

**2024-2026**

# The Sixth Form Subjects



**Ysgol Gyfun Gymraeg  
Bro Myrddin**



## Sixth Form Subjects

Page	Subject	A Level / BTEC / Diploma	Exam board	Provider	Contact teacher
4	Physical Education		WJEC	YGGBM	Mr J Norgrove
6	Religious Education		WJEC	YGGBM	Mrs G Morgans
8	Agriculture		Pearson	CSG	Mrs E Thomas
9	Biology		WJEC	YGGBM	Mr T Hayes
10	Business	BTEC	Pearson	YGGBM / MYG	Mrs M Rees Phillips
11	Art and Design		WJEC	YGGBM	Mrs K Richards / Mr Wyn Mainwaring
13	Chemistry		WJEC	YGGBM	Miss C Pritchard
15	Music		WJEC	YGGBM	Mr B Lewis
17	Welsh		WJEC	YGGBM	Mrs H Evans
19	Geography		WJEC	YGGBM	Mr A Thomas
21	Drama		WJEC	YGGBM	Mrs L Davies
23	Design and Technology		WJEC	YGGBM	Mr R Davies
25	Electronics		EDUQAS	MYG	Mr J Williams
26	Physics		WJEC	YGGBM	Mr G Thomas
27	French		WJEC	MYG	Mrs C Russell
29	Childcare		WJEC / C&G	CWG	Mrs A Jameson
30	Politics		WJEC	YGGBM	Mr G Jones
32	Food Nutrition	Diploma	WJEC	YGGBM	Mrs N Knott
34	Medical Science	Diploma	WJEC	YGGBM	Mr T Hayes
35	History		WJEC	YGGBM	Mrs B Hubbard
37	Health and Social Care		WJEC	YGGBM	Mrs E Thomas
39	Mathematics		WJEC	YGGBM	Mrs L Davies
41	Additional Mathematics		WJEC	YGGBM	Mrs L Davies
43	Engineering	Diploma	EAL	YGGBM / MYG	Mr R Davies
45	English Literature		WJEC	YGGBM	Mrs L M Jones
46	Psychology		WJEC	YGGBM / MYG	Mr R Jones
47	Information Technology		OCR	YGGBM	Mr C Lacey
48	Criminology	Diploma	WJEC	YGGBM	Mrs T Jenkins
50	Tourism	Diploma	WJEC	MYG	Miss S Hughes
52	Advanced Skills Baccalaureate Wales		WJEC	YGGBM	Miss E Jones

**YGGBM**      Ysgol Gyfun Gymraeg Bro Myrddin

**MYG**        Ysgol Maes Y Gwendraeth

**CSG**        Coleg Sir Gâr

## Choosing your A Level subjects

Choosing your A level subjects is an important decision. The A levels you choose now will affect what you do next, mainly the courses you can apply for at university.

That said, if you are not sure what you want to do in the future, you can make smart decisions now that will leave you in the best position possible in two years' time.

Follow the steps below and you will not go wrong when choosing your A level subjects.

### Selecting the most suitable topic for the future

Your teachers or careers adviser may talk to you about facilitation subjects; but what are these?

Facilitation subjects are those that universities ask for or are willing to accept, whatever the course you are applying for. If you are not sure of your current career path, a choice of facilitation subjects keeps your degree options open.

The facilitation subjects are:

- Biology
- Chemistry
- Welsh (universities in Wales)
- Geography
- Physics
- History
- Modern and classical foreign languages
- Mathematics
- English

If you don't know what you want to study at university, it can be beneficial for you to take one or two of these.

### The difference between GCSE and A Level

When choosing your A-level subjects there will usually be one of three reasons:

- you need it to pursue a particular career
- it's a subject you enjoy and are good at
- it's a subject you haven't studied before but you think it will suit you

Whatever the reason for your choice, be prepared for the content and ideas studied to be much more difficult as you move from GCSE to A level. You will also see differences in the way you get you are taught and what is expected of you. You are expected to be a much more independent learner and take more responsibility for your own learning e.g., undertake further research or read more widely around your studies.

### University course requirements

You will not be able to apply to some degree courses without having studied certain A Level subjects (and achieved the expected grades in the subject!).

Here are some examples of courses that have specific requirements for entry to a university course:

- A course in pharmacy will require an A Level Chemistry, plus at least one of the following: Biology, Maths and Physics
- To study English, you will usually be expected to have studied English literature, or perhaps English Language and Literature or sometimes English Language
- If you want to study Geology / Earth Sciences you must have two of the following: Maths, Physics, Chemistry or Biology.
- To study Economics sometimes you need Maths but you rarely need an Economics A Level.
- A course in medicine requires an A level in Chemistry and some universities also require Biology, or other science. Maths is often desirable.

Some specific courses will find that some A levels are more effective preparation for university studies than others. Likewise, some universities list which A-level subjects are acceptable to them for entry to the institution. Other universities will identify subjects that they will not consider at all. If you have a specific course in mind, before you choose your subjects, you must make sure you have accurate information and check your facts either by researching on the UCAS website or by reading prospectuses of different universities.

Once you have researched, if your chosen subjects do not match, you should not necessarily turn away from the course, or be discouraged from taking a creative or vocational A level subject that you are really interested in. Instead, make sure you meet the entry requirements for the course with the other A levels you are studying.

Studying a similar subject to religious studies, politics, criminology in combination with at least one (preferably two) of the facilitation topics listed above will not be a problem, if you get the expected grades.

### **Following your friends**

Making your choice of A-level subjects will be one of the most important decisions of your life and maybe the first decision that you do on your own. Don't choose a subject because you think you will be in the same class as your friends. Also, don't let your friends' opinions on a subject influence your choice.

### **Spread your wings**

The school offers a wide range of subjects for A levels that are new to you. Consider these carefully. Their content or method of assessment may be right for you.

### **Following a teacher**

Everyone has a favourite teacher, but you shouldn't just choose a subject because of this, especially if you're not good in the subject. Think about whether you would be so interested in the subject if someone else taught it? Remember that it is your ability and interest in the subject that matters and not the teacher.

### **Choosing vocational subjects**

If you choose to study a BTEC or Cambridge Technical Sixth Form course, the school will have to register you for the qualification by 30<sup>th</sup> September 2024 by paying a registration fee of around £ 175. If you choose to withdraw from this course before you complete the two-year qualification, then your parents will be expected to reimburse the school for the full registration fee.

# Physical Education

## Why study the subject?

Both Advanced Subsidiary [AS] and A Level [A2] courses are based on developing and refining the physical ability of students in different activities and to give them the opportunity to enjoy a comprehensive course which develops different roles such as a performing role, a leadership role or as an official. The variety of skills developed are suitable to study Physical Education or a similar higher education course in related fields [Degrees in Sport Science, pedagogy and the principles of sports coaching as well as courses such as sports therapy and physiotherapy], vocational qualifications [Sports Development] or direct entry into the world of work. Physical Education is concerned with helping students to become informed and discerning decision makers and challenges them to become reflective practitioners.

## Entry requirements for the course?

At least a C grade in GCSE Physical Education, although it is possible for an appropriate individual to follow the course without having studied the GCSE course.

## Course content?

Students will have the opportunity to develop, apply and refine a range of skills and techniques in different ways in a variety of physical activities. You will be given the opportunity to maintain and develop your knowledge and understanding of factors that enable you to perform efficiently and to be physically active as part of a balanced lifestyle. You will also have the opportunity to develop knowledge of the understanding and the various physical and mental components that contribute to effective performance and how current trends and developments influence performance.

**Extra-curricular Activities:** The list of extra-curricular opportunities is too lengthy to list here but they are an integral part of the course and provide an opportunity to perform, lead, train and referee as well as setting a good example of achievement, commitment and followers of a balanced lifestyle to the rest of the school.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Exploring Physical Education	24%	Contextualised questions to include multiple choice, data response, short and extended answers	Written examination (external) 1 Hour 45 minutes
Unit 2	Improving personal performance in Physical Education	16%	Practical performance in one activity as a player / performer (24 marks). Practical performance as a coach or official (12 marks) <b>and</b> Personal Performance Profile (12 marks)	Non-exam assessment

## Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Evaluating physical education	36%	To assess all A level subject content. A range of questions to include data response, short and extended answers	Written examination (external) 2 hours
Unit 4	Refining personal performance in Physical Education	24%	Practical performance in one activity as a player/performer, coach or official (30 marks) <b>and</b> Investigative Research (30 marks)	Non-exam assessment

## Why study the subject?

Religious Studies offers the challenging opportunity to study beliefs, human experiences and religious events. The course develops an interest in a thorough study of religion and belief and its connection to the wider world. An understanding and appreciation of religious thought and the contribution it makes to the lives of individuals, communities and societies is developed. It encourages students to develop skills of reasoning, investigation and analysis. It is an exciting course and enables students to think more deeply about the world in which they live. The course requires you to develop essay writing skills, note taking, research techniques and reading widely.

## Entry requirements for the course?

There are no specific entry requirements for the course, although gaining a grade C at least in GCSE Welsh or Religious Studies would be advantageous.

## Course content?

In Year 12 two units of work are studied and three additional units are studied in Year 13. Each unit is assessed by external examination only.

Unit 1 contains an introduction to the Study of Religion. There is a written exam: 1 hour 15 minutes which is 15% of the course. Learners will be assessed on one of the following options from a choice of 6: Option A: Christianity; Option B: Islam; Option C: Judaism; Option D: Buddhism; Option E: Hinduism; Option F: Sikhism. This unit is an opportunity for learners to acquire and develop critical knowledge and understanding of some of the key features of a world religion, ranging from religious figures to religious practices.

The second unit contains an introduction to Religion and Ethics and the Philosophy of Religion. There is a written examination: 1 hour 45 minutes which is 25% of the qualification. This section is an opportunity for learners to acquire and develop critical knowledge and understanding of ethical concepts and theories, ranging from moral absolutism to utilitarianism. Within an introduction to Philosophy of Religion this section is an opportunity for learners to acquire and develop critical knowledge and understanding of some of the key features of fundamental philosophical themes, ranging from arguments for the existence of God to religious experience.

In year 13 there are three units which are a more detailed and extensive Study of the units studied in year 12.

Unit 3: The Study of Religion. There is a written examination: 1 hour 30 minutes which is 20% of the 90-mark qualification. This unit is an opportunity for learners to undertake a detailed and wide-ranging study of their chosen religion covering themes ranging from religious figures and sacred texts to practices that influence religious identity.

Unit 4: Religion and Ethics. There is a written examination: 1 hour 30 minutes which is 20% of the 90-mark qualification. This unit is an opportunity for learners to undertake a detailed and broad study of basic ethical themes, ranging from language and ethical thinking to free will and determinism.

Unit 5: Philosophy of Religion. There is a written examination: 1 hour 30 minutes which is 20% of the 90-mark qualification. This unit is an opportunity for learners to undertake a detailed and broad study of basic philosophical themes, ranging from arguments for the existence of God to the use of religious language.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
<b>Unit 1</b>	An Introduction to the Study of Religion	15%	There is an option to choose one religion from 6: Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism	Written examination
<b>Unit 2</b>	An Introduction to Religion and Ethics and the Philosophy of Religion	25%	Section A: An Introduction to Religion and Ethics Section B: An Introduction to Philosophy of Religion	Written examination

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
<b>Unit 3</b>	A Study of Religion	20%	Themes: Religious figures and sacred texts; Historical developments in religion; Significant social developments in religion; Religious practices that shape religious identity.	Written examination
<b>Unit 4</b>	Religion and Ethics	20%	Themes: Ethical Thought; Kant's ethical theory; Contemporary developments in ethical theories; Free will and determinism.	Written examination
<b>Unit 5</b>	Philosophy of Religion	20%	Themes: Arguments for the existence of God; Challenges to religious belief; Religious experience; Religious language.	Written examination



# Agriculture

## Why study the subject?

The course is designed to provide a suitable foundation for the study of agricultural management and gives learners the opportunity to develop skills, knowledge and understanding in managing an agricultural enterprise.

## Entry requirements for the course?

There are no specific requirements for prior learning, but previous study of agriculture would be advantageous.

It is desirable that learners have achieved GCSE grades A-C in English, Welsh and Mathematics.

In years 12 and 13, learners complete 3 internally assessed units by competing in a number of assignments per unit.

## Course content?

Units provided will give learners the opportunity to experience activities such as animal nutrition planning, animal health treatment management, business planning and grassland management while also developing practical skills to reinforce understanding.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Understanding animal anatomy and physiology (compulsory)	10 Credits	Introduction to body systems and organ function.	Internal Assessment
Unit 24	Understand and undertake in farm livestock husbandry.	10 Credits	An introduction to the UK livestock systems and the management of livestock enterprises.	Internal Assessment
Unit 30	Understand grassland management.	10 Credits	Different types of grassland and hay for livestock.	Internal Assessment

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 14	Undertake an Investigative Project in the Land-Based Sector	10 Credits	Critically analyse existing initiatives and produce a business plan for a new business.	Internal Assessment
Unit 16	Understand livestock breeding and nutrition.	10 Credits	Understand and promote animal health.	Internal Assessment
Final unit	To create a breeding and ration plan for livestock	10 Credits	Observe, maintain and manage health in livestock.	Internal Assessment

# Biology

## Why study the subject?

Biology provides an abundance of information that touches on many different aspects of a variety of topics. These range from the internal structure of organisms in physiology and the interdependence of living things in ecology, to social issues including human influence on the environment and the ethical considerations of genetics. The intention is that using a variety of approaches will stimulate interest, promote understanding and generate a general appreciation and a sense of wonder at the living world. The broad aims are therefore:

- provide a broad factual base and skills
- stimulate interest in the subject
- facilitate critical appreciation of issues arising from the subject.

## Entry requirements?

To study the course, you must have gained at least a grade B in either GCSE Biology or GCSE Double Award Science. It also helps to study Chemistry to at least AS level.

## Course content?

In Year 12 two units of work are studied with an additional three units in Year 13. Each unit is assessed by external examination only. Each exam for Units 1-4 is written exams, and Unit 5 is a practical exam.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Basic biochemistry and cell organisation	20%	Structure and function of biological compounds and enzymes; basic cell structure and organization; cell division; cell membranes; transport of membranes.	External exam
Unit 2	Biodiversity, physiology and body systems	20%	Adjustments for transportation and nutrition and gas exchange.	External exam

### Year 13 (A Level)

UNITS	TITLE	MARKS	CYNNWYS	ASSESSMENT
Unit 3	Metabolism, Microbiology and Homeostasis	25%	Energy supplies in living organisms, microbiology and populations; man's impact on the environment; homeostasis and the nervous system.	External exam
Unit 4	Variation and Evolution	25%	Variation and evolution, genetics and the application of genetics. Disease and immunology.	External exam
Unit 5	Practical assessment	10%	An examination that requires candidates to apply hypotheses, plan, analyse and evaluate.	External exam 1 part practical 1 part written

# Business (BTEC)

## Why study the subject?

This course is designed to provide a suitable basis for the study of Business, or a related area of study in further or higher education and / or preparation for future employment. The course provides the opportunity to develop skills, knowledge and understanding in realistic business contexts. While studying you can develop the skills needed to succeed as an entrepreneur, manager or employee such as – research, communication, collaboration, problem solving, analysis and evaluation, presentation of information. Studying the subject also provides opportunities for you to experience bespoke activities related to your chosen field, as well as offering opportunities where you are aware of how you can contribute to society. Business is a subject that complements many other subject choices and creates an awareness of the relevance of the subject to everyday life.

## Course requirements?

There is no specific requirement for prior learning: although some learners will have already studied Business Studies for GCSE. It is expected that this will be a new subject area for many.

It is desirable that you have gained GCSE grades A-C in English, Welsh and Maths.

## Course content?

In Years 12 and 13, 4 units of work are assessed, 2 of which are internal through coursework, and 2 external with online tests.

## How the course will be assessed?

### Year 12 (AS/Certificate)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Exploring Business	25%	Learners will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.	Internal
Unit 2	Developing a Marketing Campaign	25%	Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed	External

### Year 13 (A Level/Extended Certificate)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Personal and Business Finance	34%	Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.	External
Unit	Optional Unit	16%		Internal

# Art and Design

## Why study art?

Choosing to study Art and Design involves much more than just drawing or your ability to sketch well. The subject covers the development of a wide range of skills and techniques, so that one can produce a portfolio of original and creative work throughout the two years that may lead to a foundation or possibly a degree course. Art and design have diverse aspects from the traditional to contemporary practise that will help you turn your creative passion into a career or a job. Whether you want to be the next Leonardo da Vinci or an architect or maybe even a fashion designer for H&M, the subject will help you improve your skills and pursue your dream in the creative field. Art and design students have to work independently thinking outside the box by being highly entrepreneurial and self-motivated, two qualities you learn on your journey to becoming an artist. A qualification in art and design is not just about pencils and drawings, you will also learn all about the contextual side by studying artists, designers and craftspeople who are vital in developing your own ideas. Whether you want to study art and design at university, or venture into a foundation course first, here are a few options to help you decide which aspect of the subject you can specialize in: Learners can explore areas that overlap with / or combinations of disciplines from the following areas:

Fine Art - painting, sketching, sculpture, film and performance and printmaking.

Critical and Contextual Studies - a study of art from different times and expressing an opinion.

Textile Design - fashion, sewing and knitting, interior design, costume and costume design.

Graphic Communication - animation, advertising, branding and marketing, illustration, editing and book design.

Three Dimensional Design - ceramics, modelling and 3D, architecture, set design, sculpture, jewellery.

Photography and film - all kinds of digital image, moving image such as film and animation.

The ability to innovate, adapt and work independently is fundamental to all aspects and is now valued by higher education and employers

## Entry requirements?

In order to access the course students are expected to:

- Either have taken a GCSE Art and Design course and have gained at least a C grade.
- Or created a portfolio of exemplary work

## Course Content?

The course is based on choosing a topic or theme that are personal and relevant to the individual's strengths and interests, and at the start of the units there will be an intensive conversation between the student and the teacher to determine the best option. Whatever subject or title pursued, the course encourages creativity, supportive research and analysis, experimentation, design and making as methods of developing technical and expressive skills. It provides an opportunity to follow a program of study that extends personal experience and response as well as fosters imagination and critical and reflective thinking. In the lessons emphasis is placed on developing a variety of experimental work, comparing the contexts of tradition from the past with more contemporary ones. At the end of the units each pupil will be responsible for displaying their final work for internal assessment and external moderation by WJEC.

## How is the course assessed?

There are four assessment objectives which are related to both year 12 and year 13 units:

**AO1** – Develop ideas through in-depth and in-depth investigations enhanced by contextual and other sources, demonstrating analytical and critical understanding.

**AO2** – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**A03** – Record ideas, observations and insights relevant to intentions, critically reflecting on work and progress.

**A04** – Present a personal and meaningful response that realizes intentions, and, where appropriate, links visual and other elements.

The course is divided into a total of 3 units, 1 AS unit and 2 A2 units. The weighting set out below is expressed in terms of the full A level qualification.

### Year 12 (AS)

UNIT	TITLE	MARKS	CONTENT	ASSESSMENT
<b>Unit 1</b> <b>(Course work)</b>	Personal Creative Investigation	(160 marks)  40%	Project / Portfolio with a final theme or pieces on a personal theme, integrating theory with practical work.	Internal Assessment  External  Moderation

### Year 13 (A2)

UNIT	TITLE	MARKS	CONTENT	ASSESSMENT
<b>Uned 2</b> <b>(Course work)</b>	Personal Investigation	(160 marks)  36%	<b>Part 1:</b> Practical investigation based upon personal themes.  <b>Part 2:</b> Extended Written project that includes images and text and is related to the practical work in part 1.	Internal Assessment  External  Moderation
<b>Unit 3</b> <b>(Exam)</b>	Controlled Test	(100 marks)  24%	<b>Preparatory work:</b> Sketchbooks and Portfolio  <b>Final Piece:</b> 12 hour practical exam in the art room	Internal Assessment  External  Moderation

## Why study the subject?

Chemistry is sometimes referred to as the 'central science' because it links the physical sciences such as Mathematics and Physics with the applied sciences such as Biology, Medicine and Engineering. Chemistry is all around us and our understanding of the subject helps us answer many simple questions about everyday life! Chemistry is a science that underpins society. It is important in every aspect of our lives - from the medicine we use to the fertilizers we use on the land to make the best produce from crops.

Chemistry is one of the Russell Universities Group facilitation subjects. It is known as a facilitation subject as choosing Chemistry for A Level opens many different doors for graduate study. Naturally it is a definite step towards a degree in Chemistry, Pharmacy, Medicine, Veterinary Medicine, Dentistry, Engineering, Biological Sciences and Biochemistry but it also provides a good foundation for many other courses because of its logical discipline.

As Chemistry is a science subject, the process of learning helps you to be objective, analytical and methodical, and as a result you can solve problems with confidence. You can apply these skills outside of academia, and studying Chemistry helps us understand current issues such as news about petrol, environmental problems, health issues and more.

## Entry requirements for the course?

To study the course, you must have gained at least a grade B in either GCSE Chemistry or GCSE Science (Double Award) and a B grade in GCSE Mathematics. It also helps to study Biology / Physics / Mathematics to at least AS level.

## Course content?

During the first year you will investigate to understand the structure of atoms as well as the calculations that allow us to determine expected yields from chemical reactions. In addition, you will look at reversible reactions and the structure of solids. Energy changes in reactions will be studied as well as the factors affecting the rates of chemical processes. The second unit also introduces organic chemistry (carbon) and spectroscopy. During unit 3 (year 13) the periodic table will be studied in more detail. The chemistry of the Transitional Elements and Groups III, IV and VII will be examined. The creation of electrical potentials between two different elements will be explored in detail, along with further studies of the energy changes that occurs during reactions. Finally, there will be a study of how experimental results can lead to a detailed determination of the processes that occur during a reaction. Building on the work of year 12, the second unit (unit 4) will explore a wide range of classes of organic chemicals and their characteristic reactions. Methods of analysis and special properties for specific organic species will also be studied.

Practical work is an essential part of Chemistry. Your practical skills will be developed during the course and an investigative approach will also be promoted whenever possible. The practical exam will give you the opportunity to demonstrate your skills, knowledge and understanding in relation to practical techniques and your ability to analyse and evaluate experimental data.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Structure of matter and simple reactions	20%	The Atom, Mole calculations, Bonding, Equilibria and the Periodic table.	External examination
Unit 2	Energy, Rate and Chemistry of Carbon compounds	20%	Organic Chemistry including hydrocarbons, halogenoalkanes, alcohols, Thermochemistry and Rates of reaction.	External examination

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Physical and Inorganic Chemistry	25%	Develops ideas of Redox, Kinetic, Energy changes, Entropy, Equilibria, and the study of sections of the Periodic Table.	External examination
Unit 4	Organic Chemistry and analysis	25%	Structure elucidation, synthesis of organic compounds and their uses.	External examination
Unit 5	Practical Chemistry	10%	Practical work based on the whole Chemistry A level course.	Practical examination (3 hours) and written examination (1 hour).

# Music

## Why study the subject?

The AS and A2 courses are based on performing, composition and appraisal work. Here is an opportunity to enjoy a varied and interesting course that will develop your practical skills as well as your appraising skills and your ability to analyse complex information. Music is recognised as a subject that develops the ability to process information quickly and offers a variety of problem solving solutions creatively to a host of situations. The skills and discipline that are developed are not only valuable for Music careers, but are transferable skills for other careers.

## The requirements of the course?

Either a grade C in Music GCSE or grade 5 Music theory.

## Course content?

A variety of set works are studied in Yr 12 and 13 that will develop your appraisal and analytical skills as well as your ability to set a work in a historic context. You will also have the opportunity to develop your composition skills in order to submit a folio, as well as developing your performing skills

### Extracurricular activities:

A wealth of experiences are provided including the opportunities to perform on a regular basis in concerts, functions, musicals as well as competing at the Urdd Eisteddfod and the Gwyl Gerdd Dant. An annual visit to London's West End to see a show is organised, as well as the opportunity to take part in composition workshops with a residential composer.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Performing	12%	A solo performance and/or ensemble of two pieces (6 – 8 minutes)	External Examiner
Unit 2	Composing	12%	A folio of two compositions. The folio to last between 3 – 6 minutes <ul style="list-style-type: none"><li>• 1 composition to respond to a brief set by WJEC using Western Classical Tradition techniques and conventions to last at least 1 minute</li><li>• 1 free composition to last at least 2 minutes</li></ul>	External Assessment
Unit 3	Appraising	16%	Written examination based on extracts of set works from two areas of study.	Written Examination 1½ hours



## Year 13 (A Level)

*There is an opportunity here to choose an additional option from the pupils' strongest unit. Therefore, the weighting for that unit will be an additional 8%.*

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 4	Performing	A = 22% B = 14%	Either A: a performance of 10 – 12 minutes; 3 pieces, or B: a programme of 6 – 8 minutes; 2 pieces	External Examiner
Unit 5	Composing	A = 22% B = 14%	Either A: a folio of 2 compositions to last between 3 – 6 minutes, or B: a folio of 3 compositions to last between 5 – 9 minutes	External Assessment
Unit 6	Appraising	24%	Written examination based on extracts of set works from two areas of study.	Written Examination 2¼ hour

# Welsh (First Language)

## Why study the subject?

The Welsh AS and A Level courses are based on a study of language, literature and visual literature. Here's an excellent opportunity to enjoy a diverse course and to further develop your oral and writing skills as well as your ability to analyse. Without a doubt, studying Welsh will support you with your other studies in the Sixth form. This subject offers a range of opportunities and time to concentrate on valuable communication skills, important in any career. Studying Welsh will certainly open many pathways for example in broadcasting, arts, politics or education. Come and enjoy studying a useful, academic course in a successful department with exceptional standards.

## Entry requirements for the course?

To study the course, it is desirable to have gained at least two C grades in Welsh Language and Welsh Literature. Studying the higher tier Literature papers would be beneficial.

## Course content?

During the course you'll have the opportunity to study a variety of interesting topics and text. In Year 12 you will discuss the popular film "Hedd Wyn" by Alan Llwyd and the classical play "Siwan" by Saunders Lewis. You will also have the opportunity to write creatively as well as to write an essay or written speech presenting an opinion or viewpoint. The only written examination at the end of Year 12 will be a combination of grammar and an essay on twentieth century and twenty first century poetry.

In Year 13 you will discuss "Martha, Jac a Sianco" by Caryl Lewis and study the medieval prose Branwen as well as a collection of medieval poetry. There will be two written examinations at the end of Year 13. You will have the opportunity to develop your appreciation of literature and practise valuable and useful writing skills.

The Welsh department offers a variety of experiences; creative workshops, mentoring, a chance to compete in local and the Urdd Eisteddfod and educational visits.

## How is the course assessed?

You will sit one written examination at the end of Year 12 and two written examinations at the end of Year 13.

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	The Film, Play and Oracy	15%	Film and play discussion.	Oral examination
Unit 2	Non-examination assessment	10%	Write an extended piece in a specified format and an essay or written speech presenting an opinion or viewpoint.	Internal assessment
Unit 3	The Use of Language and Poetry	15%	Linguistic exercises and an essay question on twentieth and twenty first century poetry.	Written examination paper

## Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 4	The Novel and Oracy	20%	Discuss a novel and establish links with other relevant texts.	Oral examination
Unit 5	Medieval Prose and Early and Medieval Poetry.	20%	Structured questions on medieval prose and poetry.	Written examination
Unit 6	Appreciation of Literature and Welsh Language in Context	20%	Appreciation of prose or poetry not previously studied. Write a piece in a specific format.	Written examination

# Geography

## Why study the subject?

*“Geography is the subject that holds the key to our future” Michael Palin.* Geography is a subject which enables you to:

- understand the environment at local and global scales
- know your world through fieldwork
- make wise decisions that balance the environment and development concerns
- develop a wide range of skills such as presenting arguments or writing reports based on research
- understand other cultures in Wales, Europe and throughout the world.

## Entry requirements for the course?

Can I follow the Geography course? Why not? If you have followed Geography at GCSE then you are an obvious candidate to be considering studying Geography at A-level.

What if you haven't followed the Geography GCSE course? If you have an interest in geographical themes and contemporary topics, then you have the potential to follow the course. Discuss your interest with a Geography teacher who will advise you on the wisdom of you choosing to study Geography at A-level. Geography AS and Advanced GCE is an appropriate qualification for a very wide range of higher education or career choices.

## Course content?

Over the two year course you will have the opportunity to study a wide variety of themes such as Changing Landscapes and Places, Tectonic Hazards, Water and Carbon Cycles, 21st Century Challenges and many more. Studying these themes is important for our understanding of our past, present and future. During the course you will take part in fieldtrips in order to complete investigations and you will also take responsibility for your own learning by choosing an independent investigation.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Changing Landscapes	24%	Section A: Changing Landscape (Coastal or Glaciated Landscapes) Section B: Tectonic Hazards	Written Examination 2 hours
Unit 2	Changing Places	16%	Section A: Changing Places Section B: Fieldwork Investigation in Physical and Human Geography	Written Examination 1 ½ hours

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
<b>Unit 3</b>	Global Systems and Global Governance	24%	Section A: Global Systems Section B: Global Governance: Change and Challenges Section C: 21st Century Challenges	Written Examination 2 hours
<b>Unit 4</b>	Contemporary Themes in Geography	16%	Section A: Tectonic Hazards Section B: Contemporary Themes in Geography	Written Examination 2 hours
<b>Unit 5</b>	Independent Investigation	20%	One written independent investigation, based on the collection of both primary data and secondary information.	Non-examination assessment 3000-4000 words

## Why study the subject?

Our AS / A level Drama and Theatre Studies course is an exciting and inspirational course that prepares you for further study in Higher Education. This practical specification gives you the opportunity to work as either performers and / or designers on three different performances.

This practical and challenging course of study encourages learners to develop and apply an informed, analytical framework for creating, performing, interpreting and understanding drama and theatre.

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

Drama is accepted as an A Level at each University for a wide range of study subjects. It provides a solid foundation for further study in the Arts and is an asset to those who wish to pursue a career in Theatre or Television. This subject can lead to any career that deals with people. You can become an Actor, Lawyer, Drama Therapist, Teacher, Presenter, Researcher, Set and costume designer as well as the technical side with lighting and sound.

## Course requirements?

The A Level course is open to any student. Although it is advantageous to have a GCSE in the subject, it is not necessary. Good language skills facilitate the written element.

## Course content?

You will:

- have the opportunity to develop interest and enjoyment in drama and theatre as a performer and knowledgeable audience member.
- develop your understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre.
- have many opportunities to develop a variety of dramatic and theatrical skills and develop the ability to work creatively and collaborate to achieve shared dramatic intentions.
- develop and apply theories and practice through an understanding of critical concepts and use of subject terminology.
- study the theories of Drama Pioneers, apply them in lessons and in live performances.
- study contemporary and historical plays and analyse those plays ready for written examinations.
- have opportunities to watch a variety of live performances developing review writing skills.
- develop your scripting skills and create devised work.
- have a variety of extra-curricular opportunities to visit the theatre, attend workshops to develop performance skills and apply them in your work.
- develop technical (lighting, sound) and design (costume, set) skills instead of performing.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Theatre workshop	24%	Practical unit - Acting or Design. You will create, develop and perform a piece of theatre based on the reinterpretation of a piece of text chosen by WJEC. You will create a realization of the performance or design by creating a creative log in the form of an evaluation.	Practical Examination and written Coursework. Non-examination assessment: internal assessment, external moderation.
Unit 2	Text in theatre	16%	Examination paper. You will answer 3 questions, a pre and post 1900 drama and a live theatre review. There will be a series of questions based on 'Y Cylch Sialc' by Bertolt Brecht or 'Wyneb yn Wyneb' by Meic Povey.	Open book written exam: 1 hour 30 minutes

### Year 13 (A Level)

UNITS	TITLE	MARKS	CYNNWYS	ASESU
Unit 3	Text in action	36%	You will be expected to prepare two performances, one on a published play and the other an original set text work. You will be assessed on either acting or design. You will produce a process and evaluation report within one week of completing the practical work.	Practical Performance and Written Evaluation. Non-examination assessment.
Unit 4	Text in performance	24%	There written paper will be based on two set plays: 'The Curious Incident of the Dog in the Night-Time' by Mark Hodden (Simon Stephens) or 'Nyrsys' by Bethan Marlow.	A 2-hour Open Book external exam based on two set plays, one before and after 1900.

# Design and Technology: Product Design

## Why study the subject?

Every product we buy, from MP3 players to the chairs we sit on, are designed to look and work a certain way. On this course you will learn how to design and develop attractive and useful products. You will develop visual skills, prototype production, and computer aided design. You will learn about materials and production methods by completing practical design and make tasks. The course could lead you to a wide range of exciting careers. You could develop a career in mechanical engineering or product design. What about computer graphics? Computer aided design for industry is also a prospect. This course could lead to careers such as an architect, teacher, industrial designer or engineering.

## Entry requirements?

Students are expected to have gained at least a B grade in Product Design at GCSE to gain entry to the course. However, pupils who have not studied the subject at GCSE but who have demonstrated the ability in equivalent subjects may also be considered for the course.

## Course content?

Design and Technology offers candidates a unique opportunity to discover and solve real problems by designing and making products or systems in a wide variety of contexts related to their personal interests. Design and Technology is a practical course. By completing design and making projects you will learn about design techniques, form and function, materials and production processes. You will develop 2D, 3D and computer design techniques. You will use tools and machinery to produce your final idea. You will also have the opportunity to visit exhibitions of innovative designers' work.

## How is the course assessed?

You will complete the Product Design A Level with WJEC. In year 12, you will sit one exam and create one piece of coursework. The same structure is repeated in year 13 with different content:

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Product Design Exam Paper	20%	Design and innovation Product analysis Materials and components Industrial and commercial practice	External Assessment
Unit 2	Design and Make Task	20%	Candidates will present one design and make task	Internal marking and external moderation

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Product Design Exam Paper	30%	Human responsibility Public interaction Processes Production systems and management	External Assessment



<b>Unit 4</b>	Design and Make Task	30%	Candidates will undertake one significant project. Each year WJEC sets eight themes for the project, although applicants can also submit their own proposals for approval.	Internal marking and external moderation
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# Electronics

## Why study the subject?

Electronics touches many aspects of our lives and studying Electronics will open many doors for you, it is well suited to pursuing a career in many different fields including:

- electronic engineering,
- electricians,
- computing,
- electronics industry.

## Entry requirements for the course?

Students will be expected to have achieved a GCSE B grade in either Triple or Double Science and a B grade in GCSE Mathematics.

## Course contents?

While studying the course the students will use and develop a range of skills which include:

- practical work,
- problem solving,
- mathematical skills.

## How is the course assessed?

### Year 12 and 13 (A Level)

2 written external examinations at the end of Year 13

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Principles of Electronics	40%	Demonstrate knowledge and understanding of the ideas, techniques and procedures of electronics.	External examination
Unit 2	Applications of Electronics	40%	Apply knowledge and understanding of the ideas, techniques and procedures of electronics.	External examination
Unit 3	Extended System Design	20%	Analyse problems and design, build, test and evaluate electronic systems to address identified needs.	Internal assessment

# Physics

## Why study the subject?

Physics provides a wide plethora of information and knowledge which covers a variety of topics. Physics is instrumental in the World around us and an understanding of the subject allows students to answer a number of questions about everyday life! Many Universities acknowledge Physics as a facilitating course due to the skills used and developed, which is accepted as a means of entry regardless of the course applied for. If you are at present unsure of your career path, choosing Physics allows you to keep your degree options open.

Studying Physics is well suited for pursuing a career in many different fields including:

- engineering,
- architecture,
- medicine,
- electricians,
- computing.

## Entry requirements for the course?

Students will be expected to have achieved a GCSE B grade in either Triple or Double Science and a B grade in GCSE Mathematics.

## Course content?

While studying the course the students will use and develop a range of skills which include:

- practical work,
- problem solving,
- mathematical skills.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Motion, energy and matter	20%	Motion and energy concepts. Basic particles. Observation of stars.	External examination
Unit 2	Electricity and light	20%	Light and Electricity concepts. Photons. Lasers.	External examination

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Oscillations and nuclei	25%	Circular and harmonic motion. Radiation. Heat.	External examination
Unit 4	Fields and options	25%	Gravitational and electrical fields. Fields. Induction. Options.	External examination
Unit 5	Practical Physics	10%	Investigation and data analysis.	External examination

# French

## Why study the subject?

The ability to communicate in French broadens the career opportunities in various fields including business, engineering, marketing, science, tourism, the media and technology. It is an academic course offering a robust and balanced combination to A Level choice across the curriculum. Also, French is considered a subject that complements well to an array of university courses. Studying French will most certainly open doors in order to easily study or travel and live abroad for a period of time (French is the official language of more than 40 countries)!

We live in an inter-connected world, with multilingualism being an integral part of that. Studying French on a higher level is an opportunity for students to excel in their future careers and to develop young people who are considerate of other cultures, economies and languages worldwide.

Studying one of Europe and the world's main languages at higher level will allow you to enhance your European awareness and develop your linguistic knowledge so that you can communicate clearly and confidently. By raising your linguistic standard, studying French develops and refines various skills and develops the ability to turn to other languages. There is a strong focus on improving language skills as well as developing transferable skills such as autonomy, ingenuity, creativity, critical thinking, and linguistic, cultural and cognitive flexibility.

Pupils are offered the opportunity to assist or run extra-curricular activities such as a foreign film club and there is an opportunity to assist younger pupils in lessons as the school's language ambassadors. The course offers a unique opportunity to study a number of different themes as part of the subject.

## Entry requirements for the course?

In order to gain entry to the course, students are expected to have followed and passed the French GCSE course. You would benefit from gaining a grade C or above.

## Course content?

The specification offers students the opportunity to build on their previous study through social, intellectual and cultural themes such as relationships, education and employment. An opportunity to study literature and film will allow learners to undertake a deeper analysis of language structures and increase their cultural awareness as part of an integrated approach to language learning. It aims to develop learners' fluency in speaking French, as well as building confidence in listening, reading, and writing. France 1940-1950 is also studied, which focuses on a key period in French history that has helped to shape the country as it is today. This is an exciting new development that enables learners to develop and build on cultural knowledge, understanding and appreciation through the use of authentic oral and written sources in a stimulating course of study.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Speaking	12 %	Task 1: Arguing a point of view based on a written stimulus card (5-6 minutes) Task 2: Discussion based on a second written stimulus card (7-9 minutes)	Non-exam assessment: 12-15 minutes (plus additional 15 minutes preparation time)

<b>Unit 2</b>	Listening, reading, translation and critical response in writing	28%	Section A: Listening Section B: Reading Section C: Translation – from French into Welsh/English Section D: Critical response in writing	Written examination: 2 hour 30 minutes
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### Year 13 (A Level)

<b>UNITS</b>	<b>TITLE</b>	<b>MARKS</b>	<b>CONTENT</b>	<b>ASSESSMENT</b>
<b>Unit 3</b>	Speaking	18%	Independent research project: (a) Presentation of independent research project (2 minutes) (b) Discussion on the content of the independent research project (9-10 minutes)	Non-exam assessment: 11-12 minutes
<b>Unit 4</b>	Listening, reading and translation	30%	Section A: Listening Section B: Reading Section C: Translation – from Welsh/English into French	Written examination: 2 hours
<b>Unit 5</b>	Critical and analytical response in writing (closed-book)	12%	One essay question – based on the study of one literary work taken from the prescribed list	Written examination: 1 hour 30 minutes

## Child Care (Level 2 or Level 3)

### Why study the subject?

This qualification is suitable for anyone who wants to work in care, teaching and child development placements or services in Wales.

The qualification allows students to develop the information and skills needed to work or continue with their studies in the Child Care field.

- 2-year course
- 2 days in school with an experienced tutor
- 2/3 days on placement in a Nursery, Welsh Primary school or Welsh Day Nursery.

It is an information and practise course equivalent to 2 x A Levels. The following UCAS points are awarded to this course:

Grade	Points
Excellence*	112
Excellence	96
Merit	64
Pass	32

### Entry requirements for the course?

This Level 3 course requires a minimum of 4 GCSEs at grade C or above including Welsh.

### Course content?

Learners are required to complete a minimum of 700 hours on work placement in order to achieve this qualification.

Completion of this qualification provides a suitable foundation for Early Years studying, education or nursing at university. Learners will also be qualified to work in various Child Care and education settings.

### How is the course assessed?

The assessor will visit the placement to assess the learner's competence to work with children. The method of assessment will include:

- A portfolio of evidence
- Observe practice
- Professional discussion

# Politics and Government

## Why study the subject?

The Politics and Government course is both contemporary and exciting and it will help you to understand and influence the powers that control our society. It is a course that develops skills such as critical thinking, evaluation of debates, interpretation of information and the organising and communicating of ideas allowing you to express your ideas in a coherent manner. The course will empower you with a range of skills that any University or potential employer would find invaluable. The course will help you understand your rights and will also help you develop and understand your own political standpoints. The subject is 'live' and involves interaction with the real world– Brexit, Trump, independence for Scotland/Wales –the course offers you the opportunity to study all of these and to better understand the world we live in. With the voting age having been lowered to 16 in Wales it is more important than ever before for young people to embrace politics and to understand the political systems and institutions that control our lives.

## Entry requirement for the course?

There is no expectation that pupils should have studied any particular course at GCSE however, a C grade at GCSE in Welsh or English would be advantageous.

## Course content?

You will be studying the political systems of the United Kingdom with your first focus being on evaluating the British constitution. The focus will then move on to Parliament in Westminster and evaluating its effectiveness in passing legislation and holding government to account. You will also look at the role of the First Minister in Wales and the Prime Minister of the United Kingdom, evaluating the nature and extent of their powers. You will also consider what it means to live in a democracy, discussing how democratic the United Kingdom really is, while identifying and evaluating those characteristics; elections, the rights of citizens, voting systems and voting patterns. In Year 13 there will be an opportunity to study different political ideologies (Liberalism, Conservatism, Nationalism, Socialism and Communism). Finally you will be studying and evaluating the political system and politics of the United States of America in its entirety.

## How is the course assessed?

### Year12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Government in Wales and the United Kingdom	20% of the course	Constitution of the United Kingdom and the Judiciary. The Westminster Parliament and the Government of the UK. The Welsh Parliament and the Government of Wales- the future of devolution.	A 90m exam
Unit 2	Living and participating in a democracy	20% of the course	Voting patterns, voting systems and referendums. Political parties, pressure groups and new social groups. Citizenship and human rights.	A 90m exam

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Political Ideologies	30% of the course	Liberalism, Conservatism, Nationalism, Socialism and Communism	Exam- 2 hours and 30 minutes
Unit 4	American Politics	30% of the course	The American Constitution and the Bill of Rights. The American system of Government- Congress, Presidency, Supreme Court. The American political culture- voting patterns, political parties and the electoral system.	Exam 0 2 hours and 30 minutes



# Level 3 Diploma: Food Science and Nutrition

## Why study the subject?

This is a course that allows you to develop an extensive knowledge of the food science and nutrition topic. An understanding of food science and nutrition applies to many industries and jobs. Care providers and hospital nutritionists use this information, as do trainers and fitness directors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.

The course offers the opportunity to learn about the relationship between the human body and food, as well as developing practical skills associated with experimental work during the process of cooking and preparing food. There is a strong emphasis on practical work which means it is ideal if you are practical minded. This course can lead to a career in the food and drink sectors of the hospitality and catering, environmental health, food production or food retail industries. It is a course offering access to further education courses similar to BSc Food and Nutrition, Human Nutrition BSc, BSc (Hons.) Public Health Nutrition, BSc (Hons.) Food Science and Technology.

## Course entry requirements?

The course offers progression from the GCSE Food and Nutrition course but it is possible to start the course without previous experience based on performance in other subjects.

## Course content?

Three units will have to be completed over two years to be successful.

During Year 12 Unit 1 must be completed. The purpose of unit 1 is to ensure that you develop an understanding of the nutritional needs of specific target groups to plan and cook complex dishes to meet their nutritional needs. An understanding that food hygiene is an essential requirement for anyone who handles food will also be required. Throughout the unit you will gain an understanding of how to identify hazards and reduce risks in food production. At the end of the year, one exam must be sat and a unit of coursework submitted.

In year 13 Unit 2 and 3 must be completed. Unit 2 teaches you about food safety. You will develop an understanding of how micro-organisms can affect food safety and how certain foods can cause illness in people with intolerance or allergy, and what controls should be in place to reduce the risks to humans. This unit is externally assessed by completing an assignment drawn up by WJEC. You are expected to complete the task independently under controlled conditions between 1st May and 1st June in year 13.

Unit 3 aims to develop your understanding of the scientific properties of food and how these properties contribute to the changes that occur in food. You will carry out and plan experiments with different types of food to solve food production problems. This unit will be assessed internally by completing an assignment under controlled assessment conditions.

## How will the course be assessed?

### Year 12

Units	Title	Marks	Include	Assessment
Unit 1	Meeting the nutritional needs of specific groups	50%	<ul style="list-style-type: none"><li>• Food safety</li><li>• Nutrition</li><li>• Menu planning</li><li>• Cooking complex dishes</li></ul>	Internal and external assessments

## Year 13

Units	Title	Marks	Include	Assessment
Unit 2	Ensure food is safe to eat	25%	<ul style="list-style-type: none"><li>• Properties of micro-organisms</li><li>• Food preservation methods</li><li>• Allergies and intolerances</li><li>• Risk management measures</li></ul>	External assessment
Unit 3	Experimentation to solve food production problems	25%	<ul style="list-style-type: none"><li>• Scientific properties of food</li><li>• Scientific research and experimentation with food</li><li>• Solving production problems</li></ul>	Internal assessment

## Level 3 Diploma: Medical Science

### Why study the subject?

Do you enjoy Biology? - interested in the human body but not interested in learning about plants? This is the course for you! Studying Medical Science will equip you with the knowledge, understanding and skills in key scientific principles that will support your progression into higher education or employment in areas related to Medical Science. It is a suitable course for the study of Nursing, Physiotherapy, Occupational Therapy but it is NOT suitable for medicine or dentistry. Passing the course will also open doors to jobs in the physiological sciences or clinical laboratory services. Most importantly, it will also show that you have useful transferable skills, for example, data analysis, conducting investigations, scientific literacy and keeping up to date with the latest developments in science and medicine. The course requires different skills to A level Biology. You don't have to study plants (!), and the fact that most of the assessment is coursework means you don't have to remember a lot of facts - rather you have to make connections between scientific theory and case studies of real patients.

### Entry requirements?

GCSE grades CC or above in Double Award Science or a C in Biology with a C in either Chemistry or Physics.

### Course content?

Medical Science is the study of health maintenance, disease prevention and treatment. The course has been developed for learners interested in healthcare related careers and medical research. There will be 2 units where you will carry out physiological tests on 'real patients' and on 'real' samples of urine, phlegm or blood. You will need to learn about the effect of different drugs and how to choose the best medicine to cure certain medical conditions. Part of unit 4 focuses on cancer.

### How is the course assessed?

#### Year 12 and Year 13

UNITS	TITLE	MARKS	ASSESSMENT
Unit 1	Human health and disease	25%	External exam: Synoptic
Unit 2	Physiological measurement techniques	12.5%	Controlled summative assessment: Internal
Unit 3	Medical science research methods	12.5%	Controlled summative assessment: Internal
Unit 4	Medicines and the treatment of diseases	25%	Controlled summative assessment: Internal
Unit 5	Clinical laboratory techniques	12.5%	Controlled summative assessment: External
Unit 6	Medical case study	12.5%	External exam: Based on three case studies

# History

## Why study the subject?

History is more than the study of facts and information. It is an exciting and challenging study of how society and individuals in the past have created our modern world, as well as how the past has been interpreted in different ways. It is an interesting study of people; be they complicated, heroic, or complex. As one of the traditional academic subjects, Universities hold History in high regard with many students using it as a launch pad to higher education and the study of subjects such as the law, politics, journalism, education and much, much more. It is fair to say that the subject is the study of 'everything' that has brought us to this moment in time.

From an intellectual standpoint History allows you to develop many key skills; evaluation, critical thinking, assessment, interpretation and organising and communicating of ideas allowing students to express their opinions in a coherent manner. The subject links in well with the other humanities as well as literature-based subjects such as English and Welsh. However, History compliments a range of different subjects and will give students an enhanced A level profile. The course will empower students with a range of skills that any University or potential employer would find invaluable.

*'The more you know about the past, the better prepared you are for the future.'* (Theodore Roosevelt)

## Entry requirements?

There is no expectation that pupils will have studied history before however studying history at GCSE level will have its advantages. Where pupils have no prior qualification in history, we would look favourably on those students who have gained a C grade or above in Welsh / English.

## Course content?

We study three historical periods:

- The history of Wales and England, 1780-1880.
- The history of Germany, 1918-1945
- The History of America, 1890-1990

The course is interesting, challenging, and wide ranging.

In year 12 you will be studying two historical periods. The history of Wales and England will focus on the battle for democracy and the rise of radicalism, while the history of Germany in the 1920s will explain the conditions that allowed the rise of Hitler and the Nazi party looking at the impact of the Treaty of Versailles and events such as the Munich Putsch and Hitler's election victories in the late 1920s. You will develop your source evaluation skills as well as your ability to critically analyse the role of prominent individuals involved in these developments. At the end of the year, you will be examined in both areas of study.

In year 13 you will continue your in-depth analysis of German History during the Nazi period of government, analysing their social, economic, and racial policies as well as their foreign policy and role during the Second World War. You will study Hitler's consolidation of power in the early 1930s looking at how he turned Germany into a one-party state, as well as the treatment of Jews and other minority groups and the Final Solution. The history of the United States of America between 1890 and 1990 will form the second part of your work in year 13 and you will study the rise of America as a superpower and the work and influence of the Civil Rights movement. This is a much broader study of America and will involve looking at the role of significant individuals; President Eisenhower, JFK, Martin Luther King and Rosa Parks and significant events such as the Second World War, the Vietnam War and the effects and events surrounding the Cold War. During year 13 you will also complete a non-examined assessment. Here, you will study various interpretations of a particular historical theme which will either focus on Welsh, British, European or World history e.g., the causes of the American Civil War, or the reasons behind the success of the Civil Rights Movement.

## How is the course assessed?

### Year12 (AS)

UNIT	TITLE	MARKS	CONTENT	ASSESSMENT
Unit1	Period Study	20%	History of Wales and England: Politics, Protest and Reform, 1780-1880	Exam paper 1 hour 30 minutes
Unit 2	In depth study; Part 1	20%	Germany, Democracy and Dictatorship,1918-1945 Part 1: The challenges facing the Weimar Republic 1918-1933	Exam paper 1 hour 45 minutes

### Year13 (A Level)

UNIT	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Period Study	20%	History of America 1890-1990 Theme 1: Civil Rights Theme 2: Becoming a superpower	Exam paper 1 hour 30 minutes
Unit 4	In-depth study: Part 2	20%	Germany, Democracy and Dictatorship,1918-1945 Part 2: The Rule of the Nazi Government1933-1945	Exam paper 1 hour 45 minutes
Unit 5	Non-examined assessment	20%	Differing interpretations of a particular historical theme either on Welsh, British, European or World history e.g., the reasons for the development of the Cold War.	Coursework essay assessment

# Health and Social Care

## Why study the subject?

50% of the course is coursework and 50% is exam dependent. It is therefore an ideal course for students who do not fair well in exams. It is a broad based subject and can open doors to a vast array of careers and courses.

## Entry requirements for the course?

5 GCSE's grade A\*-C (Welsh and English essential). Must be someone who is willing to work independently. Candidates will benefit from studying the dual GCSE in Health and Social Care but **it is not essential** to do so.

## Course content?

In year 12 candidates are required to investigate how care and support is provided in Wales, and how this compares to another UK country. In year 13 candidates will present an information resource for someone looking to pursue a career in the childcare **or** adult health and social care sector.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Promoting health and well-being	20.0%	<ul style="list-style-type: none"> <li>Definitions and concepts of health and well-being</li> <li>Understand perspectives of health, well-being and resilience</li> <li>Support and promote health, well-being and resilience in Wales</li> </ul>	External assessment
Unit 2	Support health, well-being and resilience in Wales	20.0%	<ul style="list-style-type: none"> <li>Support individuals to achieve personal outcomes</li> <li>Working practices in health and social care and childcare.</li> <li>Local and National provision</li> <li>Responsibilities and rights of providers and individuals</li> </ul>	Non-examination assessment

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Theoretical perspectives on child and adolescent development.	30.0%	<ul style="list-style-type: none"> <li>Theories and principles of child development</li> <li>The importance of play in learning and development</li> <li>Children and young people's behaviour</li> </ul>	External assessment
Unit 4	Support the development, health, well-being and resilience of children and young people.	30.0%	<ul style="list-style-type: none"> <li>The needs of children and young people</li> <li>Current issues in providing care and support for children and young people.</li> <li>The role of current legislation and government</li> </ul>	Non-examination assessment

			initiatives to safeguard and improve the care and support of children and young people in Wales.	
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**OR**

<b>UNITS</b>	<b>TITLE</b>	<b>MARKS</b>	<b>CONTENT</b>	<b>ASSESSMENT</b>
<b>Unit 5</b>	Theoretical perspectives on adult behaviour	30.0%	Factors affecting adult behaviour. Understand perspectives that affect adult behaviour. Strategies and approaches that support adults to develop positive role models.	External assessment
<b>Unit 6</b>	Supporting adults to maintain health, well-being and resilience	30.0%	Care and support need of adults Current issues in providing care and support for adults. The role of current legislation and government initiatives to safeguard and improve the care and support of vulnerable adults in Wales.	Non-examination assessment

# Mathematics

## Why study the subject?

Although the AS and A Level Mathematics course is challenging, it is considered a well-respected subject by universities and employers. Most pupils choose to study the subject for their intrinsic interest, but some choose it as a communication vehicle for other disciplines. During the course they will:-

- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- use mathematics as an effective means of communication;
- use mathematics as an effective means of communication;
- read and comprehend mathematical arguments and articles concerning applications of mathematics
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general

## Entry requirement for the course?

At least a grade B on both the Higher GCSE papers.

## Course Content?

- **Pure Mathematics:** this field of Mathematics further develops the ideas that have been studied in GCSE. Things like Algebra, Calculus and Geometry
- **Statistics:** this unit consists of the following topic areas: discrete and continuous distributions, probability Hypothesis Testing.
- **Mechanics:** this unit is the study of **Motion** in everyday life

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Pure Mathematics	25%	Surds, Coordinate Geometry, Differentiation, Identities, Integration, Logarithms, The Circle, Factor and Remainder Theorem	EXAM
Unit 2	Statistics and Mechanics	15%	Newton's Laws, Vectors, Kinematics, Forces, Probability, Binomial and Poisson distributions, Large Data Sets, Hypothesis Testing	EXAM



### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Pure Mathematics	35%	Differentiation, Integration, Simpson's Rule, Functions, Modulus, Vectors, Partial Fractions, Identities, Curves, Proofs	EXAM
Unit 4	Statistics and Mechanics	25%	Conditional Probability, Uniform and Normal Distributions, Hypothesis Testing, Newton's Laws, Vectors, Kinematics, Forces, Moments	EXAM

## Further Mathematics

### Why study the subject?

Further Mathematics is a separate qualification that is taken in addition to taking A level Mathematics. Further Mathematics both broadens and deepens the Mathematics covered in A level Mathematics. Despite being a challenging course, it is a qualification highly regarded by both universities and employers.

There are many reasons to study Further Mathematics:

- For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. As well as learning new areas of pure mathematics you will study further applications of Mathematics in mechanics and statistics.
- Students who take Further Mathematics find that the additional time spent studying Mathematics boosts their marks in single A level Mathematics.
- It makes the transition from sixth form to university courses which are mathematically rich that much easier as more of the first-year course content will be familiar.

If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/Economics, etc., or of course Mathematics itself, you will benefit enormously from taking Further Mathematics. AS Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees.

- It enables students to distinguish themselves as able mathematicians in their applications for university and future employment. Further Mathematics qualifications are highly regarded and are warmly welcomed by universities. Students who take Further Mathematics are demonstrating a strong commitment to their studies. Prestigious university courses require you to have a Further Mathematics qualification and others may adjust their grade requirements more favourably to students with Further Mathematics.

### Entry requirements for the course?

It is expected pupils have achieved an A\* GCSE Mathematics, and ideally A\* GCSE Numeracy too.

### Course content?

- **Pure Mathematics:** Matrices, Summation of Series, Roots of Polynomials, Complex Numbers, Proof by Mathematical Induction, Vectors, Further Calculus, Further Trigonometry, De Moivre's Theorem, Hyperbolic Functions, Maclaurin Series, Polar Coordinates, Differential Equations.
- **Statistics:** Mean and Variance of Discrete Probability distributions, Continuous distributions and probabilities, the Poisson distribution, the Exponential distribution, Spearman and Pearson correlation methods, Chi-square test.
- **Mechanics:** Momentum, Vectors, Forces, Energy and work done, Circular motion, Differential equations and Equilibrium of rigid bodies.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Pure	13.3 <sup>R</sup> %	Matrices, Transformations of Matrices, Complex Numbers, Summation of Series, Roots of Polynomials, Proof by Mathematical Induction, Vectors.	External Examination
Unit 2	Statistics	13.3 <sup>R</sup> %	Random Variables and the, Spearman and Pearson correlation methods, the Exponential distribution Chi-square test.	External Examination
Unit 3	Mechanics	13.3 <sup>R</sup> %	Momentum and Impulse, Hooke's Law, Energy and Power, Circular Motion, Differentiation and Integration of Vectors.	External Examination

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 4	Pure	35%	Further Matrices, Further Calculus, Further Trigonometry, De Moivre's Theorem, Hyperbolic Functions, Maclaurin series, Polar Coordinates, Further Differential Equations.	External Examination
Unit 6	Mechanics	25%	Rectilinear motion, Momentum and Impulse, Moments and Centre of Mass, Equilibrium of rigid bodies, Differential Equations.	External Examination

## Level 3 Associate Diploma in Engineering Technologies

### Why study the subject?

The Level 3 Diploma in Engineering is a Vocational Related Qualification (VRQ). It is specifically designed for learners following specific routes within an advanced Apprenticeship or learners aged 16-19 in full-time education interested in pursuing a career in the engineering sector. This includes occupations and job roles as a maintenance engineer, mechanical engineer, welder, manufacturer or electrical engineer.

With the dependence of technology and modern life, the engineering community has seen widespread credit for their contribution to technology. By choosing an engineering qualification, students convey an interest in the subject clearly see the benefits it provides for the future. Choosing engineering as a career will improve your ability to think challengingly. Life will not be boring with this career. As an engineer you will face challenging situations where creativity and logical ability are needed. They can introduce new concepts and ideas. Engineering requires innovation and creativity to develop new technology. Such creativity allows you to encounter new ideas and techniques. It's a very innovative career.

### Entry requirements?

There are no formal entry requirements for this qualification. However, learners must have the potential to complete all aspects of the qualification. In particular, learners should be able to demonstrate that they have good levels of literacy and numeracy required to comply with the health and safety aspects and the ability to complete the learning outcomes and assessments. Learners who have completed the engineering level 2 course will see this course as a natural progression.

### Course content?

The course develops an appropriate range and depth of knowledge, understanding and skills in engineering. You will study health and safety and how to work safely in an industrial environment. The course is based on practical activities that include building a number of exciting products using different engineering skills. Pupils will need to learn how to work to very accurate detail and use measuring tools to evaluate their work. You will learn how to use a variety of hand tools and machines. Students will need to demonstrate the ability to read technological designs and understand information from different sources. You will keep a portfolio of work to show and record your results. You will study elements of Engineering Mathematics and how Engineering companies operate. There is a computer-aided design (CAD) unit where students will need to create detailed and accurate engineering drawings.

### How is the course assessed?

The assessment methods within this qualification include a computer-based multiple choice examination for one mandatory unit and one optional unit. Practical and written assessments are marked by the centre for the second mandatory unit and other units within a qualification. Assessment methods are designed to assess learners' knowledge, understanding and skills for each unit.

## Year 12 and 13

Units	Title	Marks	Include	Assessment
Unit 001	Environmental health and safety and engineering	20%	Study of health and safety in the workplace, law and engineering	External Assessment by online examination
Unit 006	Computer aided design (CAD)	20%	Study how to use a computer to create engineering drawings (CAD)	Internal assessments and information questions
Unit 023	Production and fabrication of metal sheet	20%	Candidates will undertake specific tasks with a metal sheet to create engineering products. Specific accuracy will be required to achieve level 3 standard.	Internal assessments and information questions
Unit 042	Engineering Inspection	20%	The candidates will study the principles of how to check and inspect engineering work. Study the different equipment that is used	Internal assessments and information questions
Unit 064	Engineering communication	20%	Candidates will undertake the study of mathematics and communication elements	Internal assessments and information questions

# English Literature

## Why study English Literature?

Studying English Literature is endlessly challenging, stimulating, interesting and worthwhile. It is a subject which complements both science and arts subjects and every university respects its credentials. It is also a subject which appeals to anyone who enjoys reading, writing, discussing or contemplating ideas and philosophies.

English Literature complements any subject within a student's A level choices. Although traditionally linked with arts and humanities subjects, recently many institutions offering courses in science, medicine, business and law have asked for evidence of strong English skills. These provide students with valuable advantages in thinking, studying and communicating.

## Entry requirements for the course?

Students should have achieved at least a grade C in English Language and English Literature GCSE in order to be accepted on the course.

## Course content?

During the AS year, you will be studying a wide and challenging range of texts: from a Victorian novel to 20th century poetry. In your first year, you will encounter and analyse the works of Philip Larkin, Tennessee Williams, Carol Ann Duffy and Thomas Hardy. At the end of the year, you will sit two examinations: one on poetry (open book) and one on the novel and the drama. In the A2 course, you will study the poetry of John Donne and the play Hamlet by William Shakespeare. Throughout the year, you will also complete coursework based on the comparison of two novels.

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Prose and Drama: Thomas Hardy and Tennessee Williams	20%	Section A: Questions on the novel <i>The Mayor of Casterbridge</i> by Thomas Hardy; Section B: Question on the drama <i>A Streetcar Named Desire</i> by Tennessee Williams	External examination
Unit 2	Post 1900 poetry: W.B. Yeats and Dannie Abse	20%	Section A: Analysis of named poem; Section B: Comparison of the poetry of Yeats and Abse.	External examination (open book)

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Pre 1900 poetry: John Donne- Selected Poems	20%	Section A: Analysis of poem Section B: Essay based on a range of poems	External examination (open book)
Unit 4	Shakespeare: Hamlet	20%	Section A: Analysis of an extract from the play; Section B: Theme-based essay	External examination
Unit 5	Prose	20%	Coursework: Comparison of two novels (one pre-2000, one post-2000).	Internal assessment/ external moderation.

# Psychology

## Why study the subject?

- To provide a solid foundation for the study of Psychology in University.
- If you have an interest in how the mind works.

## Entry requirements for the course?

The subject will be new for most pupils and they are not expected to have any prior knowledge, although a very good understanding of science, mathematics and the ability to express ideas clearly is required. A positive attitude to regular work is essential as many of the concepts studied will be unfamiliar and some independent background reading will be required.

## Course content?

You will study questions such as:

- Is a murderer's brain different from a normal person's brain?
- Can studying dreams help improve mental health problems?
- Is it possible to change someone's memory of an event by using just one word?
- Is it acceptable to use psychological theory to manage children's behaviour?

You will study how Psychologists use scientific theory to find answers to Psychological questions. This includes:

- study some important investigations of the past
- studying statutory techniques
- the study of research methodologies in Psychology

## How is the course assessed?

### Year 12 (AS)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	From past to present	20%	Work relating to five approaches in psychology, therapies and classic pieces of research evidence	Written examination 1 hour 30 minutes
Unit 2	Exploring behaviour	20%	The focus of the unit is psychological research, from early planning through to the final stages of analysis and evaluation. Learners are required to carry out their own investigation.	Written examination 1 hour 30 minutes

### Year 13 (A Level)

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Implications in the real world	40%	This unit looks at how Psychology has been used to understand and handle different irregular behaviours.	Written examination 2 hour 30 minutes
Unit 4	Applied Research Methods	20%	A unit that focuses on practical work that the learner will undertake in their psychology studies, as well as dealing with new scenarios.	Written examination 1 hour 30 minutes

# Level 3 Diploma: Information Technology

## Why study the subject?

ICT is at the heart of everyday life. Be it at work, at home and in our downtime. From working with graphics, games, operating and control systems, communications or problem solving, ICT will always have an increasing role to play. This qualification is suitable for students wishing to pursue a career in ICT, and for students who wish to gain a Level 3 qualification to support further study in Further and Higher Education. This qualification is particularly attractive because of its global relevance and close alignment with industrial practice.

## Entry requirements for the course?

Students should have achieved at least 5 GCSE A\* - C . Completion of GCSE IT is not mandatory.

## Course content?

The course offers a wide range of units that include a variety of different skills. See table below for details.

## How is the course assessed?

This qualification is assessed through 100% coursework. All units may be assessed at relevant intervals during the two years. There are no scheduled exams. A moderator will visit the school to standardize your work. The course is graded by Distinction, Merit or Pass. These qualifications carry UCAS points as shown below.

Grade	UCAS points	Equivalent A level grade
<i>Distinction*</i>	56	A*
<i>Distinction</i>	48	A
<i>Merit</i>	32	C
<i>Pass</i>	16	E

## Year 12 (AS)

UNITS	TITLE	CONTENT
Unit 1*	Employment skills	Skills and principles for effective communication and the interpersonal attributes required in a workplace.
Unit 19	Spreadsheet Modelling	Understand how spreadsheets can be used to solve complex problems within a real business organization.
Unit 23	Databases	To equip learners with the skills needed to create a relational database.

## Year 13 (A Level)

UNITS	TITLE	CONTENT
Unit 2*	Information Systems	Demonstrate the knowledge held by organizations and how this is valuable to an organization.
Unit 9	Project Planning	To help the learner understand how projects are managed and to be able to plan a project using IT.
Unit 27	Digital Graphics	Using a range of software and hardware to create, to modify and to manipulate images.

\* *Compulsory* units for the course, with freedom to study four different units from the list available on the OCR website <https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology-2012/units/#level-3>



## Level 3 Diploma: Criminology

### Why study the course?

More and more Universities are looking for students who are independent learners who can control their own destiny and learning journey. The Criminology course is a blended learning course, following the same teaching and learning patterns adopted by Universities across the United Kingdom. This means that it involves a mixture of live learning in the classroom, on-line lessons, recorded lessons, tutorials, exams and coursework. By passing this subject it is proof enough for any University of your ability to handle this type of teaching experience, something you will have to do to succeed in University.

Criminology is a relatively new course and suitable for anyone who has an interest in following a career path that involves the law, civil service, local government, care and of course the Police Force. By now an accredited University degree is required for entry to the Police and this subject prepares you for such courses in University.

This is an 'applied' course which means you will be using your knowledge to explain criminal behaviour and analyse and evaluate criminality within society. Developing your analytical and evaluative skills will also develop your problem solving skills, important in all modern occupations.

### Entry requirements?

We ask that students have 5 GCSEs A\*-C and an A\*- C in the Challenge Certificate at CA4. You will be expected to take charge and organise your own learning and as such this course will not suit you if you require constant supervision and encouragement to work.

### Course content?

During the course in year 12 and year 13 you will study the following;

Unit 1 – The purpose of this unit is for you to plan a campaign for change involving a criminal matter.

The focus of this unit is on non-reported crimes (hate crimes, honour crimes, domestic abuse, white collar crime and technological crimes) and the effects of such crimes. We also look at the media's representation of crime and how campaigns for change can increase the awareness of unreported crime. You will use your knowledge and understanding of the syllabus to respond to a brief that will be given to you in your controlled assessment. You will complete this assessment in 8 hours and it will test your ability to apply your knowledge and understanding to a given scenario. In this assessment you may use your class notes to support your responses.

In Unit 2 in year 12 you will study different theories of crime. Is criminality in somebody's nature or is there a wider environmental explanation for criminal behaviour, personality, trauma in early life or is criminal behaviour the result of copying others? We will investigate the issue looking in-depth into criminal behaviour e.g. why do serial killers behave the way they do? Why are some people aggressive while others are more passive? How can we change or influence criminal behaviour?

The Unit 3 course in year 13 follows the investigative process from the crime scene to the courtroom. The course focusses on the criminal justice system from the scene of a crime to the decision of the jury in a court case. We will look at the roles of different personnel in the investigation process, from evidence collection to evidence processing and the role of the police, forensic investigators, the CPS and criminal profilers. You will develop your analytical skills in this unit, assessing the validity of jury decisions and verdicts in specific cases e.g. the murder of Stephen Lawrence and Jill Dando and the Amanda Knox case.

Unit 4 in year 13 will concentrate on the mechanics of the criminal justice system in Wales and England. We will consider how laws are made and what role do different agencies play in crime and punishment. Looking at the work of the police is a key aspect of the unit and is therefore particularly important for those who

want to pursue a career in law enforcement in the future. We will also look at 'punishment' and the aims of punishment, considering how effective various punishments are such as the death penalty and prisons.

AS part of the course we will visit the Police Headquarters in Carmarthen, The forensic unit at the University of South Wales and local courts as well as hearing from guest speakers.

### How is the course assessed?

You will develop your practical and academic skills by learning in a 'blended' fashion. The flexibility of the course allows the individual to follow his/her own interests. The assessments involves a combination of projects, case studies and exams. 50% is course work assessed and 50% is exam based.

#### Year12 (AS)

UNIT	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 1	Understanding crimes	25% (A2) 50% (AS)	Different types of crime. Crime reporting. Crime in the media. Collecting data about crimes. Creating a crime campaign.	Coursework
Unit 2	Crime theories	25% (A2) 50% (AS)	Different explanations of criminal behaviour. Policy development.	90m exam

#### Year13 (A Level)

UNIT	TITLE	MARKS	CONTENT	ASSESSMENT
Unit 3	Crime Investigation	50%	Investigating crime: processing evidence, role of the courts, using evidence	Coursework
Unit 4	Crime and punishment	50%	How does the criminal justice system work; the aims of punishment. Role of the police and social control.	90m exam

# Tourism

## Why study the subject?

Studying Tourism is an opportunity to develop a career within the travel and tourism or related industries. By studying the subject, you will develop an understanding of the scale and importance of the travel and tourism industry and the co-dependency of its sectors. You will also develop an understanding of the wide range of tourism destinations within the UK and the rest of the world. Furthermore, the subject will develop and maintain a broad interest in travel and tourism and the issues affecting the development of the industry.

## Course content?

- The nature and characteristics of travel and tourism.
- The structure of the UK, Europe and World travel and tourism industry.
- The development of the UK, Europe and World travel and tourism industry.

## Entry requirements for the course?

It is a requirement that the students have gained 5 GCSE's A\* - C. Studying GCSE Tourism is not necessary.

## How is the course assessed?

Learners undertaking the WJEC Applied Extended Certificate in Tourism will have the opportunity to learn about key aspects of the industry through the completion of **six** units. **Two** of these are mandatory whilst the further **four** units are chosen from six optional units:

UNITS	TITLE	MARKS	CONTENT	ASSESSMENT
<b>Unit 1 - Mandatory</b>	The Global Tourism Industry	20%	This unit introduces us to the many sectors that exist to provide tourism products and services, the types of tourists who might be attracted to a destination and their motivations, the interrelationships that allow the tourism industry to work successfully and the undeniable value that tourism can have on an economy.	Written Examination - 1 hour 40 min
<b>Unit 2 - Mandatory</b>	Wales as a Tourist Destination	20%	This shows what Wales has to offer in terms of its tourism and the motivations of the people who visit. Learners will build a knowledge of how accessible Wales is as a tourist destination, issues that impact tourism in Wales, along with the trends and priorities that will need to be considered.	Controlled Assessment that is marked by WJEC
<b>Unit 3 - optional</b>	Managing the Customer Experience	15%	We will learn to appreciate and understand the importance of providing excellence in customer experiences in the tourism industry. In this unit learners will learn about the importance of evaluating the customer experience. The learner will	Controlled assessment that is marked internally and moderated externally

			develop excellence in managing the customer experience and demonstrate the delivery of an excellent experience for customers in tourism situations.	
<b>Unit 4 - optional</b>	Global Destinations	15%	We will learn to appreciate and understand the importance of travel geography and what attracts visitors to global destinations. In this unit learners will learn about core geographical facts, along with the types of global destinations and the attractions and their main appeal.	Controlled assessment that is marked internally and moderated externally
<b>Unit 5 - optional</b>	Planning, Co-ordinating and Running an Event	15%	The aim of this unit helps learners to develop key tourism management and employment skills as they plan to prepare, run, and evaluate an event. The unit provides learners with a balance of theoretical and practical learning.	Controlled assessment that is marked internally and moderated externally
<b>Unit 6 - optional</b>	Digital Marketing for Tourism and Events	15%	This unit introduces the role of digital marketing within the tourism and events sector, focusing on how different strategies and influences have inspired the industry to entice people to new destinations across the globe. Learners will examine the concerns of legal and ethical considerations, when producing online digital content.	Controlled assessment that is marked internally and moderated externally
<b>Unit 7 - optional</b>	Employment in Tourism and Events	15%	The unit will provide us with the ability to research actively and methodically, identifying specific pathways in the tourism and events sector. The unit allows learners to explore a wide range of employment opportunities, where they can identify the variety of skills, qualities and qualifications required for a range of employments in the sector.	Controlled assessment that is marked internally and moderated externally
<b>Unit 8 - optional</b>	Adapting to Change in the Tourism Industry	15%	We will study and investigate the 'bigger picture' surrounding the tourism industry. It introduces the lifecycle of destinations and products, issues and trends and how the industry can respond. Focussing on local, national and global perspectives encourages a wide and complex set of skills development.	Controlled assessment that is marked internally and moderated externally

## Why study the course?

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

- develop, apply and be assessed on their skills of Planning and Organisation; Critical Thinking and Problem-Solving; Creativity and Innovation; and Personal Effectiveness (the 'Integral' Skills)
- be given opportunities to further develop their skills of Literacy, Numeracy and Digital Competence (the 'Embedded' Skills)
- develop an appreciation of the importance of skills development as a key aspect of lifelong learning
- engage in active, creative, and learner-led opportunities
- enquire and think for themselves, plan, make choices and decisions, solve problems, and reflect on and evaluate these
- develop initiative, independence, and resilience
- work independently, take on responsibilities and work effectively with others

## Entry requirements?

The Advanced Skills Baccalaureate is open to those students who have achieved grades A\* to C in English Language/Welsh Language and GCSE Mathematics/Numeracy.

## Course content?

### Global Community Project (25%)

The Global Community Project supports learners to develop and demonstrate application of the Integral Skills whilst considering complex global issues and participating in local community activities (at least 15 hours) to promote citizenship in a sustainable world and Wales.

### Future Destination Project (25%)

The Future Destination Project supports learners to develop and demonstrate application of the Integral Skills whilst exploring future destination goals for life, employability and citizenship in a sustainable world and Wales.

### The Individual Project (50%)

The Individual Project enables learners to develop and demonstrate application of the Integral Skills whilst planning, managing and conducting an independent research project (extended written project or artefact).

## How is the course assessed?

Each Project is assessed through a series of tasks which require learners to demonstrate their application of planning and organisation, critical thinking and problem-solving, creativity and innovation and personal effectiveness. When completing their assessments learners will explore topics that are of relevance and interest to them within broadly defined themes linked to the United Nations Sustainable Development Agenda and Wales' Wellbeing Goals. Along with two other A levels you will gain the Welsh Baccalaureate A Level. There are no external examinations, your work will be assessed internally and externally moderated. The qualification is graded from A\* - E and equal in value to other A levels.