many more. The qualification will also particularly complement qualifications in Chemistry, Physics, Psychology, Mathematics or Sport as well as demonstrating to higher education establishments and future employers an ability to understand and critically analyse a range of information.

**Course Leader: Miss S Bunn**

# Vocational Business

## Pearson BTEC Level 3 National Extended Certificate in Business (7159)

The Pearson BTEC Level 3 National Extended Certificate in Business is an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification is equivalent in size to one A level and aims to provide a coherent introduction into the business sector.

### The course will require students to

- apply numerical skills in a range of business contexts
- gain good understanding of and the ability to use analytical techniques appropriate for the business world
- develop decision making skills transferable to a wide range of careers
- understand business behaviour can be studied from a wide range of contexts
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis

### Summary Assessment

The learning programme covers the following content areas: Business environments; Finance and Marketing

The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas: Human resources; Accounting; Marketing and Law.

There are 4 units of which 3 are mandatory, 1 is an optional unit. Of the four units, two are externally assessed (58%) and two are internally assessed (42%-coursework).

### Higher Education Opportunities

The course provides a foundation to studying a wide variety of degree level courses at University including International Business Management, Accounting and Finance, Marketing or Economics.

### Career opportunities:

The nature of the skills developed in Business would allow the pursuit of a career in a wide and varied number of fields including Retail, Human Resources, Financial Services, Logistics, Marketing, Public Relations or Project Management.

NB: You do not need to have studied Business at GCSE level, although there is a clear progression and development of previous areas of study.

Course Leader: Mrs V Garlick

# Business

## WJEC GCE Business (5260/5238)

This is a popular AS/A2 course with students who wish to pursue either a degree course, set up their own business or are simply looking for a stimulating and challenging course that has relevance to everyday life. The course will focus on the dynamic nature of the contemporary business world, providing opportunities for research into topical business issues and offering opportunities for the development and application of a full range of academic skills.

### The course will require students to

- apply numerical skills in a range of business contexts
- gain good understanding of and the ability to use analytical techniques appropriate for the business world
- develop decision making skills transferable to a wide range of careers
- understand business behaviour can be studied from a wide range of contexts
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis

### Summary Assessment

AS Unit 1 – (15%) Business Opportunities: 1 hour 15 minutes examination

AS Unit 2 – (25%) Business Functions: 2 hours examination

AS Unit 3 – (30%) Business Analysis and Strategy: 2 hours 15 minutes examination

AS Unit 4 – (30%) Business in a Changing World: 2 hours 15 minutes examination

### Higher Education Opportunities

The course provides a foundation to studying a wide variety of degree level courses at University including International Business Management, Accounting and Finance, Marketing or Economics.

### Career Opportunities

The nature of the skills developed in Business would allow the pursuit of a career in a wide and varied number of fields including Retail, Human Resources, Financial Services, Logistics, Marketing, Public Relations or Project Management.

*NB: You do not need to have studied Business at GCSE level, although there is a clear progression and development of previous areas of study.*

**Course Leader: Mrs V Garlick**

# Chemistry

## WJEC GCE Chemistry (547/5866)

Chemistry is a challenging but very interesting A-level course. It builds upon the theory taught at GCSE to develop understanding of the world around us on a molecular level, as well as develop analytical, practical and problem solving skills. Chemistry is fundamentally an experimental subject and this course provides numerous opportunities to use practical experiences to link theory to reality. An A level in Chemistry is an excellent pathway into further study within the sciences and beyond.

### The course will require students to

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

### Summary Assessment:

AS Unit 1 - (20%) The Language of Chemistry, Structure of Matter and Simple Reactions, Examination: 1 hour and 30 minutes

AS Unit 2 - (20%) Energy, Rate and Chemistry of Carbon Compounds, Examination: 1 hour 30 minutes

A2 Unit 3 - (25%) Physical and Inorganic Chemistry, Examination: 1 hour and 45 minutes

A2 Unit 4 - (25%) Organic Chemistry and Analysis, Examination: 1 hour and 45 minutes

A2 Unit 5 - (10%) Practical Examination

### Higher Education Opportunities

Chemistry involves abstract concepts which are linked together in many ways. For this reason Chemistry A Level is highly thought of by universities and employers. Chemistry AS or A Level qualifications are highly respected and can lead to many different pathways and courses such as: medicine, engineering, finance, scientific research, business, IT, industry, education and many more.

### Career Opportunities

Chemistry A-level allows you to develop skills which will be invaluable in a wide range of career options including; forensic science, pharmacology, medicine, finance, engineering, research and environmental science.

### Course Leader: Miss R Williams

# Computer Science

WJEC GCE Computer Science (5345/5391)

The WJEC AS and A2 in Computer Science qualification for Wales has been designed to give an in-depth understanding of the fundamental concepts of computer science and a broad scope of study opportunities.

This specification has been designed to free centres in order to concentrate on innovative delivery of the course by having a streamlined, uncomplicated, future-proof structure, with realistic technological requirements.

## The course will require students to develop

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills and language skills
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

## Summary Assessment:

AS Unit 1 - Fundamentals of Computer Science – (62.5%) Written examination: 2 hours

AS Unit 2 - Practical Programming to Solve Problems – (37.5%) On-screen examination: 2 hours

A2 Unit 3 - Programming and System Development – (20%) Written examination: 2 hours

A2 Unit 4 - Computer Architecture, Data, Communication and Applications – (20%) Written examination: 2 hours

A2 Unit 5 - Programmed Solution to a Problem – (20%) Non-exam assessment

## Higher Education Opportunities

Computing (multiple options), Computer Science (multiple options), Information Technology (multiple options), Computer Graphics (multiple options), Information Systems (multiple options), Information Management, Applied Computing Studies, Digital Media (multiple options)

## Career Opportunities

Chief Information Officer (CIO), network administration, computer programming, software engineer/ architect, software tester, computer game developer, ICT security engineer, database developer/ administrator, multimedia specialist, systems analyst, web developer, technical author.

**Course Leader: Mr A J Roberts**

# Drama & Theatre

## WJEC GCE Drama and Theatre Studies (10289/10290)

The course aims to develop candidates' interest and enjoyment in theatre both as a performer and an informed member of an audience. Students will foster an enthusiasm for and a critical appreciation of the subject, and develop an understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre. Students are given a range of opportunities to develop a variety of dramatic and theatrical skills, integrating theory and practice through an understanding of critical concepts.

### The course will require students to

- explore and experiment with styles of performance and techniques
- read and analyse plays, in the role of designer, director and actor
- visit the theatre to evaluate and review live theatre and study plays from different historical periods
- communicate and collaborate ideas within a group
- explore a range of performance skills, through the study of practitioners and different styles of theatre

### Summary Assessment

AS Unit 1 - (24% - 90 marks) Theatre Workshop: Non-exam assessment, internally assessed, externally moderated. Learners will participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text, developed using the techniques of either an influential theatre practitioner or a recognised theatre company. AS Unit 2 - (16% - 60 marks): Text in Theatre: Written examination, 1hr 30m. A series of questions based on a set text.

A2 Unit 3 - (36% - 120 marks) Text in Action: Non-exam assessment externally assessed by a visiting examiner. Learners will participate in the creation, development and performance of two pieces of theatre based on a stimulus.

A2 Unit 4 - (24% - 95 marks): Text in Performance: Written Examination, 2hr 30m. Two questions based on two different texts.

### Higher Education Opportunities

Pupils will develop a range of life skills and perhaps most importantly, enhanced communication skills that will prove invaluable within the workplace. Students will also be given the opportunity to study for Trinity Guildhall Speech and Drama exams to gain further UCAS points. It is a highly respected qualification and many students study Drama at higher education, however many have also used Drama A Level to take alternative pathways to study degrees in medicine and law etc.

You do not have to have studied Drama at GCSE level, just have a love of performance, either on or back stage, the ability to work with others, a willingness to visit the theatre regularly, energy and a sense of humour.

### Course Leader: Mrs J Jarvis

# English Language

WJEC GCE English Language (5346/5390)

This specification is designed to foster learners' independence as they explore English Language in a variety of contexts. It provides learners with opportunities to develop a wide and deep knowledge of the systems of the English language and of issues relating to language and its uses. Throughout this course learners are presented with opportunities to develop their own creativity, both in the ways they think about language and in the ways they develop expertise in using language to communicate. This course develops the skills learners have gained at GCSE and uses them to discover and analyse language in exciting and previously unexplored ways.

## This course will require students to

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop their skills as producers and interpreters of language
- independently investigate language in use

## Summary Assessment

AS Unit 1 - (20%) Exploring Language. This unit encourages learners to engage with language use in different situations. It gives them the opportunity to apply their critical skills and their language knowledge.

AS Unit 2 - (20%) Language Issues and Original and Critical Writing. This unit encourages learners to engage with language issues and to use language creatively.

A2 Unit 3 - (20%) Language over Time. This unit encourages learners to engage with language across time. It gives them the opportunity to apply their analytical skills and their knowledge of language change.

A2 Unit 4 - (20%) Spoken Language and Creative Re-casting. This unit encourages learners to engage with spoken language and to produce an original piece of writing. It is designed to give them opportunities to apply their analytical skills and to communicate creatively in different ways.

A2 Unit 5 - (20%) Language and Identity. This unit gives opportunities for language research which has a personal relevance. It is designed to engage learners with the theme of language and identity.

## Career Opportunities

English Language allows you to develop skills which will be invaluable in a wide area of career options such as:- professions where contact with people requires knowledge of inter-personal skills in written and verbal forms; the media, law, medicine and related fields. psychology, psychotherapy, occupations with children, business and human resources.

## Course Leader: Mrs B Thomas

# English Literature

WJEC GCE English Literature (5389/5405)

The AS and A Level English Literature course will encourage you to develop your interest in and enjoyment of literature as you read a range of contemporary and classic novels, plays and poetry. You will engage creatively with lively and stimulating texts; analyse and evaluate what you read; and explore the backgrounds of texts and other people's interpretations of them. You need to have a genuine enthusiasm for reading.

## The course will require students to

- read both set texts and others that they have selected for themselves
- engage creatively with a range of texts and ways of responding to them
- develop and apply their knowledge of how to analyse and evaluate
- explore the backgrounds of the texts they are reading and others' interpretations of them
- work independently to deepen their understanding
- have an interest in people, ideas and life

## Summary Assessment

AS Unit 1 - (20%) Poetry and Drama 1: A classic pre-1900 novel and twentieth century play

AS Unit 2 - (20%) Poetry Post -1900: In depth study of two twentieth or twenty-first century poets

A2 Unit 3 - (20%) Poetry Pre-1900 and Unseen Poetry: Classic poetry and a range of more modern poems for analysis and comparison

A2 Unit 4 - (20%) Shakespeare: Detailed study of one of Shakespeare's greatest plays

A2 Unit 5 - (20%) Prose Study Coursework: One 2500-3500 word assignment based on the reading of two prose texts from different periods, one pre-2000 and one post-2000

## Higher education opportunities

English Literature, Law, Marketing and PR, Media, American Studies, Creative Writing, Journalism, Linguistics, Publishing.

## Career Opportunities

Advertising, administration, broadcasting, civil service, diplomatic service, journalism, law, librarianship, marketing and market research, personnel management, psychotherapy, psychiatry, public relations, publishing, retail management, script writing, teaching, tourism and many more.

## Course Leader: Mr R Jones

# French

## WJEC GCE French (6287/6288)

This course is designed to encourage students to develop an interest in, and enthusiasm for, language; develop an understanding of the language in a variety of contexts and genres; communicate confidently, clearly and effectively in the language for a range of purposes; develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken. In addition to developing your language skills and extending the vocabulary and grammar which you have already learned at GCSE, you will extend your knowledge about French and French speaking countries.

### The course will require students to

- listen and respond to a variety of spoken sources, including authentic sources
- use the language to accurately express facts and ideas, viewpoints, develop arguments, analyse and evaluate, in speech and writing
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt spoken and written language appropriately for different situations and purposes
- understand and apply the grammatical system and a range of structures
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied

### Summary Assessment

AS Unit 1 - (12%) Speaking

AS Unit 2 - (28%) Listening, reading, translation into English and critical response in writing to the film

A2 Unit 1 - (18%) Speaking – based on independent research project

A2 Unit 2 - (30%) Listening, reading and translation into French

A2 Unit 3 - (12%) Critical and analytical response in writing to the book

### Links Abroad

To study French you must have a genuine interest in learning the language, with a desire to listen, read and surf the net in French of course! An interest in Europe and what is going on in the world and an interest in developing and discussing opinions and points of view is essential.

### Course Leader: Mr G Evans

# Geography

## WJEC GCE Geography (8455/8484)

You will study the meaning, causes, impacts and management of global challenges and how we can influence global challenges through our own lives. Topics and issues include climate change and the carbon cycle, tectonic hazards, refugee movements, geopolitical conflict, ecosystems management, ocean plastics and urban/rural challenges.

You will study the interactions and connections between physical and human processes and learn how these affect people on local and global scales.

The course will require students to

- have a broad knowledge of contemporary geographical issues
- gain an understanding of how the physical and human environment is interconnected and interdependent
- learn the ways geographers examine the relationship between complex contemporary issues in order to provide solutions
- develop a deep understanding of the multifaceted processes that influence, shape and change the modern world.

### Summary Assessment

At AS you will study :

Unit 1 - Tectonic hazards and changing landscapes

Unit 2 - Changing places

AS studies are supported by two fieldwork visits assessed as part of the changing places examination in year 12

At A2 you will study:

Unit 3 - Global governance and global systems

Unit 4 - A synoptic study of contemporary themes in geography which encompasses all elements of the A-level specification

Unit 5 - An individual investigation on a topic of your choice from the specification

### Career Opportunities

In 2017 90% of geography students were in work or further education within six months of graduating (TES). Geographers are sought after by employers because of the range of skills and understanding they have developed. Geographers are able to adapt to different roles and challenges and are equally as comfortable in the field as they are in the office. With a qualification in Geography you can move into a career in anything from an Expedition Advisor or a Trekking Company Manager, to a Foreign News Editor or Scientific Officer – from a Marine Biologist or an Aid Project worker to a Film Producer or Communications Officer. Geography is a multi-disciplined subject which opens doors into many exciting careers.

**Course Leader: Mr C Smith**

# German

## WJEC GCE German (0281/0286)

This course is designed to encourage students to develop an interest in, and enthusiasm for, language; develop an understanding of the language in a variety of contexts and genres; communicate confidently, clearly and effectively in the language for a range of purposes; develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken. In addition to developing your language skills and extending the vocabulary and grammar which you have already learned at GCSE, you will extend your knowledge about Germany and German speaking countries.

### The course will require students to

- listen and respond to a variety of spoken sources, including authentic sources
- use the language to accurately express facts and ideas, viewpoints, develop arguments, analyse and evaluate, in speech and writing
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt spoken and written language appropriately for different situations and purposes
- understand and apply the grammatical system and a range of structures
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied

### Summary Assessment

AS Unit 1 - (12%) Speaking

AS Unit 2 - (28%) Listening, reading, translation into English and critical response in writing to the film

In total 40% of the A Level, but can be taken as a stand-alone qualification with reduced UCAS points.

A2 Unit 1 - (18%) Speaking - based on independent research project

A2 Unit 2 - (30%) Listening, reading and translation into German

A2 Unit 3 - (12%) Critical and analytical response in writing to the book

In total 60% of the A Level

### Career Opportunities

Languages can be used in a range of careers in marketing, law, engineering, retailing & leisure and tourism etc. German combines very well with ICT skills and can be an asset in your future career.

A study visit to Berlin in Year 12 will give you the opportunity to practise your German.

### Course Leader: Mr G Evans

# Government & Politics

WJEC GCE Government and Politics (1179/1987)

Things are not always what they seem! Do you have an interest in current affairs? Want the opportunity to express your opinions (and explain them)? Have a desire to think, question and discuss issues which affect us all? Enjoy argument and discussion? Then the study of Government and Politics at 'A' Level is just what you need. Because of the importance and relevance of the subject matter to our everyday lives it is hoped that you will find the course interesting, valuable and enjoyable. The group may attend several conferences per year and students may have the opportunity to visit London to see aspects of the course at first-hand. Visits are sometimes arranged to European Institutions, local courts and relevant political events.

## The course will require students to

- analyse, evaluate and demonstrate knowledge
- make connections and show an awareness of similarities and differences of political systems
- communicate and make coherent arguments
- have an interest in people, ideas and life
- have a genuine enthusiasm for reading
- have a readiness to be involved in discussions
- and a willingness to write about what you read

## Summary Assessment

A mixture of structured questions and extended response questions

AS Unit 1 – (20%/80 marks) Government in Wales and the United Kingdom: Written examination 1 hour 30 minutes

AS Unit 2 – (20%/80 marks) Living and Participating in a Democracy: Written examination 1 hour 30 minutes

A2 Unit 3 – (30%/120 marks) Political Concepts and Theories: Written examination 2 hours 30 minutes

A2 Unit 4 – (30%/120 marks) Government and Politics of the USA: Written examination 2 hours 30 minutes

## Career Opportunities

Despite its demanding nature students enjoy their course and this is reflected in the 'A' level grades they achieve. Many become actively involved in politics and high proportions go on to study Politics/Public Administration at University.

# Vocational Health & Social Care

WJEC (Double Award) Health and Social Care (4814/4867)

This offers students the opportunity to complete a demanding course delivered by experienced teachers who are able to provide support and guidance. It provides an excellent foundation to a variety of degree courses and professions. Students may progress to study Nursing, Social Work, Teacher Training, Occupational Therapy, Psychology, Youth Work, & Holistic Therapies at various universities. It provides opportunities to extend volunteering, both within and outside of the school community. It will include attending a conference where the guest speakers will provide students with the communication skills to prepare and deliver presentations .

## The course will require students to

- develop and sustain an interest in Health, early years care and education, social care and issues affecting the care sector
- acquire knowledge and understanding of health, early years care and education and issues affecting the health and social care sector
- develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem solving in a work related context
- apply knowledge, understanding and skills
- prepare for further study and training

## Summary Assessment

AS Unit 1 - (20%) Promoting Quality Care and Communication: Written Examination

AS Unit 2 - (30%) Promoting Good Health: Internal Assessment: Coursework Project

A2 Unit 3 - (25%) Provision of Health, Social Care and Children's Service: Controlled Assessment

A2 Unit 4 - (25%) Care for older individuals Optional Unit: Internal Assessment: Coursework Project

## Career Opportunities

Relevant work experience placements will be sought for students. Throughout the course students will employ an investigative and problem solving approach to study preparing them to progress to study; nursing, social work, teacher training, occupational therapy, psychology, youth work, & holistic therapies at various universities.

## Course Leader: Mrs H Ellis

# History

## WJEC GCE History (5817/5830)

A qualification in History is useful in its own right; it also complements many other subjects such as English and Geography. History could be a useful AS/Advanced Level course for those who are concentrating on the Sciences. It is also an enjoyable subject, which can open doors to a large number of further education and degree courses. It is also essential that prospective historians have a sense of time and place.

The course will require students to be able to:

- evaluate historical events
- analyse historical events
- explain the causes and consequences of historical events
- consider the process of historical change and its causes, consequences and significance
- research historical events
- communicate effectively

### Summary Assessment

AS Unit 1 - (20%) Government, Rebellion and Society in Wales and England c. 1485-1603 - Written examination: 1 hour 30 minutes

AS Unit 2 - (20%) Germany - Weimar and its Challenges C.1918-1933 Depth Study Part 1 - Written examination: 1 hour 45 minutes

A2 Unit 3 - (20%) The American Century c.1890-1990 Depth Study Part 2 - Breadth Study. Written examination: 1 hour 45 minutes

A2 Unit 4 - (20%) Nazi Germany C.1933-1945. Written Examination: 1 Hour 45 Minutes

A2 Unit 5 - (20%) Historical Interpretations Non-Exam Assessment: 3000-4000 words

### Higher Education opportunities

History is an incredibly well respected academic qualification. It is highly favoured by top universities as it demonstrates a wide range of skills, analysis, evaluation, persuasion, and communication. It is also a very interesting and enjoyable subject.

### Career Opportunities

History is a highly sought after qualification in a wide range of professions such as law and journalism. It is also interesting to note that more leaders of business and industry have studied History than any other subject.

**Course Leader: Mrs J Sawle**

# ICT

## WJEC GCE Information Communication Technology (2152/2153)

Information Communication Technology (ICT) offers the opportunity for you to identify and solve problems by developing systems in a wide range of contexts relating to your personal interests. ICT encourages you to develop interdisciplinary skills, your capacity for imaginative, innovative thinking whilst being creative and independent learners. Students will also have opportunities for acquiring skills needed in the IT profession such as co-operative working and project management. These practical skills can be developed in areas of ICT that are of interest to them.

### The course will require students to be able to

- develop and sustain your innovation
- be creative using your ICT capability
- produce high quality systems
- develop a critical understanding of influences, processes and products have on ICT activity
- complete wide range of activities to develop an understanding of commercial practices
- develop project management, implementation and evaluation skills

### Summary assessment

AS Unit 1: (24%) Information Systems: Examination

AS Unit 2: (16%) Presenting Information: Internal assessment: Multimedia project, including web design, recording and editing video, creating original animations, automated documents and creating DTP documents

A2 Unit 3: (30%) Use and Impact of ICT: Examination

A2 Unit 4: (20%) Relational Database Project: The project requires you to demonstrate the integration of design skills, knowledge and understanding of relational databases

### Higher Education opportunities

Computer science, software engineering, computing, computer game applications development, computer games technology information and interface design, business computing and it, business information technology, web design and software development, graphic and digital design, computer software development.

### Career Opportunities

You will be a strong candidate for work as a business and office manager, human resources officer, database administrator, information systems manager, IT consultant, network engineer, systems analyst or systems developer, graphic designer, web designer.

### Course Leader: Mrs V Garlick

# Law

## WJEC GCE Law (1978/1986)

This course is designed to provide students with an excellent grounding in various aspects of the Law, developing their knowledge and enthusiasm for the subject. Law provides the framework for modern society, impacting on all our lives. Studying Law offers the chance to question how society is regulated. It embraces every aspect of our lives, from crime to the environment, from buying a bus ticket to resolving international disputes. This is a very popular course which has traditionally yielded very good A Level passes for our students.

### The course will require students to

- communicate, both written and oral, with the ability to construct clear and well-reasoned arguments
- find and manage large quantities of information from both printed and electronic sources
- think clearly and logically to analyse and solve problems
- the capacity for independent thinking and the ability to critically evaluate the law and think about where it needs to be reformed
- be organised and disciplined; the ability to work independently
- work well with others and develop their ideas as a group

### Summary Assessment

AS Unit 1: (25%) The Nature of Law and the Welsh and English Legal Systems

AS Unit 2: (15%) The Law of Tort

A2 Unit 3: (30%) The Practice of Substantive Law, Human Rights Law and Criminal Law

A2 Unit 4: (30%) Substantive Law Perspectives, Human Rights Law and Criminal Law

### Career Opportunities

An extremely high percentage of our students decide to pursue a career in the Legal profession and have gone on to study Law at university. You will be a strong candidate for a number of career opportunities with the skills, knowledge and understanding you can gain from studying Law as an A level.

### Course Leader: Mrs B Burrows

# Mathematics

 WJEC GCE in Mathematics (1977/1983)

The study of mathematics at A level can be divided into two components; pure mathematics and applied mathematics. Pure mathematics will see you develop core skills in, but not limited to: algebra, calculus, coordinate geometry, functions, mathematical argument and proof. Applied mathematics will develop your modelling skills and allow you to see the relevance of the subject in the real world. Mathematics can be a challenging subject to study but with time, patience and motivation it can also be hugely rewarding and beneficial to future career options. The dedication, support and guidance from staff has made A level mathematics a consistently popular choice at Hawarden High School.

## The course will require students to

- construct and present mathematical arguments and examples
- understand mathematical language, facts, concepts and techniques
- comprehend and critique mathematical arguments, proofs and justifications
- use mathematical methods and techniques to solve problems in a variety of contexts
- translate a situation from a real world context into a mathematical model

## Summary Assessment

AS Unit 1 – (25% / 120 marks) Pure mathematics. A written examination, 2 hours 30 minutes

AS Unit 2 – (15% / 75 marks) Applied mathematics. Written examination, 1 hour 45 minutes and composed of two sections:

Section A: Statistics (40 marks); Section B: Mechanics (35 marks)

A2 Unit 3 – (35% / 120 marks) Pure mathematics. A written examination, 2 hours and 30 minutes

A2 Unit 4 – (25% / 75 marks) Applied mathematics. A written examination, 1 hour and 45 minutes and composed of two sections:

Section A: Statistics (40 marks); Section B: Differential equations and Mechanics (35 marks)

## Higher Education opportunities

Mathematics is a fascinating, enthralling and rewarding subject in its own right but is also an essential requirement for many higher education courses such as: mathematics, engineering, sciences, medicine, veterinary science, architecture, actuarial studies, economics, geology, optometry, some computing courses and some finance/banking courses.

## Career Opportunities

Mathematics is highly regarded universally. As you may have noticed from the long list of subjects above Mathematics opens so many doors! There is a growing trend of students pursuing apprenticeships rather than attending university full time, and A Level Mathematics provides a distinct advantage over the competition. In recent years, former students have become mechanical engineers, sound production engineers, accountants, actuaries, doctors, medical scientists, computer graphic designers, graduate engineering apprentices, sports scientists, teachers, architects and fashion designers.

**Course Leader: Mrs I Birch**

# Further Mathematics

## WJEC GCE in Further Mathematics (1980/1984)

Further Mathematics is designed to broaden the mathematical experiences of students and can only be taken if Mathematics has also been chosen as an option. As in the Mathematics GCE course, a mixture of pure mathematics units and applications units will be studied. In the pure mathematics units the concepts and methods studied in the mathematics course will be developed further, in addition new and exciting areas of pure mathematics will be introduced: complex numbers and matrices. These areas of the course give students the opportunity to develop some of the more abstract concepts of mathematics. The applications units cover further study of mechanics and statistics.

The course, in addition to the mathematics course, will require students to

- further construct mathematical arguments and examples
- understand mathematical language, syntax, symbols associated with set theory, facts, concepts and techniques
- further comprehend and critique mathematical arguments, proofs and justifications
- extract an underlying mathematical structure from a context and solve problems presented in an unstructured format
- apply principles of the problem solving cycle: specify the problem, collect information, process and represent information and interpret results
- create a mathematical model based on a situation given
- use the model to: explore situations further, interpret outputs and refine the original model

### Summary Assessment

AS Unit 1 - (13.3%) Further Pure Mathematics A: - written examination 1 hour 30 minutes

AS Unit 2 - (13.3%) Further Statistics A: written examination 1 hour 30 minutes

AS Unit 3 - (13.3%) Further Mechanics A: written examination 1 hour 30 minutes

A2 Unit 4 - (35%) Further Pure Mathematics A: written examination 2 hour 30 minutes

A2 Unit 5 - (25%) Further Statistics: written examination, 1 hour 45 minutes OR

A2 Unit 6 - (25%) Further Mechanics: written examination, 1 hour 45 minutes

### Higher Education Opportunities

Depending on the university the study of further mathematics is an essential requirement for those who are considering going on to study mathematics at degree level. Some universities will also lower entry requirements, for a mathematics degree, if they are aware you have been studying further mathematics. In terms of its wider application the mathematics covered in further Mathematics is highly valuable to those pupils who are considering any form of engineering or any subject area that has a strong mathematical element to the course.

**Course Leader: Mrs I Birch**

# Media Studies

## WJEC GCE Media Studies (1976/1982)

The AS and A Level Media Studies course will encourage you to analyse media concepts and conventions in a range of contemporary and classic texts in mediums such as films, music, TV, adverts, magazines, video games and websites. You will look at how the media represents people, places, issues and events. You will explore how we influence and are influenced by the media. Recent case studies have included 'Blade Runner', 'Prime Suspect', Chanel adverts and pop music videos. It is not essential to have studied GCSE Media, but it is vital to have a keen interest in most of the aforementioned areas.

### The course will require students to

- watch, or read, and respond to a variety of audio-visual and print-based sources
- use media language accurately and fluently to express ideas and viewpoints, develop arguments, analyse and evaluate, in discussions and writing
- develop an understanding of the global multi-media world in which we live
- apply many communication skills to their learning by contributing to group seminars, presentations and whole class debates
- understand and explore the key concepts of media: language, audiences, representations, narratives, genre and industries
- develop personal foreknowledge of media texts through the reading of newspaper or online media supplements
- use media technology creatively and skilfully in the construction of production artefacts

### Summary Assessment

The AS counts for 40% of the overall qualification; the A2 counts for 60%

AS Unit 1 – (24%) Investigating the Media: exam consisting of questions based on three sections: Advertising/Music Videos, Online News and Film Industries

AS Unit 2 – (16%) Creating a Media Production: non-exam assessment – researching, planning and producing own texts; briefs are set by the exam board

A2 Unit 3 – (36%) Media in the Global Age: exam consisting of questions based on three areas: Television, Magazines and Video Games

A2 Unit 4 – (24%) Creating a Cross-Media Production: non-exam assessment – investigative research, production and critical analysis; briefs are set by the exam board

### Other information

This media course complements a number of others due to its focus on key communication skills; developing and improving students' confidence and ability in debating, researching and sharing ideas. The course helps develop study skills that many find relevant for university. Media is becoming an increasingly popular subject at university and is helpful, obviously, if you are considering careers such as film/broadcast production, journalism, photography, marketing and advertising. Many former pupils studying a range of subjects, such as Geography, medicine, teaching and Law, comment on the invaluable communications skills developed in their Media A Level.

**Course Leader: Mrs K Lumby-Jones**

# Music

## WJEC GCE Music (8509/8550)

Music is assessed by the three distinct but related disciplines of performing, composing and appraising. The specification will give you the freedom to express your own musical interests through composing and performing in styles of your own choice and also within at least one of the specified areas of study. You will be able to play to your strengths in either performing or composing and demonstrate your ability to draw together different areas of knowledge and understanding from across areas of study in the listening and appraising examination.

### The course will require students to

- carry out focused assessment of specific performing and composing skills
- the opportunity to specialise in either performing or composing at A Level for an extra 8% of the qualification
- the opportunity to link creative and practical work with your chosen area of study
- the inclusion of a 'free choice' composition
- a choice between two set works from the Western Classical Tradition for analysis
- a choice of 'popular music' areas of study from the 20th and 21st Centuries
- exam questions which demand analysis, extended answers, comparison of musical extracts and responses to unprepared extracts of music as well as set works

### Summary Assessment

The course is divided into a total of six units, three AS units and three A2 units

AS Unit 1 - Performing (12%) Externally assessed: Performance of 6-8 minutes

AS Unit 2 - Composing (12%) Externally assessed: Two compositions

AS Unit 3 - Appraising (16%) Written examination: 1 hour 30 minutes - The Western Classical Tradition and either Rock and Pop or Musical Theatre or Jazz

A2 Unit 4 - Performance: Externally assessed: A (22%) 10-12 minutes or B (14%) 6-8 minutes

A2 Unit 5 - Composing: Externally assessed: A (14%) Duration: 3-6 minutes (2 compositions) or B (22%) Duration: 5-9 minutes (3 compositions)

A2 Unit 6: - Appraising (24%) Written examination: 2 hours 15 minutes - The Western Classical Tradition or Religious Choral Music and Music of the Twentieth and Twenty-first Centuries

### Further Education Opportunities

This course provides a suitable foundation for the study of Music or a related area through a range of higher education courses or direct entry into employment. In addition, the specification provides a coherent and worthwhile course of study for students who do not progress to further study in this subject.

**Course Leader: Mrs C O'Hare**

# Performing Arts

## Performing Arts Level 3 Extended Certificate (7233)

**Performing Arts Level 3 Extended Certificate (05851) offers students the opportunity to understand a range of performance skills, and their place within the Performing Arts industry. This is an exciting new course that encourages students to develop their skills in readiness to seek employment or go on to higher education. With the potential of 120 UCAS points (the equivalent to 1 A grade A Level), it will appeal to a range of students with a variety of interests.**

### The course will require students to

- develop their performance skills through a practically taught course
- shape the course for their own needs, by selecting the units that appeal to their strengths
- work independently and with others, to visit the theatre regularly, be committed to after school rehearsals and have a lively imagination
- work to your strengths - you may explore acting, dance, music, technical design in set, lighting or costume and make-up design as part of the performance elements of the course
- develop invaluable life skills that will help foster excellent employability skills

### Summary Assessment

Mandatory units:

Unit 1 - Prepare to work in the performing arts sector

Unit 2 - Proposal for a commissioning brief

Unit 3 - Influential performance practice

Unit 4 - Combined arts

### Optional Units include:

Current issues in performing arts; Improvisation; Health and fitness for performance; Performing repertoire

### Career Opportunities

Pupils will develop a range of life skills, and perhaps most importantly enhanced communication skills that will prove invaluable within the workplace. Many pupils go on to study Drama at higher education, or as a route into university. Students will also be given the opportunity to study for Trinity Guildhall Speech and Drama exams to gain further UCAS points.

**Course Leader: Mrs J Jarvis**

# Photography

## WJEC GCE Art and Design (2001/3001)

This option covers a broad and changing area of study with light-based imagery spanning almost two centuries. Learners might engage with early light-based images and rudimentary technology, such as a pinhole camera, as well as the most contemporary, which may include the use of digital cameras, video camcorders, photocopiers, scanners and mobile phones. They may also work exclusively with film based or digital technology or with both.

### The course will require students to

- explore relevant images and resources relating to lens-based media from the past and from recent times
- undertake relevant research that is integral to the investigating and making process
- produce a personal response to themes that take the form of both practical and critical activities
- demonstrate an understanding of the different styles, genres and traditions
- create outcomes that can be screen or print based, comprise still or moving images and might be discrete to the subject area or combined with other art forms

### Summary Assessment

AS Unit 1 - (40%) Personal Creative Enquiry internally assessed, externally moderated

A2 Unit 2 - (36%) Personal Investigation internally assessed, externally moderated

A2 Unit 3 - (24%) Externally Set Assignment, internally assessed, externally moderated

### Areas of Study

Photographing people, photographing places, still-life photography, documentary photography, photojournalism, experimental imagery, photographic installation, fashion photography, digital imaging, moving image (video, film, animation).

The benefits of the Photography, Art & Design course are that it offers students a rich and diverse range of experiences. The syllabuses are broad-based and the assignments set are intended to stimulate a personal response and individual interpretation. This requires students to be well motivated and show evidence of a strong commitment to the subject.

### Course Leader: Ms M Davies

# Physical Education

WJEC GCE Physical Education (8439/8485)

The course takes a multi-disciplinary approach, with the focal point being on participation and performance in physical activity as part of a balanced, active and healthy lifestyle. The course is based on the interaction between the theory and practice of Physical Education. Students wishing to follow this course must have a keen interest in all sports and be self-motivating. They should enjoy reading articles and listening to discussions about sporting issues.

## The course will require students to

- regularly attend lessons
- attend KS3 lessons to support and improve their coaching skills
- complete a personal performance profile as part of their coursework
- complete and submit homework on time and engage with the feedback processes
- each pupil is required to purchase a 6th Form PE polo shirt
- act as an ambassador for Physical Education and School Sport across the whole school

## Summary Assessment

AS Unit 1 - (24%) Exploring Physical Education

AS Unit 2 - (16%) Improving Personal Performance in Physical Education

A2 Unit 3 - (36%) Evaluating Physical Education

A2 Unit 4 - (24%) Refining Personal Performance in Physical Education

## Further Education Opportunities

Sport and exercise science, sports development, business in sport, coaching development.

There is an expectation that our A Level students contribute to extracurricular sport either as a performer, coach or official.

## Course Leader: Miss S Morris

# Physics

## WJEC GCE Physics (5867/5848)

**“All science is either physics or stamp collecting” (Rutherford)**

Physics is the most fundamental of the sciences with other subjects depending on it. It is an important qualification for anyone wanting to pursue a scientific, engineering or financial career. In addition, the training it provides in solving problems in a logical and systematic manner makes it valuable to many employers, even for jobs not making use of physics itself. It is essential students have at least a B in GCSE Mathematics and either GCSE Double Award Science or GCSE Physics. Students will also have an opportunity to visit CERN, Geneva in the summer of Year 12 to deepen their understanding of particle and field physics.

### The course will allow students to

- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem solving skills
- develop their interest in and enthusiasm for the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- the ability to use mathematics with confidence is essential

### Summary Assessment

AS Unit 1 - (20%) Motion, Energy and Matter. Written Examination

AS Unit 2 - (20%) Electricity and Light. Written Examination

A2 Unit 3 - (25%) Oscillations and Nuclei. Written Examination

A2 Unit 4 - (25%) Fields and Options (Alternating currents / Medical physics / The physics of sports / Energy and the environment). Written Examination

A2 Unit 5 - (10%) Practical Examination

### Career Opportunities

Employers today actively seek out people who can prove their ability to think logically, understand complex ideas and apply them to the real world. If you want a career in science, the media, education, engineering, business, finance, IT or a host of other fields, physics can help give you the edge. Employers see a physics qualification as an indication of someone who will immediately be an asset to the organisation because of the way it trains you to think.

**Course Leader: Mr M Lewis**

# Product Design Engineering

WJEC GCE Design and Technology (1981/1985)

Do you love solving problems and being a creative resistant material, engineering graphics student? Product Design focuses on the use of imagination, initiative and resourcefulness within the design process to create products we use and wear and for environments we live in. You will have experience of identifying needs and developing creativity in your thinking in a wide range of materials using Computer Aided Design (CAD) and the latest CNC equipment including 3D printing. Throughout the course you will develop your critical awareness of the work of other designers and develop expertise to enable innovative ideas to be manufactured to an exceptional standard.

The course will require students to

- have a genuine interest in creating innovative control technology, graphics, fashion, architectural models, every day products or just something that hasn't been designed yet!
- consider innovation and creativity in all aspects of manufacturing and design
- consider how everyday products have evolved into their present form
- develop skills and creativity, use of modern CAD
- be adaptable to use Computer Aided Manufacture (CAM) including 3D printing and laser cutting

## Summary Assessment

AS Unit 1 - (50 %) Written Examination 3hrs

AS Unit 2 - (50 %) Coursework Project focusing on design and innovation in Product Design

To complement your coursework project your observations and understanding of how people design and make products are presented in a log book

A2 Unit 3 - (50%) Written Examination 2½hrs

A2 Unit 4 - (50%) Coursework Project

## Higher Education Opportunities

The A Level Product Design qualification will provide a powerful illustration about your creativity and innovation to further education and industry that you have got what it takes to manage complex projects. This qualification will open doors to studying Civil/Material/Manufacturing Engineering, Industrial Product/Graphic/Web/Games Design, Interior Design, Architecture/Architectural Engineering & Design Management & Business related degrees.

## Career Opportunities

Additionally design related apprenticeships such as Land Rover Jaguar Manufacturing Engineering scheme also value this A Level. You will be a strong candidate for work as a design of many disciplines with many students moving onto architecture, product design, graphic design, engineering and manufacturing.

**Course Leader: Mr M Kenny**

# Psychology

## WJEC GCE Psychology (5719/5759)

This is one of the most popular AS/A2 courses with students whose longer term ambition is to follow a professional career through a degree path, or who are simply looking for a stimulating and challenging course that has relevance to everyday life. Classes are very popular and enable a mix of group discussion, formal teaching and student led activities.

### The course will require students to

- engage fully with material of relevance and interest
- cover the five main approaches to psychology
- learn a real life therapy based on each
- cover some classic psychology studies such as Milgram's controversial obedience study and decide whether they would be allowed today
- be able to work on some practical psychology research and look into a wide range of topics such as dreams and their meanings and forensic psychology

### Summary Assessment

AS Unit 1 - (20%) Past to Present: Written Examination. Psychological problems and therapies

AS Unit 2 - (20%) Investigating Behaviour: Written Examination. Psychological Research

A2 Unit 3 - (40%) Implications in the Real World. Written Examination: You will study three from six nominated behaviours; Addiction, autism, bullying, criminology, stress and schizophrenia

A4 Unit 4 - (20%) Applied Research Methods. Written Examination: Methodologies used in Psychology

### Higher Education Opportunities

Educational psychology, forensic and criminal psychology, criminology, clinical psychology, sports psychology, or more general work. Psychology is also becoming more and more important in business with organisational psychologists working in industry in a variety of fields such as marketing and human resource management.

### Career Opportunities

A Level Psychology is a popular choice for those wishing to pursue an interesting career in this profession. However it's also true that studying the reasons why people act as they do will help you in any situation or career. However if you go on to complete a degree or masters in Psychology you might go on to work on one of the above psychology professions.

**Course Leader: Mrs K Johnson**

# Religious Studies (Philosophy and Ethics)

WJEC GCE AS and A Level (0277/0279)

Religious Studies has become the fastest growing A Level over the past two decades. It is an exciting and engaging qualification which develops understanding and skills in students that are useful for those looking to enter either higher education or employment. Due to its increasing popularity, and an acknowledgement of the skills it develops, an A Level in Religious Studies is highly regarded by universities and employers.

## The course will require students to

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop an understanding and appreciation of religious, philosophical and ethical thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion, philosophy and ethics
- reflect on and develop their own values, opinions and attitudes in the light of their study

## Summary Assessment

The specification is divided into a total of five units, two AS units and three A2 units:

AS Unit 1 – (15%) An Introduction to the Study of Religion – Buddhism or Islam - students study four fundamental religious themes: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity - Written examination: 1 hour 15 minutes

AS Unit 2 – (25%) An Introduction to Religion and Ethics and the Philosophy of Religion – students study key ethical themes, such as, Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism and fundamental philosophical themes, such as, arguments for and against the existence of God and religious experience - Written examination: 1 hour 45 minutes

A2 Unit 3 (20%) - A Study of Religion – Buddhism or Islam – this unit builds on AS Unit 1 - Written examination: 1 hour 30 minutes

A2 Unit 4 (20%) - Religion and Ethics - students study fundamental ethical themes, such as ethical thought, deontological ethics, determinism and freewill - Written examination: 1 hour 30 minutes

A2 Unit 5 (20%) - Philosophy of Religion - students study fundamental philosophical themes, such as challenges to religious belief religious experience and religious language – Written examination: 1 hour 30 minutes

**Course Leader: Miss S Pugh**

# Sociology

## WJEC GCE Sociology (5237/5258)

The study of A Level Sociology focuses on contemporary society, sociology fosters the development of critical and reflective thinking with a respect for social diversity. It provides an awareness of the importance of social structure and social action in explaining social issues. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world and society.

### The course will require students to

- develop an understanding of changing British society as well as opportunities to learn about sociological methods and research
- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues

### Summary Assessment

AS Unit 1 - (15%) Youth Culture 1¼ hour Written Examination.

AS Unit 2 - (25%) The Role of Education 2 hour Written Examination.

A2 Unit 3 - (25%) Crime and Deviance 2 hour Written Examination. Candidates will be expected to demonstrate evidence of synoptic understanding.

A2 Unit 4 - (35%) Divisions to inequality 2 ¼ hours Written Examination.

### Higher Education Opportunities

The course is a suitable foundation for the study of sociology or a related area of higher education courses such as criminology or law. Learners will be offered a choice of topics that include families, youth culture, the community, education, religion, mass media, crime, politics, health and disability, social divisions and world sociology. The emphasis on skills allows learners to develop and demonstrate their 'sociological imagination' by focusing on their own personal identity, responsibilities and roles within society.

**Course Leader: Mrs K Johnson**

# Spanish

## WJEC GCE Spanish (0278/0286)

This course is designed to encourage students to develop an interest in, and enthusiasm for, language; develop an understanding of the language in a variety of contexts and genres; communicate confidently, clearly and effectively in the language for a range of purposes; develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken. In addition to developing your language skills and extending the vocabulary and grammar which you have already learned at GCSE, you will extend your knowledge about Spanish and Spanish speaking countries. It is expected that students will have previously learnt Spanish to GCSE level or equivalent.

The course will require students to

- listen and respond to a variety of spoken sources, including authentic sources
- use the language to accurately express facts and ideas, viewpoints, develop arguments, analyse and evaluate, in speech and writing
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres
- adapt spoken and written language appropriately for different situations and purposes
- understand and apply the grammatical system and a range of structures
- study aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities whose language is being studied

### Summary Assessment

AS Unit 1 - (12%) Speaking

AS Unit 2 - (28%) Listening, reading, translation into English and critical response in writing to the film

In total 40% of the A Level, but can be taken as a stand-alone qualification with reduced UCAS points.

A2 Unit 1 - (18%) Speaking - based on independent research project

A2 Unit 2 - (30%) Listening, reading and translation into Spanish

A2 Unit 3 - (12%) Critical and analytical response in writing to the book

### Higher Education Opportunities

To study Spanish you must have a genuine interest in learning the language, with a desire to listen, read and surf the net in Spanish of course! An interest in Europe and what is going on in the world and an interest in developing and discussing opinions and points of view is essential.

### Career Opportunities

Languages can be used in a range of careers in marketing, law, engineering, retailing and leisure and tourism. Spanish combines very well with ICT skills and can be an asset in your future career.

### Course Leader: Mr G Evans

# Sport

## Pearson BTEC Level 3 (7218)

The BTEC Sport course will develop your core specialist knowledge, understanding and skills in aspects relating specifically to sport, coaching and the leisure sector. The course outline includes anatomy and physiology, fitness analysis, sports coaching and different areas of sports provision. All lessons are delivered either in an ICT suite or in a practical setting, making use of the sports facilities around the school. The BTEC Sport course, equivalent in size to one A Level, offers a broad basis of study for the sport sector.

The course will require students to

- regularly attend lessons in order to receive mentorship through the different assignment pieces
- apply ICT skills including Microsoft Word and PowerPoint to complete assignments, on time, for coursework based units.
- have a keen interest in sport and fitness and read around the topics covered in the course.
- perform practically in order to gain a greater understanding of the concepts covered and generate data towards assessment pieces.
- revise thoroughly and be able to recall information for exam based units.
- act as an ambassador for Physical Education and School Sport across the whole school Summary Assessment

### Summary Assessment

AS Unit 1 - Anatomy and physiology (externally assessed)

AS Unit 7 - Practical sports performance (internally assessed)

A2 Unit 2 - Fitness training and programming for health, sport and well-being (externally assessed)

A2 Unit 3 - Professional development in the sports industry (internally assessed)

Of the four units, two are externally assessed (exams) and two are internally assessed (coursework). The weighting of the qualification is 67% external assessment (exam) and 33% internal assessment (coursework). The qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The course would be suitable for anyone considering a career in a range of sectors including physical education, sports coaching, sports development and the health and fitness industry.

### Higher Education Opportunities

The BTEC Sport qualification would appeal to any student wishing to go into higher education, specifically to anyone considering a degree course in subjects including Sport and Exercise Sciences, Sports Development, Sports Studies, Business in Sport or Sports Coaching Development. By way of employment, the BTEC Sports Diploma is valued by the fitness and leisure industries as well as sports coaching organisations.

**Course Leader: Mr B Rodgers**

# Welsh

## WJEC GCE Welsh Second Language (5113/5403)

If you enjoyed 'Cymraeg' at GCSE then you'll enjoy A Level even more! At A Level you'll have lessons more frequently which means your speaking will improve very quickly. As well as improving your speaking skills you'll also start to learn about Welsh cultural events and activities, literature, history and politics. Taking Welsh Second Language at A Level shows any university or employer that you have developed a specialist skill to a high level.

### The course will require students to:

- study Welsh with interest, enjoyment and enthusiasm
- communicate effectively and fluently, orally and in writing
- write creatively and factually for a range of purposes
- analyse familiar and unfamiliar texts independently
- listen and respond to the opinions of others when expressing a point of view
- express an independent opinion, based on knowledge and understanding of literary and factual texts

### Summary Assessment

AS Unit 1 - (15%) Speaking about a film

AS Unit 2 - (10%) Assessment

AS Unit 3 - (15%) Writing Examination

A2 Unit 4 - (25%) Speaking about a play

A2 Unit 5 - (15%) Writing Examination

A2 Unit 6 - (20%) Use of language and short story examination

### Higher Education Opportunities

You could go on to study for a degree in Welsh at University, or combine it with another subject like law, politics, business or education. It is an ideal qualification for going on to study linguistics or a completely new language at University.

### Career Opportunities

There are many careers in Wales for which bilingualism is essential e.g. the Police Force, the Health Service and Education. Being able to speak Welsh can give you an advantage when looking for work and in social situations.

### Course Leader: Mr G Davies

# Advanced Skills Challenge

WJEC Advanced Skills Challenge (4917)

The central focus of the Skills Challenge at Advanced level is to provide a vehicle for level 3 learners to consolidate and progress the development of essential and employability skills. The qualification will help learners develop more complex skills, attributes and behaviours. It will provide experiences which will enable learners to be better prepared for their future destination, whether university, further training or employment. The Skills Challenge will encourage the learner to value skills development as a key aspect of education and life-long learning. Offering a learning experience relevant to the needs and demands of the workplace will develop learners' confidence, drive and initiative, preparing them to enter, succeed and progress in the world of work.

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

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

The supporting qualifications, The Advanced Baccalaureate will require two mandatory GCSEs of English Language or Welsh Language (first language) together with Mathematics-Numeracy at grades A\*-C. Learners require two A levels grade A\*- E, or equivalent level 3 qualification.

The focus of the Skills Challenge Certificate will be on the essential and employability skills young people need in their future lives and these skills will be developed and assessed through an Individual Project and three Challenges. The Skills Challenge Certificate has been designed to include learning and assessment which will enthuse, engage and motivate learners in the classroom, the workplace and the wider community. Learners will be required to consider how the application of their learning may impact on individuals, employers, society and the environment. The qualification has been devised around the concept of a 'plan, do, and review' approach to learning where learners are introduced to a context for learning, planning activities, carrying out activities, reviewing outcomes and learning.

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

**Course Leader: Mr O Jones**

# Subject Criteria AS Level

Please find below the subject entry requirements as defined by Curriculum Leaders. These are the minimum grades required to be successful at AS and A level. If you achieve grades close to these you may still be able to study a subject, following a successful interview with the appropriate course leaders.

SUBJECT	ACADEMIC CRITERIA
Art and Design/photography	GCSE Art and Design study preferable but not essential.
Biology	GCSE Biology or Additional Science, Grade B or above. GCSE English Language and Mathematics, Grade B.
Business	GCSE English Language, Grade B or above. GCSE Mathematics, Grade C or above. GCSE Business is desirable, Grade B or above.
Chemistry	GCSE Chemistry or Additional Science, Grade B or above. GCSE English Language and Mathematics, Grade B.
Computer Science	GCSE Computer Science or ICT is desirable but not essential. GCSE Mathematics, Grade B or above.
Drama	Involvement in Drama in and out of school preferable. GCSE Drama study preferable but not essential. GCSE English Language, Grade B or above.
English Language	GCSE English Language, Grade B or above.
English Literature	GCSE English Literature, Grade B or above. GCSE English Language, Grade B or above. Students have to have an interest in reading.
French	GCSE French at Grade B or above.
Further Mathematics	GCSE Mathematics, Grade A or above.
Geography	GCSE Geography, Grade B or above.
German	GCSE German at Grade B or above.
Health & Social Care	GCSE English Language, Grade C or above. Prior study of Health and Social Care will be useful but not essential.
History	GCSE History, Grade B or above.
ICT	GCSE ICT/ Computer Science would be an advantage but not essential. GCSE English Language and Mathematics, Grade C or above.
Law	GCSE English Language, Grade B or above.
Mathematics	GCSE Mathematics, Grade A or above.
Media	GCSE Media Studies preferable but not essential. GCSE English Language, Grade B or above.
Music	GCSE Music, Grade B or above.
Performing Arts	GCSE English Language, Grade B or above.
Physical Education	Grade B in the theory paper of GCSE Physical Education.
Physics	GCSE Physics or Additional Science, Grade B or above. GCSE English Language and Mathematics, Grade B.
Politics	GCSE English Language, Grade B or above.

SUBJECT	ACADEMIC CRITERIA
Product Design	GCSE Product Design, Grade B or above. GCSE English Language, Grade C or above. GCSE Mathematics, Grade C or above.
Psychology	GCSE Biology, Grade C or above. GCSE English Language, Grade B or above. GCSE Mathematics, Grade B or above.
Religious Studies	Grade C or above at Full Course or Short Course Religious Studies. GCSE English Language, Grade C or above.
Applied Science	GCSE Separate Science Grade C or above or GCSE Double Award C/C.
Sociology	GCSE English Language, Grade B or above.
Spanish	GCSE Spanish at Grade B or above.
Sport BTEC	GCSE Physical Education, Grade C or above if studied at GCSE. GCSE English Language, Grade C or above. Sport or Physical Education does not have to have been studied previously.
Welsh	GCSE Welsh at Grade B or above.

# Our Curriculum Package

Within your weekly 32.5 hour timetable:

**MORNING VESPA MINDSET TUTORIALS:** VESPA tutorials support student learning by developing the important non-cognitive skills for educational success by inspiring, motivating and supporting our students to ensure that they achieve their full potential. The programme provides them with an understanding of the importance of their own, Vision, Effort, Systems, Practice, and Attitude. (4 x 25 minutes)

**COMMUNITY MORNING:** One morning a week our students work with KS3 pupils as a numeracy or literacy ambassador. These roles provide students with the opportunity to develop soft interpersonal skills such as communication, patience, empathy and listening, all of which will be essential in their working careers. (1 x 25 minutes)

**SUBJECT SESSIONS:** Subjects sessions provide the necessary depth of knowledge, understanding and skills required to successfully achieve at AS and A level, students will have a maximum of 15 teacher lead hour sessions across their 3 chosen subjects. (3 x 4/5 hours)

**INDEPENDENT STUDY SESSIONS:** Independent study periods are built into the timetable, these are essential for research, reading, group/peer collaboration and consolidation of subject content (Typically 8 x 1 hour)

**SKILLS TUTORIALS:** These tutorials have been designed alongside Universities with the aim of improving the broader skill set and resilience of sixth form students. Tutorials improve performance and transition into higher education, apprenticeships or employment settings. Learning and assessment in these sessions will enthuse, engage and motivate learners in the classroom, the workplace and the wider community and learners will be introduced to a context for learning, planning activities, carrying out activities, reviewing outcomes and learning. (2 x 1 hour)

\*Our curriculum has been designed so that students are able to submit their outcomes from their timetabled sessions towards the Advanced Skills Challenge Certificate and attain the equivalent of an A level grade.



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