

HAWARDEN HIGH SCHOOL

# PROSPECTUS

2023/24











# WELCOME

Sixth form is a wonderful opportunity for growth in our young people; here at Hawarden Sixth Form we have achieved the delicate balance in allowing our students take the steps towards independence whilst supporting them every step of the way.

The pastoral team are experts at supporting students with the transition and offer personalised guidance to each individual within their form. The strength of relationship formed between tutors and students creates a unique sixth form family and community.

The academic success of our students consistently places us in the top 10% of schools and colleges within the UK. Subject specialist teachers deliver high quality lessons and activities which allows students to achieve their full potential. Teachers provide targeted support to students when required and ensure they make excellent progress throughout the course.

It is vital to us that we continue to develop each student holistically and provide a wealth of opportunities and experiences on a regular basis.



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# STATEMENT FROM OUR HEAD STUDENT

I have really enjoyed my time here at Hawarden Sixth Form, having more freedom and space to study for my A Levels. It has been beneficial to be in an environment where we are treated more like adults, but still with the unconditional support from the teachers to help us strive for high grades through our studies and prepare us on our future pathways. The Sixth Form Centre is a great place to revise for lessons, relax and hangout in our free periods. They have also provided us with useful facilities like a quiet study room, coffee machine and table football!

I have experienced many opportunities to help me with my university application and develop work experience through the school. This includes a 3-week trip to Spain to participate in work experience and learn about the culture, and a law summer scheme in London. These were shown to me by the school to help me learn about possible career opportunities and get the experience I needed and are just some examples of the once in a lifetime opportunities that have been offered to me. Not only this, but the school organising bowling for sixth formers to de-stress and relax after our mock exams shows how they prioritise our mental health and wellbeing and want us to achieve.

Since being in sixth form, I have been a part of the Student Leadership Team and this role has provided me with many opportunities to develop new skills and a chance to try and give back to the school community through the Senedd and as Head Girl. We have helped to raise money for various charities while bringing the sixth form community closer together during these fundraisers for example organising a Macmillan Coffee Morning where we raised above £300.







# ASPIRING

Our students are always encouraged to look to the future and build a vision of who they'd like to become. Through our REACH lessons, trips, guest speakers, lectures and talks we expose them to careers and industries, help students to build aspirational goals for themselves and identify the steps required to get there.

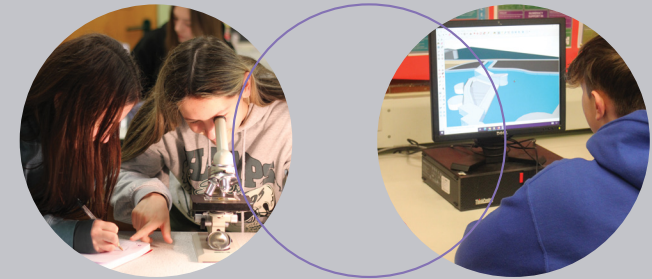
Our dedicated Seren Network coordinator supports Seren students to pursue all activities on offer. These are wide ranging, from trips to university campuses, specialist subject lectures and workshops for personal statement writing, to tutorials and guidance on securing a place at well-respected universities such as Oxford and Cambridge.



# GUIDING

We provide a wealth of support in guiding our students to achieving their aspirational goals. Whether they wish to go to university or secure an apprenticeship we know exactly how best to get them there.

Our small tutor groups allow form tutors to build strong relationships with students; they are consequently able to personalise the support offered to students whilst at Hawarden 6th.



**Once students have established their future goals, we then make the steps to achieving it manageable. We offer:**

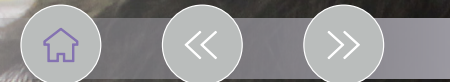
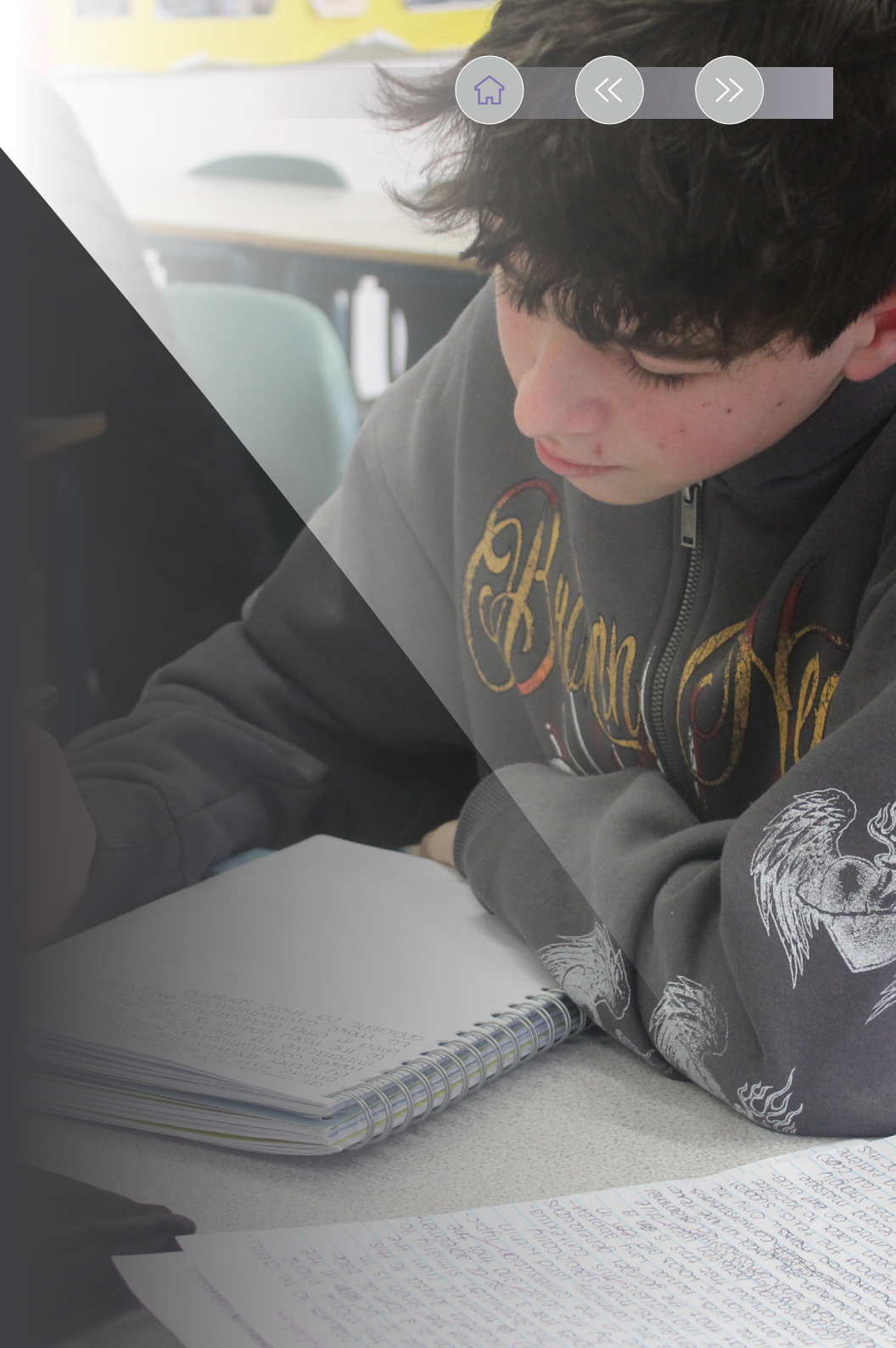
- *the encouragement and belief in our students, so they may be aspirational*
- *an open evening for parents and students on the process of applying to university or for apprenticeships*
- *a visit to the UCAS exhibition, and follow up guidance on attending university open days*
- *bespoke support and detailed feedback on improving applications*
- *personalised and detailed references*
- *mentoring, pastorally and academically*
- *mock interviews with industry leaders and university admissions officers*
- *careers advice and talks from alumni students*
- *talks from Student Finance Wales to explain funding options for university*
- *one week work experience*
- *opportunities and experiences which will make you stand out on your applications*

# LEADING

**Developing the qualities of leadership is a journey which each individual will take at their own pace. At Hawarden sixth we recognise this and endeavour to provide opportunities for every student to become a leader.**

Our Sixth Form Leadership Team is composed of: Head Students, Deputy Head Students, Senior Prefects and Prefects, and all students are encouraged to apply for these positions. The team work collaboratively to organise a huge variety of activities; from fundraising, campaigning for improved mental health provision, to organising events such as the Remembrance Service in school. Our head students chair the school's Senedd and are prominent in leading on pupil's voice for the whole school community.

Community is a foundation upon which our sixth form is built, and this gives our students another opportunity to enhance their leadership skills; running extra-curricular clubs, becoming role models in supporting the literacy and numeracy development of younger pupils, running lunchtime groups around their hobbies and interests, and volunteering within primary schools and sports clubs.







# CELEBRATING

Every student is a valued member of our sixth form family and we are keen to celebrate their successes throughout their time here. We celebrate each term in assemblies and at the end of the academic year, and reward all our hard-working students with fun trips each term, and the chance to unwind together.

Our student's academic achievement places us consistently in the top 10% of school and colleges in the UK. Results day in August is a particular highlight for us as we celebrate many students gaining entry to their first-choice university or degree level apprenticeships.



## STATEMENT FROM OUR HEAD STUDENT

During my time in the Hawarden High School Sixth Form, I have found that the teachers strike the ideal balance between giving students freedom and trust, but also ensuring that they are always on hand to help. Teachers know how to push students to their full potential, without overwhelming them with too much pressure and if a student falls behind, teachers will work constructively to get them back on track. There is a real sense that in Hawarden High School, teachers are more than just the name of their profession, they are mentors who guide their students into the world of their chosen subjects.

The wellbeing of Hawarden High Sixth Form students is of supreme importance, it is so vital, that the school is one of six in the entirety of North Wales to be said up to the 'Healthy Minds Haven' plan, which is a checklist of necessities schools must value to ensure the mindfulness of their students. The frequent 'REACH' lessons, that happen across the school calendar, give pupils the chance to breathe and reflect on their own well-being and the noble quote of Demi Lovato; 'It's okay not to be okay' can be seen inscribed on posters throughout the school, as message of normalising a grossly stigmatised subject.

Studying at Hawarden High School Form can be significantly more than the three option choices students make. The 'Seren Group' ensures students make a seamless transition into university offering them workshops on personal statements and masterclasses on

degrees. Over three weeks, students can travel to major European Cities, free of charge, and garner unparalleled experiences in their era of study.

Those who study at the Hawarden High Sixth Form are quintessential in decisions made surrounding it, as there are currently fifteen students who make up the Student Leadership Team. They meet regularly to discuss matters surrounding fundraising, upkeep of facilities and other ways the sixth form and the surrounding school can be enhanced. This teaches students the core values of decision making and working with those, sometimes you disagree with, to achieve shared desire. Members of the leadership team become accustomed to walking the corridors of power, as they visit the Welsh Assembly in Cardiff and rub shoulders with government ministers.

At Hawarden High, we believe the school should be the bedrock of the community; the heart that pumps life into the surrounding area, the root in the soil that allows the village to blossom, and that is why we support our local food bank, before Christmas we brought together the entire school, as one large task force, to ensure the shelves were stocked and the less advantaged in the community had the vital resources they needed to get them through a particularly tough winter, plagued by the cost of living crisis. We fully commit to taking part in annual remembrance services, both in school and at the cenotaph, as well as offering all the help we can to Hawarden Council in events such as the Hawarden Carnival.





# APPLIED SCIENCE

**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*

## ENTRY CRITERIA

GCSE Separate Science, Grade C or above. GCSE Double Award, C/C.



**COURSE LEADER**  
Mr C Dobson

SCAN FOR MORE DETAILS





# ART & DESIGN

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*
- *Have experience of having studied a creative subject at GCSE is desired for Art and Design*

## ENTRY CRITERIA

GCSE Art and design study preferable but not essential.



**COURSE LEADER**  
Mrs C Williams

SCAN FOR MORE DETAILS







# BIOLOGY

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*

## ENTRY CRITERIA

GCSE Biology or Additional Science, Grade B or above. GCSE English Language and Mathematics, Grade B.



**COURSE LEADER**

Ms J Simon

SCAN FOR MORE DETAILS





# BUSINESS

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*

## ENTRY CRITERIA

GCSE English Language, Grade B or above. GCSE Mathematics, Grade C or above. GCSE Business is desirable, Grade B or above.



**COURSE LEADER**  
Mrs V Wright

SCAN FOR MORE DETAILS



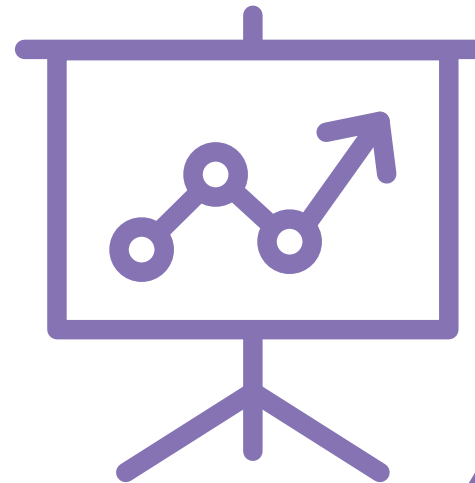
# VOCATIONAL BUSINESS

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*



**COURSE LEADER**  
Mrs V Wright

SCAN FOR MORE DETAILS





# CHEMISTRY

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*

## ENTRY CRITERIA

GCSE Chemistry or Additional Science, Grade B or above. GCSE English Language and Mathematics, Grade B.



**COURSE LEADER**

Dr K M Johnson

SCAN FOR MORE DETAILS





# COMPUTER SCIENCE

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:

- *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*



**COURSE LEADER**

Mr A Roberts

## ENTRY CRITERIA

GCSE Computer Science or ICT is desirable but not essential. GCSE Mathematics, Grade B.

SCAN FOR MORE DETAILS





# CRIMINOLOGY

Students are provided with an opportunity to study an informative and popular level 3 course as a gateway to a professional career or degree path in the Criminal Justice System. It is also aimed at those who are looking for a stimulating and challenging course that has relevance to everyday life and companionate subjects of Sociology, Psychology and Law.

This is an Applied General qualification designed to support learners progressing to university. It has been designed to offer exciting and interesting experiences that focus on the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. Classes will involve 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 four main units of approaches to criminology*
- *demonstrate an understanding of different types of crime and why people commit crime*
- *examine information in order to review the justice of verdicts in criminal cases*
- *apply learning within each unit to authentic case studies*

**COURSE LEADER**

Mrs K Johnson

SCAN FOR MORE DETAILS



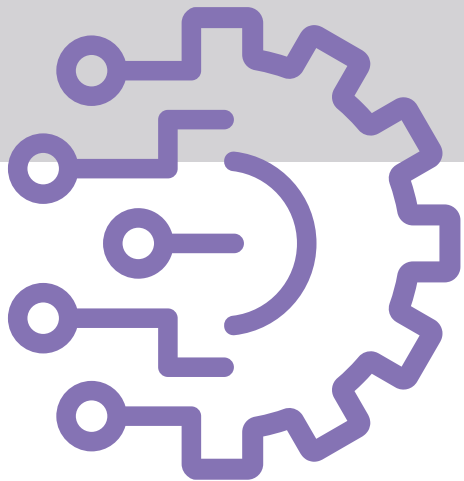




# DIGITAL TECHNOLOGY

Digital Technology (DT) offers the opportunity for you to identify and solve problems by developing systems in a wide range of contexts relating to your personal interests. DT 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 Technology profession such as co-operative working and project management. These practical skills can be developed in areas of DT that are of interest to them.



## The course will require students to:

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



**COURSE LEADER**  
Mrs V Wright

SCAN FOR MORE DETAILS





# DRAMA & THEATRE

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*

## ENTRY CRITERIA

Involvement in Drama in and out of school preferable. GCSE Drama study preferable but not essential.  
GCSE English Language, Grade B or above.



**COURSE LEADER**  
Mrs C Gilpin

SCAN FOR MORE DETAILS







# ENGLISH LANGUAGE

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.



## The 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*

## ENTRY CRITERIA

GCSE English Language, Grade B or above.



**COURSE LEADER**

Mrs B Thomas

SCAN FOR MORE DETAILS





# ENGLISH LITERATURE

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*

## ENTRY CRITERIA

GCSE English Literature, Grade B or above. GCSE English Language, Grade B or above. Students have to have an interest in reading.



**COURSE LEADER**

Mr R Jones

SCAN FOR MORE DETAILS







# GEOGRAPHY

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*

## ENTRY CRITERIA

GCSE Geography, Grade B or above.



**COURSE LEADER**

Mr C Smith

SCAN FOR MORE DETAILS





# HEALTH, SOCIAL CARE & CHILDCARE

This course equips students with thorough and in-depth knowledge, understanding and skills related to the development and care of individuals throughout the life span from conception to later adulthood. Students have the opportunity to develop their understanding of influences on human growth, development, behaviour and well-being.

They will also gain a detailed understanding of the social, physical, emotional, and cultural needs of people who use care and support services, and recognise that each individual has a unique blend of abilities and needs. Students will gain a thorough understanding of how service provision in Wales supports the development and wellbeing of individuals, to be able to make informed decisions now and in later life.



## The course will require students to:

- *understand the ethical, social and political issues affecting the health and social care and childcare sectors*
- *have an awareness of the principles and values which underpin health and social care and childcare*
- *understand the child-centred or person-centred approaches to care*
- *interpret and evaluate theories in health and social care and childcare, and reflect on how they affect the provision of services*
- *identify the sociological, psychological and biological factors that contribute to good health, and explain the role of government and professionals in promoting and maintaining good health*
- *can use literacy, numeracy, research and digital competency skills to prepare for further study and training*

## ENTRY CRITERIA

GCSE English Language, Grade C or above. Prior study of Health and Social care will be useful but not essential.



**COURSE LEADER**

Mrs H Ellis

SCAN FOR MORE DETAILS





# HISTORY

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:

- *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*



**COURSE LEADER**

Mrs J Sawle

SCAN FOR MORE DETAILS



## ENTRY CRITERIA

GCSE History, Grade B or above.



# LAW

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*

## ENTRY CRITERIA

GCSE English Language, Grade B or above.



**COURSE LEADER**

Mrs B Burrows

SCAN FOR MORE DETAILS





# MATHEMATICS

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*

## ENTRY CRITERIA

GCSE Mathematics, Grade A or above.



**COURSE LEADER**

Mr A Jeffrey

SCAN FOR MORE DETAILS





# FURTHER MATHEMATICS

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 GCSE 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 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

## ENTRY CRITERIA

GCSE Mathematics, Grade A or above.



**COURSE LEADER**

Mr A Jeffrey

SCAN FOR MORE DETAILS

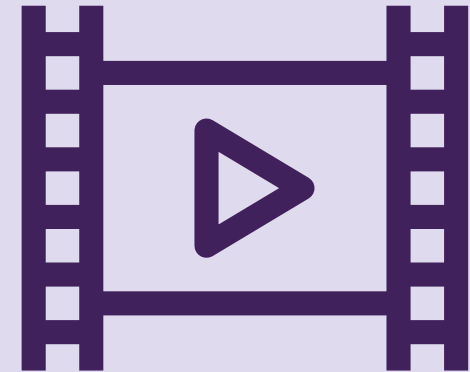




# MEDIA STUDIES

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*

## ENTRY CRITERIA

GCSE Media Studies preferable but not essential. GCSE English Language, Grade B or above.



**COURSE LEADER**  
Mrs K Lumby-Jones

SCAN FOR MORE DETAILS







# MUSIC

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*

## ENTRY CRITERIA

**GCSE Music, Grade B or above.**



**COURSE LEADER**

Mr N Sant

SCAN FOR MORE DETAILS





# PERFORMING ARTS

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*

## ENTRY CRITERIA

GCSE English Language, Grade B or above.



**COURSE LEADER**  
Mrs C Gilpin

SCAN FOR MORE DETAILS





# PHOTOGRAPHY

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*

Have experience of using Adobe Photoshop is desired for Photography

Have experience of having studied a creative subject at GCSE is desired for Photography



**COURSE LEADER**  
Mrs C Williams

SCAN FOR MORE DETAILS





# PHYSICAL EDUCATION

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:

- *develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance*
- *understand how physiological and psychological states affect performance*
- *understand the key socio-cultural factors that influence people's involvement in physical activity and sport*
- *understand the role of technology in physical activity and sport*
- *refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas*
- *develop their ability to analyse and evaluate to improve performance*
- *Understand the contribution which physical activity makes to health and fitness*
- *Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds*



**COURSE LEADER**

Mrs S Morris

## ENTRY CRITERIA

Grade B in the theory paper of GCSE Physical Education.

SCAN FOR MORE DETAILS







# PHYSICS

"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 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*
- *understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society*
- *have experience of applying mathematics with confidence*



**COURSE LEADER**  
Mr M Lewis

## ENTRY CRITERIA

GCSE Physics or Applied Science, Grade B or above. GCSE English Language and Mathematics, Grade B.

SCAN FOR MORE DETAILS



# PRODUCT DESIGN ENGINEERING

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.

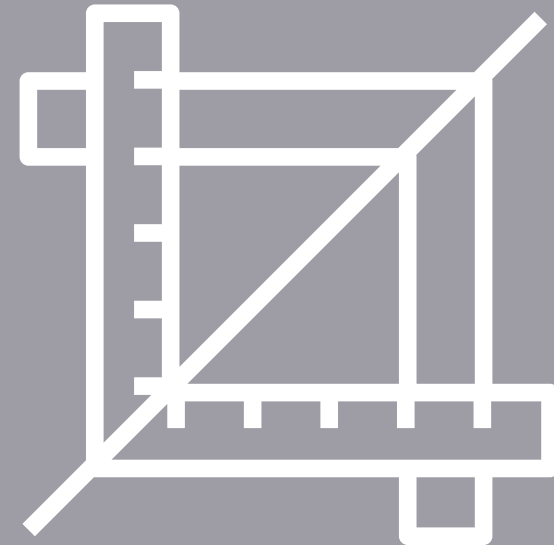
You will have experience of identifying needs and developing creativity in your thinking in a wide range of materials using Computer Aided Design (CAD) and the latest CNC equipment including 3D printing. Throughout the course you will develop your critical awareness of the work of other designers and 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*

## ENTRY CRITERIA

GCSE Product Design, Grade B or above. GCSE English Language, Grade C or above.  
GCSE Mathematics, Grade C or above.



**COURSE LEADER**

Mr M Kenny

SCAN FOR MORE DETAILS





# PSYCHOLOGY

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*

## ENTRY CRITERIA

GCSE Biology, Grade C or above. GCSE English Language, Grade B or above. GCSE Mathematics, Grade C or above.



**COURSE LEADER**

Mrs K Johnson

SCAN FOR MORE DETAILS





# RELIGIOUS STUDIES, PHILOSOPHY AND ETHICS

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*



**COURSE LEADER**  
Mrs D McDonald

## ENTRY CRITERIA

GCSE Grade C or above at Full Course or Short Course Religious Studies. GCSE English Language, Grade C or above.

SCAN FOR MORE DETAILS







# SOCIOLOGY

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*

## ENTRY CRITERIA

GCSE English Language, Grade B or above.



**COURSE LEADER**

Mrs K Johnson

SCAN FOR MORE DETAILS





# SPANISH

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*

## ENTRY CRITERIA

GCSE Spanish, Grade C or above.



**COURSE LEADER**

Mr G Evans

SCAN FOR MORE DETAILS





# SPORT

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:

- *Actively and methodically conduct research, and apply their finding to presentations as an individual or within a group.*
- *Demonstrate effective analytical skills, applying theoretical concepts to coursework and practical performances.*
- *Have a keen interest in sport and fitness and a passion for developing understanding of health and well-being and the impact of physical activity on the human body.*
- *Perform practically to generate data towards assessment pieces.*
- *Act as an ambassador for Physical Education and School Sport across the whole school*

## ENTRY CRITERIA

GCSE Physical Education, Grade C or above if studied at GCSE. English Language, Grade C and above. Sport or Physical Education does not have to have been studied previously.



**COURSE LEADER**  
Mr B Rodgers

SCAN FOR MORE DETAILS





# TRAVEL AND TOURISM

The Pearson BTEC National Extended Certificate in Travel and Tourism is intended as an Applied General qualification. It is designed for post-16 learners with an interest in travel and tourism who want to continue their education through applied learning, and who aim to progress to higher education.

The qualification is equivalent in size to one A Level and is designed to give a broad introduction to the travel and tourism industry, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors.



## The course will require students to:

- *have a genuine interest in the travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy*
- *develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK*
- *Examine different types of destinations and their importance – learners will investigate the features and appeal of global destinations*
- *understand the principles of marketing in travel and tourism – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data*

## ENTRY CRITERIA

GCSE English Language, Grade C or above.



**COURSE LEADER**

Mr C Smith

SCAN FOR MORE DETAILS

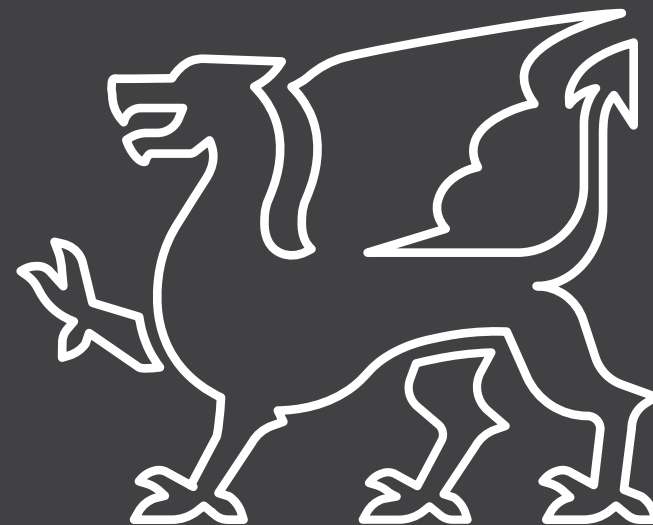




# WELSH

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*

## ENTRY CRITERIA

GCSE Welsh, Grade B or above.



**COURSE LEADER**

Mr G Davies

SCAN FOR MORE DETAILS





# ADVANCED SKILLS BACCALAUREATE WALES

The Advanced Skills Baccalaureate Wales qualification supports learners to become effective, responsible, and active citizens ready to take their place in a sustainable global society and in the workplace by developing their skills of Planning and Organisation; Critical Thinking and Problem Solving; Creativity and Innovation; and Personal Effectiveness (the 'Integral Skills'). It supports progression from the development of the Integral Skills at level 2, supporting progression to higher education, apprenticeships, training, and employment.

Through completing the Advanced Skills Baccalaureate Wales qualification, learners will further develop their skills of Literacy, Numeracy, and Digital Competence (the Embedded Skills) They will develop an appreciation of the importance of skills development as a key aspect of life-long learning. They will engage in active, creative, and learner-led opportunities, enquire and think for themselves, plan, make choices and decisions, solve problems, and reflect on and evaluate these. They will develop initiative, independence, and resilience by work independently, taking on responsibilities, and working effectively with others.

Presently the Advanced Welsh Baccalaureate Qualification, due for roll out in September 2023, is being revised. It will now consist of three challenges:

- *Global Community Project (25%)*
- *Future Destinations Project (25%)*
- *Individual Project (50%)*

The revised Welsh Bacc qualification will no longer require students to have a grade C in GCSE English Language and GCSE Mathematics/Numeracy, nor will it require students to hold 2 additional A levels; the qualification will be a standalone qualification.



**COURSE LEADER**

Mrs H Ellis

SCAN FOR MORE DETAILS



## HAWARDEN 6TH FORM

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**Hawarden High School**  
Ysgol Uwchradd Penarlâg