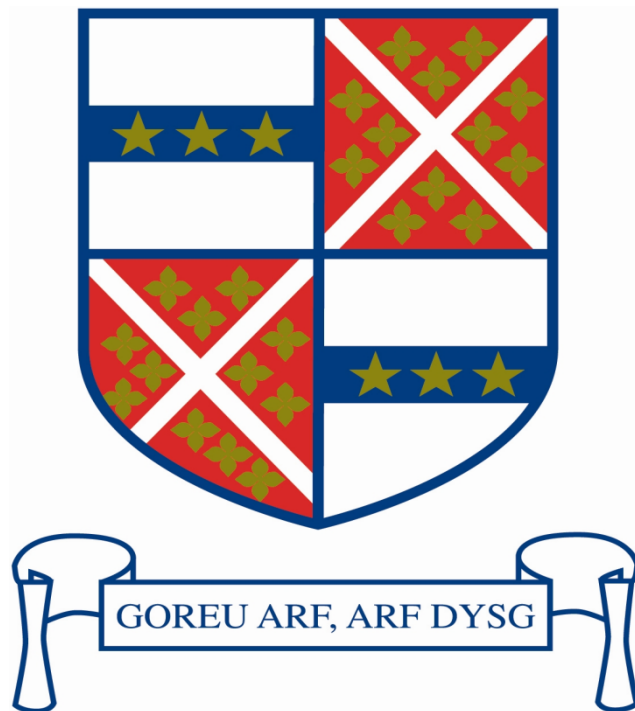


# Ysgol Stanwell School



## **Sixth Form Prospectus** **2012 - 2013**

# **LEARNING TO EXCEL**

Organisations often have a statement that encapsulates the nature of the organisation.

We start with **learning** because the school exists for pupils to learn.

An important part of that learning is the acquisition of knowledge which is recognised on the school badge Goreu Arf, Arf Dysg (knowledge the best weapon).

Starting from **learning** our aim is to enable pupils **to excel**.

Stanwell's statement starts with **LEARNING** and leads to **EXCELLENCE**.

***"Learning and teaching in a safe, stimulating and supportive environment are paramount, with teamwork, discipline and effort providing opportunities for all Stanwell pupils to make progress, achieve success and enjoy excellence."***

# **STANWELL SCHOOL SIXTH FORM**

**(as of February 2012)**

Headteacher	:	Mr D Jones
Senior Deputy Headteacher	:	Mr A Lewis
Deputy Headteacher	:	Mrs C Kynaston
Assistant Headteachers	:	Mr M Lewis Mr J Mansfield Miss S Owen
Assistant Headteacher/ Head of Sixth Form	:	Mr R Relph
Year Tutors	:	Mr K Watkins Mrs R Connor Mr M Gershenson Mrs A Mansfield
WBQ Coordinator	:	Miss P Menhenitt
Sixth Form Secretary	:	Miss S Adams
Careers Officer	:	Mr A Pritchard
Head Boy	:	Rhys Ward
Head Girl	:	Cerys Young
Deputy Head Boy	:	Tom Knight
Deputy Head Girl	:	Rhea Ghosal

## **Important Dates**

Sixth Form Interviews	:	Friday, 15 <sup>th</sup> June 2012 Monday, 18 <sup>th</sup> June 2012
Sixth Form Induction	:	Tuesday, 19 <sup>th</sup> June 2012 (10.30 am – 12.30 pm)
GCSE Results	:	Thursday, 23 <sup>rd</sup> August 2012 (9.00 am – 12.00 pm)
Sixth Form Enrolment	:	Thursday, 23 <sup>rd</sup> August 2012 (9.00 am – 12.00 pm) Friday, 24 <sup>th</sup> August 2012 (9.00 am – 12.00 pm)
First Day of Term	:	Tuesday, 4 <sup>th</sup> September 2012 N.B. Monday, 3 <sup>rd</sup> September is a designated INSET day

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## **INTRODUCTION**

We are pleased that you are considering Stanwell School Sixth Form for the next stage of your education. The school aims to provide a structured and disciplined environment in which students can excel, both academically and personally. The success of our sixth formers can be judged by the overwhelming number of students who continually qualify for higher education. The aim of this prospectus is to help you decide not only on appropriate courses, but also if our sixth form is suitable for the next stage of your education.

The sixth form has expanded considerably over the last decade or so with projected numbers for the 2012-2013 academic year indicating a population in excess of 400. Inevitably, the majority of students have transferred from our own Year 11, but we also extend a special welcome to a number of students who join us from other schools.

This year we are offering a wider range than ever of Advanced Level courses, including vocational options in Information and Communication Technology and Travel and Tourism, as well as the introduction of Product Design:Textiles, Health and Social Care and BTEC Sport. In addition all students will study for the Advanced Diploma of the Welsh Baccalaureate Qualification (WBQ). Academic progress is monitored by heads of year and personal tutors, who are closely involved in the process of applying for entry into higher education or in securing employment.

As a prospective student, you must apply for admission to courses in the sixth form by completing the Sixth Form Intentions 2012 form, presenting yourself for interviews when requested and attending Induction on June 19<sup>th</sup>. You must also be able to demonstrate the ability and aptitude to succeed in all of your chosen courses.

Whichever programme of study you choose, you need at least five GCSEs at Grade C or above. It is important to stress that for those with, or just in excess of, this minimum qualification, progression to sixth form courses is not automatic, as at least a Grade B is likely to be required in most subjects. Alongside the academic qualifications, you must also demonstrate an appropriate attitude towards study and, as role models to the rest of the school, be prepared to accept the terms of the Sixth Form Learning Agreement.

You should expect your programme of study to take up at least 23 periods per week. The main component will be your A/AS Level subjects which will form the "Options" element of the Welsh Baccalaureate. In addition you will cover the five components of the WBQ "Core" Programme: Key Skills; Wales, Europe and the World; Work Related Education; Personal and Social Education; and an Individual Investigation.

There are also sixth form GCSE Resit courses in English Language and Mathematics. These are compulsory for those students who failed to achieve a Grade C in Year 11.

Whichever course you follow, the single and most important qualification or quality is the will and determination to succeed. Time is precious and the sixth form is not a safe haven for someone who wishes to while away a year or two. An organised, purposeful and mature approach to study with regular submission of work in time to meet deadlines is essential, and this is supported by our monitoring process and regular reporting.

As a sixth former and a leading light of the school community, there are certain basic rules that you are expected to adhere to and respect. The school places an emphasis on sixth formers continuing the traditions of high standards of achievement, behaviour and appearance. The uniform must be worn and full attendance and punctuality are compulsory. Those who join the sixth form make a commitment to all these requirements by signing the Learning Agreement. Without this necessary self-discipline, Stanwell will not be the right place for you.

Apart from gaining further qualifications, the sixth form also provides opportunities for you to develop your talents and personality through a range of extra-curricular activities. Our sixth formers have always made a notable contribution to the artistic, cultural and sporting life of the school. They are also involved in a variety of programmes which enable them to develop qualities of leadership, to assume greater responsibility and to contribute to the smooth running of the school.

Whether you are an existing Stanwell student or are thinking of joining us, we would ask you to study this prospectus carefully. The decisions you make now are likely to affect you for the rest of your life. The best decisions are always informed decisions and teachers, tutors and careers advisers will be pleased to help you make them.

If you decide to be part of our sixth form, we hope you will find it a fulfilling and rewarding experience. We look forward to working with you.

Robin Relph  
February 2012

# **THE ADVANCED LEVEL CURRICULUM**

## **GCE Advanced Level**

- Each subject is divided into four units or modules (except for the Sciences, Engineering, Music and Welsh which comprise six when practical/oral modules are added).
- An Advanced Subsidiary (AS) qualification can be obtained by studying the first two units of a syllabus or specification (or three units in the Sciences, Engineering, Music and Welsh).
- A further two or three units of study (A2), together with the two or three AS units lead to the full A Level qualification.
- The AS qualification is the equivalent of 50% of the full A level, but is at a less rigorous level of study.
- The new A2 specifications include a synoptic element and are as rigorous, if not more rigorous than previous A Level standards.
- There are opportunities to retake assessment units. The better result will count towards the final award.
- Most examinable units are offered twice a year, in January and May/June. Certain units are only offered in May/June.

## **GCE Applied Advanced Level**

- Applied A Level subjects have equal parity with all other GCE Advanced Levels.
- The Advanced Double Award comprises 12 units of study and is the equivalent of 2 A Levels.
- The Advanced Single Award, comprising 6 units of study, is the equivalent of 1 A Level.
- The AS Double Award is the equivalent of 2 AS Levels.
- The AS Single Award is the equivalent of 1 AS Level.

There are two significant differences between the Applied A Level and the more traditional A Level. These are:

- The course is assessed mainly through assignment work with two thirds of the work being marked internally and the remaining external third being made up of a combination of tests, assignments and projects.
- The strong practical or vocational nature of the course provides a good grounding for the career market as well as university entry.

## **BTEC Courses**

- See subject descriptions.

## **Grading Systems**

- All GCE Advanced Level subjects are graded on the same A\* – E scale, with a grade U as an unclassified or fail grade.
- For BTEC courses the grading is Distinction\*, Distinction, Merit or Pass.

## **The UCAS Tariff**

A UCAS Tariff has been designed to give credit for all the qualifications and skills that a student can acquire at post-16 study. Many universities and colleges of higher education have adopted this system, although some of the more traditional, longer established universities still prefer to operate making offers based on specific A Level grades. Details of the UCAS Tariff are printed on page 14.

## **Stanwell Policy**

Students may sit modules more than once, but there is a charge to resit a modular examination. By the end of Year 12 students will have completed, and been externally examined, in all AS units in each subject.

# THE SIXTH FORM CURRICULUM IN STANWELL

## 1. Two year courses leading to higher education or employment.

### Advanced Level Courses: the Options Element of the WBQ

The following courses are offered for study in September 2012. All subjects depend on sufficient numbers to make them viable.

Art and Design	History
Biology	Human Biology
Business Studies	ICT (Applied Single Award)
Chemistry	ICT (Applied Double Award)
Computer Science	Mathematics + Further Maths
Creative Media Production (BTEC)	Media Studies
Design & Technology (3-D Design)	Music
Design & Technology (Textiles)	Music Technology
Drama and Theatre Arts	Physical Education
Economics	Physics
Engineering	Politics and Government
English Language and Literature	Psychology
English Literature	Religious Studies
Film Studies	Science (Applied)
French	Sociology
Geography	Sport (BTEC)
German	Travel and Tourism (BTEC 6 Units)
Health & Social Care (Single Award)	Travel and Tourism (BTEC 12 units)
Health & Social Care (Double Award)	Welsh

## 2. The WBQ Core Programme

To fulfil the requirements of the qualification you must complete a Core Programme of activities, along with your "Options" listed above.

The Core Programme helps you develop Key Skills through a greater breadth and balance of experience. It improves your existing skills and builds on your interests. You take part in practical activities because the emphasis is on learning by doing.

The five components of the Core Programme are:

- *Key Skills* – the Key Skills are Communication, Working with Others, Problem Solving, ICT, Application of Number, and Improving Own Learning and Performance. You develop these through your Options and the four components below.
- *Wales, Europe and the World* – your chance to learn more about Wales and its relationship with Europe and the world. This includes a language module at a level suitable for you.
- *Work-Related Education* – includes working with an employer and taking part in a team enterprise activity to help you understand how businesses work.

- *Personal and Social Education* – helps you explore issues in the modern world: family, health, relationships, citizenship and sustainable development. It also includes an activity in the local community.
- *Individual Investigation* – an opportunity for you to carry out personal research into an area of interest from your optional studies or the core programme.

To achieve a Welsh Baccalaureate Advanced Diploma a typical student may combine three or more A Levels (four at AS) and the Advanced Core Programme. The Welsh Baccalaureate Core within the Advanced Diploma attracts 120 UCAS points, which is the equivalent of an A grade at A Level. It is included in offers from Universities across the UK, and is formal recognition that the experiences and skills gained are valuable when studying at degree level and beyond.

There is no Welsh Baccalaureate ‘examination’ over and above the examinations for the Options subjects. You compile evidence of your competency in the Key Skills and submit it for assessment.

You also present an Individual Investigation (an extended project) on an aspect of the Core (Wales, Europe and the World; Personal and Social Education; or Work-related Education) which interests you. This develops your skills in collecting information, analysing it and presenting it in a meaningful way.

You will also receive support from a personal tutor with whom you will meet for a 1:1 interview once every half-term and who will give you the guidance you need to help you remain focused.

In summary, the Welsh Baccalaureate combines experiences and projects that help you develop as an individual, and will equip you for your next steps – for work, university and for life.

### **3. The GCSE Resit Provision**

Any student following sixth form courses without the minimum qualification of a GCSE Grade C in English Language or Mathematics will be required to join exclusively Year 12 resit classes.

## **SIXTH FORM CURRICULUM**

### **YEAR 12 TYPICAL STUDY PROGRAMME**

<b>Stanwell timetable</b>	<b>=</b>	<b>30 periods</b>
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**4 AS Levels** = **20 periods (+)**

**Welsh Bacculaureate** = **3 periods**

**Community Participation (WBQ)** = **1 period**

**Private Study** = **6 periods**

**TOTAL** = **30 periods**

# **HOW TO CHOOSE YOUR SUBJECTS**

**You should ask yourself four questions and undertake four tasks:**

## **THE QUESTIONS**

### **1. Which subjects are available?**

As a school we are not able to offer every post-16 programme of study, and wherever you choose to study you will be limited to the courses and subjects available. Vocational Advanced Levels (Applied A Levels) and BTEC courses are available alongside a comprehensive range of other GCE Advanced Levels. In offering these subjects, all Higher Education courses remain accessible for our students.

Remember, that even if the subjects you choose are on the curriculum there is no guarantee that you will be able to study all of them, since the timetable can make some subject combinations impossible to pursue and all subjects depend on sufficient numbers to make them viable.

### **2. Which subjects do I like?**

Instinct may be as good a guide as any to A Level choice. You will perform best, and get the best results, when you are enjoying your work and are fully committed to it. If you make your choice purely out of sense of duty, or as the result of external pressure, you are unlikely to make the most of a subject.

Nevertheless, remember that you may not be able to say if you like a subject until you have tried it. It is in the sixth form that students often discover their potential in new areas and develop interests and enthusiasms which may then last a lifetime.

### **3. What am I good at?**

Interest in a subject must be matched by the necessary ability. Before embarking on a course, you need to ask yourself whether you have the appropriate skills. If you cannot perform to an adequate standard you are likely to lose interest and confidence. All arts and social science subjects at A Level help to develop powers of expression and it would be a mistake to choose such subjects without a good and proven standard of English. Similarly, it would not be realistic to choose certain sciences, or Economics, without a secure mathematical foundation. In many cases the best people to advise you here are your teachers, who have had an opportunity to assess your ability and are familiar with the demands of different subjects. GCSE grades are also a good, though not an infallible, guide.

### **4. Which subjects do I need?**

In many cases you may not need any particular subjects; but if after the sixth form you want to continue your studies at a college or university, you need to check that your A Level choices will allow you to do so. For instance, if you want to be a doctor or a vet, you will need at least two science subjects, one of which must be Chemistry. Entrants to Economics degrees often need Mathematics. A list of subjects studied at university, and the A Levels that are often required in order to gain admission to study them, based on information provided by the careers service, is given on a later page. Remember that to qualify for all higher education (i.e. university or college) courses it will not simply be a matter of passing advanced level subjects. Instead, you will be set a grades target or a points score.

## **THE TASKS**

### **1. Talk to the teachers who know you**

This can be one of the most useful and important things you can do. A teacher who knows what different subjects require **and** who knows what you are capable of achieving is uniquely positioned to advise you. You may not agree with the advice; but you should listen to it.

Talk also to those who teach any subject you are considering even if they do not know you particularly well. It is best to hear from the person responsible for teaching a subject what it is like and what it involves.

### **2. Talk to other students**

Talking to other students only a little older than you, who have themselves studied, or are currently studying, a subject you are considering, can be very instructive. However, you must learn to evaluate what will be very subjective views and realise that what is important for someone else may not be so for you.

### **3. Attend open days**

Open days or evenings run by schools and colleges can be an excellent way of learning about different subjects and what is involved in studying them.

### **4. Read the text books and consult other resources**

It is always a good idea to have a look at some of the books or familiarise yourself with some of the other resources which you will be required to study as part of any post-16 course. Don't choose these yourself: ask the person who is likely to be teaching the subject you are considering for some recommendations.

## 'A' LEVEL SUBJECTS REQUIRED/PREFERRED FOR UNIVERSITY ENTRANCE

<b>ACCOUNTANCY</b>	Usually none specified, although a numerical subject may be required.
<b>AMERICAN STUDIES</b>	Usually none specified, although English is often stipulated, sometimes History
<b>ARCHITECTURE</b>	None specified, occasionally Maths, mix of arts/science and one design orientated subject often recommended.
<b>ART &amp; DESIGN</b>	At least one design-orientated subject – progression often via Art and Design Foundation.
<b>BIOLOGY</b>	Varies – usually two sciences – Biology/Chemistry combination recommended.
<b>BIOCHEMISTRY</b>	Chemistry and another science (usually Biology) recommended.
<b>BUSINESS &amp; FINANCE</b>	No specific requirements – a numerical subject may be useful.
<b>CHEMISTRY</b>	Chemistry and a science/maths subject recommended.
<b>COMPUTER SCIENCE</b>	Varies – usually none, although Maths is most common subject requirement.
<b>DENTISTRY</b>	Chemistry and two from Biology, Mathematics and Physics.
<b>DRAMA/THEATRE STUDIES</b>	None specified, although English or Theatre Studies may be stipulated.
<b>ECONOMICS</b>	Generally – none, although Maths cited most often, occasionally Economics.
<b>ENGINEERING</b>	Maths/Physics combination usually stipulated; Maths/Chemistry for Chemical Eng. Maths alone may be sufficient for some courses/disciplines.
<b>ENGLISH (&amp; LITERATURE)</b>	English usually required, although not exclusively.
<b>ENVIRONMENTAL SCIENCE</b>	Varies – usually one or two sciences.
<b>GEOGRAPHY</b>	Geography usually required, although not exclusively.
<b>GEOLOGY</b>	Varies – usually one or two science/maths subjects (which may include Geography).
<b>HISTORY</b>	Often no specific subjects, although History stipulated most regularly.
<b>LAW</b>	No specific requirements; often preference for 'traditional'/academic subjects.
<b>MATHEMATICS</b>	Mathematics usually required; on occasions – Further Maths.
<b>MEDIA/COMMUNICATIONS</b>	No specific subject requirements. Design subjects useful for some courses. Media Studies – useful – but not essential.
<b>MEDICINE</b>	Chemistry and 2 of Biology, Physics, Maths; although 1 Art/Humanity often allowed.
<b>MUSIC</b>	Music usually a requirement (and instrumental grades e.g. ABRSM).
<b>MODERN LANGUAGES</b>	Language to be studied stipulated at 'A' Level; (although additional language useful) and any language for the more obscure.
<b>NURSING</b>	One science (usually Biology) often stipulated.
<b>OCCUPATIONAL THERAPY</b>	Often none specified, although a biological &/or social science would be useful.
<b>OPHTHALMICS/OPTOMETRY</b>	Two of Biology, Chemistry, Mathematics and Physics.
<b>PHARMACY/PHARMACOLOGY</b>	Chemistry and two of Biology, Physics and Mathematics/Chemistry and Science.
<b>PHILOSOPHY</b>	No stipulated subject requirements.
<b>PHYSICAL SCIENCE</b>	Physics and Mathematics; occasionally Physics or Mathematics.
<b>PHYSIOTHERAPY</b>	Biology is usually essential for entry, perhaps a second science preferred.
<b>PSYCHOLOGY</b>	Often none specified, Maths is most useful along with a life science subject.
<b>RADIOGRAPHY</b>	Minimum of one science subject, although two may be preferred.
<b>SOCIOLOGY/SOCIAL SCIENCES</b>	No stipulated subject requirements, although a social science and numerical subjects could be useful.
<b>SPORTS SCIENCE/STUDIES</b>	Varies – sometimes 1, possibly 2 science subjects for Sports Science.
<b>SURVEYING</b>	Usually none stipulated, although Maths, Economics, Geography, Physics are useful.
<b>TEACHING</b>	None stipulated (for Primary) although National Curriculum subject(s) recommended. Advisable to undertake the (secondary) subject you wish to teach.
<b>VETERINARY SCIENCE</b>	Chemistry & 2 of Biology/Physics/Maths, or Chemistry and Biology and 1 of Physics/Maths

## **A LEVEL EFFECTIVE SCHOOLS PREDICTION**

The system set out below describes a method of predicting future A Level achievement according to a student's GCSE results. It is based on the old A Level points system rather than the new UCAS Tariff. The 'Effective Schools Prediction' is still a useful instrument to forecast achievement in Advanced Level subjects and is used for target setting in the Sixth Form. The Predicted A Level scores are based on your three main subjects.

<u><b>GCSE Score</b></u>	<u><b>Predicted A Level Score</b></u> <b>(based on 3 main subjects)</b>	
56	29	
55	28	
54	27	
53	26	= ABB
52	25	
51	24	
50	23	
49	22	
48	21	
47	20	= BCC
46	19	
45	18	
44	17	
43	16	
42	15	
41	14	= CDD
40	13	
39	11	
38	10	
37	09	
36	08	= DEE
35	07	
34	06	
33	05	
32	04	

To calculate your predicted A Level score, take your seven best GCSE results (including English Language and Mathematics) and arrive at a GCSE score out of a maximum of 56. This then converts to a predicted A Level score.

e.g. A student with 7Bs at GCSE would score  $7 \times 6 = 42$ . This converts to an A Level predicted score of 15, the equivalent of grades CCD/CDD.

### **GRADES TO POINTS**

<u><b>GCSE</b></u>	<u><b>Advanced Level</b></u>
A*	12
A	10
B	8
C	6
D	4
E	3
F	2
G	1

## The UCAS Tariff : A Points Score System for Entry to Higher Education

UCAS TARIFF					
Single Units		Advanced GCE A/AS			Score
Main Key Skills	1-unit Award	2/3-unit Award	4/6-unit Award	12-unit Award	
				<b>A</b>	<b>240</b>
				<b>B</b>	<b>200</b>
				<b>C</b>	<b>160</b>
			<b>A*</b>		<b>140</b>
			<b>A</b>	<b>D</b>	<b>120</b>
			<b>B</b>		<b>100</b>
			<b>C</b>	<b>E</b>	<b>80</b>
		<b>A</b>	<b>D</b>		<b>60</b>
		<b>B</b>			<b>50</b>
		<b>C</b>	<b>E</b>		<b>40</b>
<b>Level 4</b>		<b>D</b>			<b>30</b>
<b>Level 3</b>	<b>A</b>	<b>E</b>			<b>20</b>
	<b>B</b>				<b>17</b>
	<b>C</b>				<b>13</b>
<b>Level 2</b>	<b>D</b>				<b>10</b>
	<b>E</b>				<b>7</b>

NB: Details of how BTEC grades are accommodated on the UCAS Tariff are outlined in the subject descriptions.

## **ADVANCED LEVEL SUBJECTS**

### **SUMMARY OF MINIMUM GCSE QUALIFICATIONS**

1. A grade B is normally required at GCSE in the subject chosen for Advanced Level.  
e.g. To study Biology you need grades BB in Double Award Science, plus a B grade in the Biology component.
2. Advanced Level subjects requiring higher order mathematical skills require at least a C grade in GCSE Mathematics Higher Tier.  
e.g. To study Chemistry or Physics you need grades BB in Double Award Science, plus a grade B in the relevant component, as well as at least a C grade in GCSE Mathematics.
3. Advanced Level subjects requiring higher order literacy skills require at least a C grade in GCSE English.  
e.g. To study Drama you also need a C grade in GCSE English.
4. Some subjects which have not been studied at GCSE will accept students with appropriate alternative qualifications, skills and aptitude.  
e.g. (i) Psychology will accept students with good linguistic and essay writing skills, as well as a minimum of grades CC in Double Award Science.  
(ii) DT Product Design will accept students who have achieved a good grade in a related creative course at GCSE.  
(iii) Economics will accept students with good literacy and numeracy skills.
5. Applied A Levels and BTEC courses will accept students who have the basic GCSE qualification of five grade Cs or the equivalent.

# ART AND DESIGN

## **Aims of the Course**

To develop your understanding of the grammar of art, enabling you to express your ideas and personal responses.

To encourage you to experiment with a wide variety of materials, both traditional and 'new' media, and to try unusual combinations of visual imagery; we encourage you to adopt a flexible, spontaneous and exciting approach to your work.

To enable you to relate your work to that of other artists and designers in both a contemporary and/or historical context.

To develop an understanding of the cultural change and the importance in a multi-cultural society of the fundamental role of art and design in the evaluation of personal experience.

## **Content (Edexcel Examination Board)**

	<b>Component</b>	<b>Weighting</b>	<b>Method of assessment</b>
<b>AS</b>	Unit 1 Art and Design Coursework	30% of Advanced GCE 60% of AS	Internally set Internally marked Externally moderated
	Unit 2 Art and Design Externally Set Assignment	20% of Advanced GCE 40% of AS	Externally set Internally marked Externally moderated
<b>A2</b>	Unit 3 – Art and Design Coursework Practical work Personal Study	30% of Advanced GCE	Internally set Internally marked Externally moderated
	Unit 4 Art and Design Externally Set Assignment	20% of Advanced GCE	Externally set Internally marked Externally moderated

## **Assessment**

You will be assessed twice each term, and you will be examined at least twice in the first year and twice in the second year.

## **Teaching and Learning Styles**

You will be timetabled for five periods of art and design lessons each week. The work produced will have a common theme and you will be expected to use all available teaching methods and practices to enrich your own developing specialist areas.

## **Compatible Subjects**

Art and Design is almost unique in that it relates to all subjects offered in the sixth form.

## **Prospects**

A Level Art and Design is essential for the study of Art at Foundation/Degree level, and is accepted by most universities for other course qualifications. Career prospects in Art and Design can be found in graphics, advertising, architecture, art history, museum/gallery work, exhibition design, arts office, art therapy, restoration/conservation, art education, film/television, interior design etc. If you have the interest the rewards are there.

Further information is available from Miss R Lewis.

# BIOLOGY

## **Aims of the Course**

1. To develop a lifelong interest in, and to encourage an enjoyment of, the study of living organisms and to promote respect for all forms of life.
2. To develop an understanding of biological facts and principles and an appreciation of their significance and how they are related.
3. To develop an understanding of scientific method, 'How Science Works'.
4. To develop an awareness of scientific and technological advances and their significance to society in general and biology in particular.
5. To be a suitable foundation for the study of biology or related course in higher education.

## **Content (WJEC Examination Board)**

If you have a strong science background you will find the course intellectually stimulating and enjoyable. The 'Biology' specification treats the subject as a whole. The course is modular and comprises the following units:

### **AS Level**

- BY 1 Basic Biochemistry and Cell Structure
- BY 2 Biodiversity and Physiology of Body Systems
- BY 3 Practical Assessment

### **A2 Level**

- BY4 Metabolism, Microbiology and Homeostasis
- BY5 Environment, Genetics and Evolution
- BY6 Practical Assessment

## **Assessment**

Progress is continually assessed in all areas of the course within the department. The AS units are 'free standing' but contribute 50% towards the final A Level. BY1 and BY2 theory papers and BY3 practical (Internal assessment) are completed in Year 12. The A2 units; BY4 and BY5 (theory) and BY6 practical (internal) are taken in Year 13.

## **Teaching and Learning Styles**

The department aims to cater for different learning styles by providing a wide range of teaching activities. Practical work is an essential component of teaching; practical activities include microscopy and experimental work. Past students have enjoyed the balance between practical and theory lessons. You will be encouraged to improve your IT skills using both generic and specific software, and will have the opportunity to participate in visits and lectures to support your learning. You will need to take responsibility for your own learning and will be encouraged to do so through independent reading and research.

## **Transition to A Level**

The change from GCSE to A Level can prove demanding, however an introductory period helps overcome most problems. Preparatory reading is useful and a book list is available.

## **Compatible Subjects**

Students from a range of backgrounds choose to study A Level Biology, however Chemistry, Psychology and Geography are all good supporting subjects.

## **Prospects**

Biology students are able to follow a wide variety of routes after school. Many students go on to study medicine, dentistry and veterinary science as well as both pure and applied biology subjects ranging from brewing studies to zoology. Some students go on to study other subjects or into employment where they find the skills they have developed are very useful.

Further information is available from Mr I Spilsbury.

# BUSINESS STUDIES

## **Aims of the Course**

- You will gain a holistic understanding of business management techniques and decision-making processes.
- The qualification has an enterprise theme that enables you to develop practical business management skills.
- You will study the ways in which companies grow and develop in relation to their markets. You will understand why some businesses are more successful than others.
- You will develop your understanding of key business performance indicators and non-performance indicators and their subsequent analysis.
- The qualification will introduce you to international business. You will also become aware of the ethical dilemmas and responsibilities faced by organisations and individuals.

## **Content (Edexcel Examination Board)**

### **AS**

#### ***Unit 1: Developing New Business Ideas (6BS01)***

This unit covers the characteristics you would need to develop to be successful in business and how new or existing businesses generate their product or service ideas and test them through market research. You should consider the competition in the market; economic climate; how the business might be financed and how much revenue the idea might generate.

#### ***Unit 2a: Managing the Business (6BS02)***

This unit covers key business activities which you may be involved in, if you were to set up and/or manage a business whether small, medium or large in size. It also introduces you to some basic management tools and models which will be developed in the A2 qualification.

### **A2**

#### ***Unit 3: International Business (6BS03)***

The aim of this unit is to introduce you to the world of international business and issues which a company trading internationally would have to consider, with a particular focus upon the development of India and China in the global business forum.

#### ***Unit 4a: Making Business Decisions (6BS04)***

You will be able to assess the current competitiveness of a business through performance and non-performance indicators. You will analyse corporate objectives and strategy on the basis of these indicators and external influences to the business. You will be required to assess the causes and effects of change on a business and examine how the company can manage risk effectively.

## **Assessment**

All units are externally assessed through formal examinations. You may be asked to carry out calculations and interpret or use data from graphs, tables or diagrams.

### **AS Unit 1: Examination of 1 hour and 15 minutes in two sections**

- Section A: Supported multiple choice
- Section B: Questions based on data

**AS Unit 2a:** Examination of 1 hour and 15 minutes in two sections:

- Section A: Supported multiple choice
- Section B: Questions based on data

**A2 Unit 3:** Examination of 1 hour and 30 minutes in two sections:

- Section A: Questions based on data
- Section B: Case study and questions

**A2 Unit 4a:** Examination of 1 hour and 30 minutes in two sections:

- Section A: Questions based on data
- Section B: Decision-making report and questions based upon pre-released material

### **Teaching and Learning Styles**

Business Studies uses a wide range of diverse teaching and learning styles. This enables you to access a broad spectrum of concepts and ideas. Interactive boards within the classrooms allow teachers to harness a range of different information sources and teaching activities, bringing to life business issues. Independent research, class discussions and debates, group/pair work, problem solving and structured, directed learning are used to deliver the subject. The creation of the 'Business Centre' will support your learning by enabling full ICT facilities to support and develop your learning, as well as providing access to current issues within the media. All resources are also fully available on the interactive school Moodle site.

You also have the opportunity to become part of the 'Young Enterprise' initiative within the school to put business concepts into practice. This is run as an extra-curricular activity after school.

### **Transition to A Level**

A GCSE in Business Studies is *not* required as the course has been designed to support those who have not previously studied the subject. An interest in current affairs and the world of business will aid your understanding of the course, while commitment, a positive attitude to your studies and the ability to meet deadlines are essential.

### **Compatible Subjects**

As Business Studies is concerned with people and how they behave, essentially this subject is compatible with a range of humanities subjects. However, recent technological developments additionally link the subject with ICT based qualifications.

### **Prospects**

Business Studies is a diverse and varied course, which means that it can be the foundation for many careers. Obviously, if you want to be the next Richard Branson and run your own business it is very useful. Other careers and further studies that can be directly linked to Business Studies include Finance, Law, Business Administration, Resource and Environmental Management, Personnel, Sales and Marketing.

Further information is available from Mrs J Macnamara.

# CHEMISTRY

## Aims of the Course

Chemistry gives many opportunities to foster the scientific method of discipline, since it trains students to observe and think clearly and carefully.

Whereas the old fashioned approach to studying chemistry consisted of learning a vast body of factual information, the emphasis nowadays is on a healthy balance of understanding and knowledge. There is still a substantial body of knowledge to be acquired, but students are encouraged to develop a clear understanding of the underlying principles and to use this to rationalise and 'make sense' of factual observations.

## Content (WJEC Examination Board)

This modular course is broadly sectioned into three main areas:

- (i) **PHYSICAL CHEMISTRY:** which studies the principles involved during chemical reactions and their applications. The content of this section is the most mathematical.
- (ii) **INORGANIC CHEMISTRY:** which involves a study of the elements of the Periodic Table. Our method is to study them as groups so that trends and comparisons may be observed.
- (iii) **ORGANIC CHEMISTRY:** which is essentially the study of carbon and its compounds, vital for anyone considering employment in petro-chemical industries, pharmacy, biochemistry etc.

## Assessment

You are required to complete a total of three components for the Advanced Subsidiary course and a total of six components for the full Advanced Level course, as illustrated in the tables below.

<b>CH1: (AS)</b>	<b>Controlling and Using Chemical Changes</b>
<b>CH2: (AS)</b>	<b>Properties, Structure and Bonding</b>
<b>CH3: (AS)</b>	<b>AS Practical Chemistry</b> CH3a WJEC set
<b>CH4: (A2)</b>	<b>Spectroscopy and Organic Chemistry</b>
<b>CH5: (A2)</b>	<b>Physical and Inorganic Chemistry</b>
<b>CH6: (A2)</b>	<b>A2 Practical Chemistry</b> CH6a WJEC set

## Summary of Assessment

<b>CH1:</b>	20% 1 hour 30 minutes Written Paper 80 marks (120 UM) <b>Controlling and Using Chemical Changes</b> Sections A (objective questions) and B (structured questions) no choice.
<b>CH2:</b>	20% 1 hour 30 minutes Written Paper 80 marks (120 UM) <b>Properties, Structure and Bonding</b> Sections A (objective questions) and B (structured questions) no choice.
<b>CH3:</b>	10% Internal assessment 60 marks (60 UM) <b>AS Chemistry Practical Unit</b> Two exercises carried out at a time determined by the school and marked by the WJEC.

<b>CH4:</b>	20% 1 hour 45 minutes Written Paper 80 marks (120 UM) <b>Spectroscopy and Organic Chemistry</b> Sections A (3 structured questions, one based on a short passage) and B (2 extended answer questions), no choice. Synoptic assessment included.
<b>CH5:</b>	20% 1 hour 45 minutes Written Paper 80 marks (120 UM) <b>Physical and Inorganic Chemistry</b> Sections A (3 structured questions, one based on a short passage) and B (2 extended answer questions), no choice. Synoptic assessment included.
<b>CH6:</b>	10% Internal assessment 60 marks (60 UM) <b>A2 Chemistry Practical Unit</b> Two exercises carried out at a time determined by the school and marked by the WJEC.

### **Transition to A Level**

The change from GCSE to A level Chemistry can prove to be rather demanding and so preparatory reading is recommended.

### **Compatible Subjects**

At least one from Biology, Physics and Mathematics should be combined with Chemistry.

### **Prospects**

Chemistry is an important science, serving not only the needs of those wanting to study Chemistry itself, but most physical science and biological science careers. The following is a list of some of the career areas requiring A Level chemistry:-

Agriculture, biochemistry, pharmacy, medicine, dentistry, veterinary work, metallurgy, forensic science, geology, mineralogy, engineering, microbiology, nursing, psychology, physiotherapy, food science, aerospace, health and safety research, scientific civil service, chemical manufacturing industry, plastics and cosmetics.

Further information is available from Mr P Johnson.

# COMPUTER SCIENCE

## Aims of the Course

To study Computing at AS or A2 you need have no formal qualification in the subject, but if you have a GCSE in Information Technology you will find that the AS/Advanced GCE course in Computing will build on some of the knowledge and skills you have already developed. *The most important factor is that you have a 'great' interest in, and are enthusiastic about, computing. In fact, this is vital as you will be expected to attend extra sessions in order to gain more assistance from the Computing staff.*

- You will learn about the design and organisation and development of computer systems.
- You will also learn a good deal of technical background knowledge to support your study of computer systems.
- The course is designed to encourage you to develop your problem-solving skills and examine your solutions not only from an academic, but also from an ethical and social point of view.
- You will need to put the theory of designing computer systems into practice to produce projects for your coursework units, which are worth one third of the available marks for the course. Those who have studied IT at GCSE will be well aware of the structure of such projects, and may even wish to develop these at this higher level.

## **A/AS courses in Computing will enable you to:**

- Develop an understanding of the main principles of solving problems using computers;
- Develop an understanding of the range of applications of computers and the effects of their use;
- Develop an understanding of the organisation of computer systems including software, data, hardware, communications and people;
- Acquire the skills necessary to apply this understanding to developing computer-based solutions to problems.

## Content (WJEC Examination Board)

The structure of the course comprises four modules, two of which, **CG1** and **CG2**, must be studied for an **AS qualification**. These together with modules CG3 and CG4 must be studied for an A-Level qualification (AS + A2). The requirements are shown below.

AS (2 Units)	A2 (2 Units)
<b>CG1</b> <i>A written paper of one section, presented in a question and answer booklet format. This module accounts for 32.5% of the course [130UMS].</i>	<b>CG3</b> <i>A written paper of one section, presented in a question and answer booklet format. This module accounts for 32.5% of the course [130UMS].</i>
<b>CG2</b> <i>Analyse, design, implement, test and evaluate a solution to a given problem requiring the production of original programming code – using Visual Basic programming language [70UMS].</i>	<b>CG4</b> <i>Analyse, design, implement, test and evaluate a solution to a substantial problem of your own choice requiring the production of computer code (programming in Visual Basic) [70UMS].</i>

It is expected that in the teaching and learning process, the knowledge and understanding of computer systems will be combined with a consideration of their applications and effects. You will be required to understand and use computer terminology correctly and use definitions in the BCS Glossary of ICT and Computing Terms.

## **Assessment**

As previously indicated, there are two taught modules which carry 65% of the overall course marks. These are assessed by written external examinations. The two remaining modules comprise practical work, with one being submitted in May of the first year and the second in the May of the second year.

## **Teaching and Learning Styles**

You will be instructed in the fundamental principles and constructs of computer programming using Visual Basic, and you will need to spend a lot of time practising and developing these skills. Theory work will support the development of these skills, and you will be expected to make presentations to the group about specific topics. You will also practise theory knowledge practically using programming languages.

## **Compatible Subjects**

Any subject.

## **Future Prospects**

You will develop the skills which will be suitable and beneficial for any further or higher education course.

**Remember:** You should have an interest in computer systems and their development. You will be required to have a conscientious attitude to study, and to take it upon yourself to spend many hours of free periods continuing with coursework. Only then will you become a proficient programmer of computer languages.

Further Information about this course is available from Mr P Davies.

# CREATIVE MEDIA PRODUCTION (BTEC)

## Aims of the Course

Choosing Creative Media Production as part of your Advanced Level programme will give you an understanding of the practical skills and knowledge needed to begin professional work in the media production industry, with a specific focus on the Graphic Design Elements of the Adobe Creative Suite including Photoshop and Illustrator.

It will take two academic years to complete this course, which is designed to be adaptable to your abilities and needs. There are three mandatory specialist units, plus a choice of four specialist units (totalling 360 guided learning hours over two years).

## Content (The BTEC Level 3 Subsidiary Diploma - Edexcel Examination Board)

The course will offer three compulsory units to be completed in year 12:

1. **Pre-Production Techniques for the Creative Media Industries**
2. **Communication Skills for Creative Media Production**
3. **Research Techniques for the Creative Media Industries**

Once you have completed the compulsory units you will select one optional unit to complete in year 12, while in year 13 you will complete a further three units, all chosen from the following list:

1. **Understanding the Print-Based Media Industries**
2. **Producing Print-Based Media**
3. **Writing Copy for Print-Based Media**
4. **Page Layout and Design Print-Based Media**
5. **Digital Graphics for Print or Digital Graphics for Interactive Media**
6. **Web Authoring**
7. **Digital Video Production for Interactive Media**
8. **Web Animation for Interactive Media**

## Grading Systems and the UCAS Tariff

The qualification is equivalent to one GCE A Level and is graded **pass, merit** or **distinction** (P. M. D.). There is also a D\* (Distinction\*).

On the UCAS Tariff if you successfully complete the two year course:

D*	=	140 UCAS Points	M	=	80 UCAS Points
D	=	120 UCAS Points	P	=	40 UCAS Points

If you only complete the Year 12 course the tariff is as follows:

D*	=	70 UCAS Points	M	=	40 UCAS Points
D	=	60 UCAS Points	P	=	20 UCAS Points

## Teaching and Learning Styles

The units are all assignment based and are vocationally orientated, with the teaching style being one of learning through practical coursework. You will be taught skills and develop your knowledge through practical application.

### **Transition to A Level**

You should have good ICT skills and preferably will have taken Media Studies or Art at GCSE where you will have developed knowledge of the requirements of print based media.

### **Compatible Subjects**

English, History, Sociology, Psychology, DT, Art, ICT, Media Studies, Film Studies.

### **Prospects**

With the international recognition of BTEC courses such as this, you can progress straight into employment or pursue higher study at university. Successful students should be well qualified for a number of future careers, for example:

- Print production planner
- Advertising copywriter
- Internet/web professional

Further information is available from Mr P Davies and Mr I O'Rourke.

# DESIGN AND TECHNOLOGY: PRODUCT DESIGN (3-D DESIGN)

## Aims

The AS and A Level course will encourage you to:

- Make use of knowledge and reflective practices in order to work with tasks that are challenging and require definition.
- Develop and sustain your creativity and innovative practice.
- Recognise and overcome challenges and constraints when working towards the production of high-quality products.
- Develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective.
- Draw on a range of skills and knowledge from other subject areas.
- Draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities.
- Develop an understanding of contemporary design and technology practices.
- Use digital technologies and information handling skills to enhance your design and technological capability.
- Recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

## Course Content (AQA Examination Board)

Design and Technology is about the application of skills, knowledge and understanding, therefore the content is delivered in a practical way to enable you to recognise the purpose of knowledge and to be able to draw on it in practical situations.

The two year course will develop skills through both formal lesson structure and project related work. During the first year you will complete projects leading towards the AS Level qualification. During the second year you will undertake a major design and make project leading towards the full A Level qualification.

## Assessment

Level	Unit	Assessment component	Hours	%AS	% A2
AS	Unit 1	written paper	2 hours	50	25
AS	Unit 2	Coursework	50 hours	50	25
A2	Unit 3	written paper	2 hours		25
A2	Unit 4	Coursework	60 hours		25

**Unit 1** – Examination: *Materials, Components and Application*

**Unit 2** – Project Work: *Learning through Designing and Making*

**Unit 3** – Examination: *Design and Manufacture*

**Unit 4** – Project Work: *Design and Making Practice*

## **Teaching and Learning Styles**

On this course you will experience a mixture of both formal theory lessons, during which specific subjects are taught, and less formal studio lessons, during which project work will be undertaken.

This course aims to encourage a mature approach to work and it is essential that you are able to develop and maintain a high level of motivation and commitment especially during the major project in Year 13.

## **Transition to A Level**

Upon successful completion of a suitable GCSE course you are required to maintain and develop a personal reference book (*Sketchbook*) before starting the course. This reference book (*Sketchbook*) will form the basis of your subsequent design work. Relevant advice and textbooks are available from the Design & Technology department.

## **Compatible Subjects**

Successful Design & Technology students in previous years have studied a wide selection from all subject areas.

## **Prospects**

If you wish to pursue a career in the design industry, i.e. industrial design, architecture, graphic design, automotive design, engineering, stage and set design, advertising, television, etc, you would benefit from this course. Previous students have successfully applied to both further and higher education institutions.

Further information is available from Mr N Gifford.



# DESIGN AND TECHNOLOGY: PRODUCT DESIGN (TEXTILES)

## Aims

The AS and A Level course will encourage you to:

- Make use of knowledge and reflective practices in order to work with tasks that are challenging and require definition.
- Develop and sustain your creativity and innovative practice.
- Recognise and overcome challenges and constraints when working towards the production of high-quality products.
- Develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective.
- Draw on a range of skills and knowledge from other subject areas.
- Draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities.
- Develop an understanding of contemporary design and technology practices.
- Use digital technologies and information handling skills to enhance your design and technological capability.
- Recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

## Course Content (AQA Examination Board)

Design and Technology is about the application of skills, knowledge and understanding, therefore the content is delivered in a practical way to enable you to recognise the purpose of knowledge and to be able to draw on it in practical situations.

The two year course will develop skills through both formal lesson structure and project related work. During the first year you will complete project/s leading towards the AS Level qualification. During the second year you will undertake a major design and make project leading towards the full A Level qualification.

## Assessment

Level	Unit	Assessment component	Hours	%AS	% A2
AS	Unit 1	written paper	2 hours	50	25
AS	Unit 2	Coursework	50 hours	50	25
A2	Unit 3	written paper	2 hours		25
A2	Unit 4	Coursework	60 hours		25

**Unit 1** – Examination: *Materials, Components and Application*

**Unit 2** – Project Work: *Learning through Designing and Making*

**Unit 3** – Examination: *Design and Manufacture*

**Unit 4** – Project Work: *Design and Making Practice*

## **Teaching and Learning Styles**

On this course you will experience a mixture of both formal theory lessons, during which specific subjects are taught, and less formal studio lessons, during which project work will be undertaken.

This course aims to encourage a mature approach to work and it is essential that you are able to develop and maintain a high level of motivation and commitment especially during the major project in Year 13.

## **Transition to A Level**

Upon successful completion of a suitable GCSE course you are required to maintain and develop a personal reference book (*Sketchbook*) before starting the course. This reference book (*Sketchbook*) will form the basis of your subsequent design work. Relevant advice and textbooks are available from the Design & Technology department.

## **Compatible Subjects**

Successful Design & Technology students in previous years have studied a wide selection from all subject areas.

## **Prospects**

Completion of this course could lead you into Fashion Design (childrenswear, menswear, womenswear, footwear etc), Interior Design, Costume Design, Visual merchandising, Fashion Buying, Fabric Technologist and Tailoring.

Further information is available from Miss S Britt.

# DRAMA AND THEATRE ARTS

## Aims of the Course

AS/A Level Theatre Arts aims to stimulate critical thought about the nature of drama, performance and the development of the theatre. Through individual and group work, the course encourages the integration of practical and written work. Although there are two written examinations within the two year course much of the responses you offer in these examinations rely on a practical approach to the texts that you study. Therefore, this is predominantly a practical course.

## Content (WJEC Examination Board)

### ADVANCED SUBSIDIARY GCE

#### **DA1 20% Practical Performance**

For this unit you will either act in a group or contribute a chosen technical skill to a performance; group performances will be based on the ideas of two practitioners, one that is text based and associated devised work. During this practical project you will have the opportunity to explore the ideas of at least two theatre practitioners such as Brecht and Berkoff. Monologue and Stanislavski workshops are also part of the course.

*Internally assessed from November to March.*

#### **DA2 30% Text in Performance (2 hour written paper)**

For this written examination you will be asked to answer three questions:

- One based on a pre – 1900 text
- One based on a post-1900 text
- Live Theatre Review Comparison

In all three cases you will have had the opportunity to explore the texts practically and will also have seen a number of exciting and interesting theatre productions.

### A LEVEL

#### **DA3 30% Practical Performance on a set theme**

For this practical examination you will work in response to a theme set by the WJEC examination board and prepare two performances, they will include;

- Scene/extracts from a published text
- A piece devised by the group

*Externally assessed from January to March.*

#### **DA4 20% Text in Context (2 ½ hour written paper)**

For this written examination you will be asked to answer two questions based on two texts that you will have explored practically in class..

In addition you will complete a directorial analysis of an unseen text, whereby you will outline your practical ideas for the staging, lighting, movement, sound and costuming for an unseen piece of text.

## Assessment

This takes place in two ways;

- (a) Formative Assessment
- oral response
  - practical work – both improvisation and scripted work
  - essays on set texts and supporting texts
  - structured oral and written reviews based on live productions

- (b) Summative assessment
- practical examinations – including practitioner projects in year 12
  - examination style essays
  - written examinations
  - formal school based ‘mock’ examinations

### **Teaching and learning styles**

Beginning with a Stanislavski/monologue induction course in year 12, covering essential theatrical elements, practitioners and skills, as well as the techniques involved in studying texts, the overall style and teaching approach is varied in terms of delivery and the response required.

Practical and theoretical work is also interspersed with a variety of theatre visits and performance projects. These are designed to develop a full appreciation of the elements of theatre and dramatic art.

### **Transition to AS/A Level**

One of the challenges some students first encounter in studying AS/A Level Drama is finding the right level and style of theatrical textual analysis. Students often tend to look either in insufficient depth or from an English perspective. In terms of practical work, the transition to AS/A Level study offers drama students an opportunity to develop their performance skills to a more mature level. This can be challenging but extremely rewarding.

### **Compatible subjects**

English, Music, Media Studies, History, Geography, Sociology, Psychology, Languages, Art and Design.

### **Prospects**

Drama and Theatre Arts is a good preparation for a range of degree courses in the arts and humanities, and it is an appropriate qualification for any student considering a career in Performing Arts and the Media. Degree qualifications are encouraged rather than vocational study after the A Level course.

Further information is available from Miss R Davies.

# ECONOMICS

## **Aims of the Course**

The syllabus is intended to enable you to understand better the economic issues that affect our lives.

## **Additional Information**

A GCSE in Economics is not required as the course is designed with the needs of the novice in mind. However, good grades in Mathematics and English Language are a realistic minimum as the ability to work with figures, to construct diagrams and develop written arguments are all essential. Reading is important, too – newspapers and relevant magazines. Television provides much useful analysis.

## **Content (WJEC Examination Board)**

### **AS**

MICRO: The basic economic problem of shortage; how markets work in products and labour; why markets fail or are inappropriate in some cases.

MACRO: The circular flow of income; AS/AD analysis; the importance of interest rates and the management of the economy; international trade and protection; the supply-side.

## **Assessment**

Assessment is via two papers: EC1 (1 hour) carries 40% of the marks (20% of A level) and comprises short-answer questions from the entire syllabus. EC2, too, is based on the entire syllabus and comprises a Data Response question and essays, candidates must attempt two from a choice of six. It is worth 60% of A/S or 30% of A level.

### **A Level**

Students will study market structures and competitive behaviour; macro-economics and globalisation.

### **Assessment**

EC3 (25%): students must attempt short-answer questions and one 'synoptic' essay from three.

EC4 (25%): students must attempt one data response question from a choice of two and a further 'synoptic' essay from a choice of three.

## **Teaching and Learning Styles**

Economics is a rigorous academic discipline so a formal style of teaching is needed for the explanation of theory; in addition there are competitive games, computer simulations and role plays which offer variety. There is access to the internet in the classroom as well. You are given regular assignments, often to be prepared for and produced under examination conditions to help develop all-important examination technique.

## **Transition to A Level**

Interested students may borrow a text book to peruse, but should start now to keep up with economic affairs via the media.

## **Compatible Subjects**

As a Social Science which demands literary and numerical skills, Economics can be combined well with many other A Levels such as Geography, History or Mathematics, a foreign language or even traditional sciences like Physics.

## **Prospects**

Economics is a valuable subject for the intending undergraduate and is of practical use to anyone considering a career in financial services, management or in occupations like surveying.

Further information is available from Mr J Boggan.

# ENGINEERING

## **Aims of the Course**

Engineering is the application of scientific principles for the solution of real world problems. This course is designed to introduce you to the engineering world through:

- Formal learning of science and processes related to engineering.
- Application of knowledge to design and build projects.
- Experience through visits and research of the role of engineers in the workplace.

By this means the course intends to support those who wish to follow engineering courses at degree level or move directly into the engineering field after A-level.

## **Additional Information**

If you are considering the course then you will need strong Maths and Physics skills together with an aptitude for construction. Studying Engineering alongside Maths and Physics would be an advantage.

## **Content (Edexcel Examination Board)**

### **AS:**

Unit 1: Engineering Materials, Processes and Techniques (External Examination)

Unit 2: The Role of the Engineer (Internally assessed research project)

Unit 3: Principles of Design, Planning and Prototyping (Internally assessed design and build project)

### **A2:**

Unit 4: Applied Engineering Systems (External Examination)

Unit 5: The Engineering Environment (Internally assessed research project)

Unit 6: Applied Design, Planning and Prototyping (Internally assessed design and build project)

## **Assessment**

### **Internal:**

There will be formal examinations in January of Y12 and Y13 in preparation for the external examinations in the summer.

Students' internal project and research tasks will be regularly assessed.

### **External:**

The external examinations will take place in the summer examination period each year, unit 1 at the end of year 12 and unit 4 at the end of Y13.

### **Teaching and Learning Styles**

A range of teaching and learning methods are used including project design and build work, class demonstrations, external visits and formal class teaching.

### **Transition to A Level**

There is a considerable step up between this subject and Science or DT type subjects at GCSE. In addition to this academic challenge, you will need to develop excellent organisational and time management skills in order to succeed.

### **Compatible Subjects**

As previously stated, the Engineering qualification would make a very good companion to both Physics and Maths.

### **Prospects**

AS or A Level Engineering would be an excellent option for those intending to study Engineering courses at university or enter the engineering profession after A-level.

Further information is available from Mr N Darwall or Mr N Gifford.

# ENGLISH LANGUAGE AND LITERATURE

## **Aims of the Course**

The specification for GCE Advanced Subsidiary (AS) and Advanced Level (A) in English Language and Literature is designed to encourage you to develop an enjoyment and appreciation of fiction and non-fiction texts. It will appeal to those who enjoy reading, discussing ideas and learning about the structure of the English Language.

It aims to encourage you:

- to develop as confident, independent and reflective readers of a range of texts, learning to express your responses effectively through speech and writing
- to develop your use of critical concepts and terminology
- to develop your own responses to texts
- to explore comparisons and connections between texts

Opportunities are provided throughout the specification for the development of Key Skills, especially those in Communication.

## **Additional Information**

To succeed at this level you need to be an enthusiastic reader and be able to express your ideas clearly and fluently, both in discussion and in well-organised and detailed essays.

## **Content (WJEC Examination Board)**

The specification is in 4 parts, 2 units for AS and an additional 2 for the full A Level. 'Open text' means that you take your copy of the text into the examination. 'Closed text' means you do not!

### **ADVANCED SUBSIDIARY**

LL1: 30% External examination 2½ hours

Section A: Poetry pre 1900 and unseen text (open text)

Section B: Prose (open text)

LL2: 20% Internal assessment

Creative writing

### **ADVANCED LEVEL**

LL3: 20% Internal assessment

Analysing and Producing Performance Texts

LL4: 30% External examination 2½ hours

Comparative Textual Analysis and Review (open text)

## **Assessment**

Two units (LL2 and LL3) are assessed internally. LL1 and LL4 are assessed by examination. LL4 is a synoptic unit. This means it is designed to assess the full range of skills.

### **Teaching and Learning Styles**

Your teachers will guide you carefully through the texts, but you will be expected to read around the texts to widen your understanding. Your participation in reading and performance, in discussion and in leading lessons, is encouraged.

### **Transition to A Level**

The course builds on skills developed at GCSE but greater emphasis is placed on structuring material to present a coherent argument. The use of terminology will also be a greatly increased element of the course.

### **Compatible Subjects**

English Language and Literature goes well with a wide range of subjects in the sixth form, especially arts and social sciences.

### **Prospects**

It is a valuable qualification for further studies, especially journalism and law, and is well regarded by universities and employers. The skills developed in studying English to an advanced level will enhance any career as well as contributing to personal fulfilment.

Further information is available from Mrs M Williams.

# ENGLISH LITERATURE

## **Aims of the Course**

The specification for GCE Advanced Subsidiary (AS) and Advanced Level (A) in English Literature is designed to encourage you to develop and express an enjoyment and appreciation of English Literature based on an informed personal response. It will appeal to those who enjoy reading, discussing ideas and visiting the theatre, and forms a natural progression from GCSE *English Literature*.

It aims to encourage you:

- to develop as confident, independent and reflective readers of a range of texts, learning to express your responses effectively through speech and writing
- to develop your use of critical concepts and terminology
- to reflect on your own response to texts, considering other readers' interpretations
- to explore comparisons and connections between texts
- to develop an appreciation of the significance of cultural and historical influences upon readers and writers.

Opportunities are provided throughout the specification for the development of Key Skills, especially those in Communication.

## **Additional Information**

To succeed at this level you need to be an enthusiastic reader and be able to express your ideas clearly and fluently, both in discussion and in well-organised detailed essays.

## **Content (WJEC Examination Board)**

The specification is in 4 parts, 2 units for AS and an additional 2 for the full A Level. "Open text" means that you take your copy of the text into the examination. "Closed text" means you do not!

### **ADVANCED SUBSIDIARY**

LT1: 30% External examination 2½ hours (open text)

Poetry post 1900 (15%); Drama post 1990 (15%)

LT2: 20% Internal assessment

Prose study 10%; Creative reading 10%

### **ADVANCED LEVEL (the above plus a further 2 units)**

LT3 20% Internal assessment

Period and genre study

LT4 30% External examination; 2½ hours (closed text)

Critical reading of poetry (15%) Shakespeare (15%)

## **Assessment**

Two units (LT2 and LT3) are assessed internally. LT1 and LT4 are assessed by examination. LT4 is a synoptic unit. This means it is designed to assess the full range of skills.

### **Teaching and Learning Styles**

Your teachers will guide you carefully through the texts, but you will be expected to read around the texts to widen your understanding. Your participation in reading and performance, in discussion and in leading lessons, is encouraged.

### **Transition to A Level**

The course builds on skills developed at GCSE but greater emphasis is placed on structuring material to present a coherent argument, which is an area which may cause some difficulty at first. You are also expected to develop into a more independent student.

### **Compatible Subjects**

English Literature goes well with a wide range of subjects in the sixth form especially arts and social sciences.

### **Prospects**

It is a valuable qualification for further studies, especially journalism and law, and is well regarded by universities and employers. The skills developed in studying English to an advanced level will enhance any career as well as contributing to personal fulfilment.

Further information is available from Mrs M Williams.

# FILM STUDIES

## **Aims of the Course**

It has been argued that film was the major art form of the 20th century. The 21<sup>st</sup> century promises the development of new modes of cinematic expression and exhibition. Film Studies A Level offers you a challenging and thought provoking course that will enable you to develop your ability to critically analyse film texts and also develop your own creativity and practical skills, either in audio-visual or written form.

The aims of the course are to:

- a) Develop your interest in, appreciation and knowledge of film;
- b) Provide you with a foundation in the analysis of film, together with subject specialist language, and to introduce you to creative and production skills;
- c) Provide you with more sophisticated analytical and critical approaches for understanding how films construct meaning and provoke diverse responses;
- d) Enable you to study a wide range of film, thereby developing an appreciation of aspects of the history of film and its cultural diversity.

## **Additional Information**

To succeed at this level, you will need to demonstrate the following personal qualities and skills:

- An interest in analysing film and the film industry;
- An ability to work alone or in a group, and to adopt different study patterns/approaches;
- A willingness to carry on work begun in class outside school time;
- Commitment to conducting research and meeting deadlines.

## **Content (WJEC Examination Board)**

The AS/A2 Film Studies syllabus offers a range of challenges and study areas which are assessed through four modules. There is room within them for you to follow your own interests.

Two modules are practical in nature and two represent written examinations. An outline of each one is found below.

In addition to summative modules, assessments also take place through formative assignments throughout the course, including oral feedback, simulation work, presentations and essays/reports.

## **Advanced Subsidiary**

<b>Unit 1:FM1</b>	<b>40% AS (20% A2)</b>
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### **Exploring Film Form**

#### **Coursework**

- One analysis of how the micro aspects of a chosen film extract produce meanings and responses (1500 words)
- One creative project based on a film sequence or short film.

<b>Unit 2:FM2</b>	<b>60% AS (30% A2)</b>
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### **British and American Film**

Written paper 2½ hrs

Three questions, one from each section:

A: Response to stimulus material set by Awarding Body.

B: Topics in British Film

C: US Film-comparative study of two films.

### **Advanced Level (the above plus a further 2 units)**

<b>Unit 3:FM3</b>	<b>25% A2</b>
<b>Film Research and Creative Projects</b>	
Coursework	
<ul style="list-style-type: none"><li>• One small scale research project.</li><li>• One creative project.</li></ul>	
<b>Unit 4:FM4</b>	<b>25% A2</b>
<b>Varieties of Film Experience: Issues and Debates</b>	
Written paper 2¾ hours	
Three questions:	
A: World Cinema Topics.	
B: Spectatorship Topics.	
C: Single Film-Critical Study	

### **Teaching and Learning Styles**

A varied approach is adopted, incorporating didactic/lecture style teaching; student presentations, written responses to set texts and handouts, group and individual research, discussion and simulation exercises.

### **Transition to A Level**

AS and A Level Film Studies builds on your informal learning, prior experience of film in Key Stages 1 to 3 and the knowledge, understanding and skills established at Key Stage 4, in whatever curricular context. It is important for you to realise that, although its options in creative work open up film aesthetics and film form, you will be required to demonstrate your competence in written communication in all assessment units where you are required to produce extended written material.

### **Compatible Subjects**

Film Studies combines well with a variety of subjects. Firstly, it enhances the study of other Arts and Humanities subjects through extending and shaping analytical skills, but it will also benefit the creative student who enjoys exploring meaning in moving images and experimenting with the creation of moving images.

### **Prospects**

Film Studies has a substantial academic content and provides a suitable foundation for a range of higher education degree courses. While there are a wealth of job opportunities in the film and media industries, studying the subject at A level does not limit you to a specific field. You may also find Film Studies helpful when entering a range of professions including teaching, journalism and librarianship, as well as banking and personnel work or management.

Further information is available from Mr I O'Rourke.

# FRENCH

## **Aims of the Course**

The A Level French course aims to cater for the needs and interests of the modern sixth form student through the development and extension of language skills already acquired at GCSE. You will learn to communicate effectively, both orally and in writing, and to respond effectively to the spoken and written language. You will also acquire knowledge of the contemporary culture of French speaking countries and their societies through the study of topics of current and general interest.

## **Additional Information**

Students considering the course should be good communicators, capable of independent study and willing to take some responsibility for their own learning.

## **Content (WJEC Examination Board)**

The course is skills based, namely the four language skills of Listening, Speaking, Reading and Writing. Your competence in these skills is developed within a framework of topics relating to aspects of the contemporary society of France and other French speaking countries.

## **Teaching and Learning Styles**

The course will place great emphasis on your active use of the French language, in speaking and writing. However, important practical skills involving the use of English to convey meaning and understanding, such as translation, will also be developed. Other activities will include working with multimedia resources and completing topic based assignments, both individually and in groups. You will be dealing with a wide range of authentic resource materials, including items from French newspapers and magazines, recordings from the French media, online French news video, French websites and many more. You will be encouraged to get as much first-hand experience of the French language as possible, and various opportunities are offered with this in mind including classes with the French Assistante. These sessions are designed to improve your oral confidence and competence and to provide regular contact with a native speaker. Much greater emphasis is placed on grammatical accuracy at A Level and this aspect of language learning is a major feature of the course.

## **Assessment**

Internal assessment is continuous over the four skills. This allows you to have regular information about your performance and progress. There are four external assessment modules covering all four skill areas. The two AS modules take the form of an oral examination (FN1-20% of A Level) and an examination in Listening, Reading and Writing (FN2-30% of A Level). The two A2 modules comprise an oral examination (FN3-20% of A Level) and an examination in Listening, Reading and Writing (FN4-30% of A Level). There are two topics for AS and two topic areas for A2. There is no coursework element, but Module 3 and Module 4 include a Guided Studies option where you will be able to talk and write about French books, films or regions which you have studied.

### **Transition to A Level**

The major difference you will experience in moving from GCSE to A Level is in the nature of the topic areas within which you will operate. These include Leisure and lifestyles; The individual and society; Environmental issues; Social and political issues. The course requires students to explore and develop an understanding of the contemporary society, cultural background and heritage of one or more French speaking countries or communities. Students who are aware of the major issues of contemporary society will find this knowledge useful. Any time spent in a French speaking country will also provide invaluable assistance. Greater emphasis is also placed upon accuracy and you will need to have a thorough understanding of grammar in order to access the higher grades.

### **Compatible Subjects**

Although French is commonly studied in combination with other Arts subjects, more and more students are now including study of a foreign language with subjects from the sciences and other curriculum areas.

### **Prospects**

More and more jobs now require competence in a foreign language and for many others language skills are highly desirable and well regarded. Higher Education is changing too. In addition to the traditional, specialist courses in foreign languages, there are many courses involving disciplines such as business studies, scientific and technological studies and humanities, which include a foreign language element.

Further information is available from Miss P Menhenitt.

# GEOGRAPHY

## **Aims of the Course**

The aims of the A level course are to:

Develop your understanding of geographical concepts and processes and to be able to interpret our changing world.

Develop an awareness of the complexity of interactions within and between societies, economies, cultures and environments, both locally and globally.

Develop your understanding as a global citizen who recognises the challenges of sustainability and its implications for your own future and that of others.

Encourage you to grow as a critical and reflective learner aware of the importance of the attitudes and values of all aspects of society.

Enable you to become adept in the use and application of new skills and technologies in and outside the classroom

To allow you to become inspired by the world around you and gain enjoyment and satisfaction from your geographical studies, understanding their relevance to the world in which you live.

## **Additional Information**

To succeed at this level you will need to be prepared to read extensively around the topics taught, using journals, libraries, newspapers, GIS and the Internet.

## **Content (WJEC Examination Board)**

AS

### **G1 Changing Physical Environments**

This examines the interaction between people and their environment. It encourages you to critically analyse the concepts of global warming, flooding and tectonic activity. It looks at the processes involved and their impacts on the citizens of the area.

### **G2 Changing Human Environments**

This examines the impact on society of changing population structure, looking at both natural growth and the issues surrounding migratory movements. It also examines the issues facing urban and rural environments from inner city issues to the changing nature of the countryside.

A2

**G3** This module is split into two distinct parts.

- i) This involves the study of climatic hazards such as hurricanes and droughts and the impact of globalisation on the world economies or the growing importance of the economies of India or China.
- ii) For this section of the course you will carry out an enquiry on one theme from topics including the Geography of Crime, Deprivation, Environmental Psychology, Atmospheric and Water Pollution or Rivers.

**G4** This module looks at the sustainability issues surrounding food supplies, energy, water supplies and population. The examination will require the student to complete a problem solving exercise based on pre released material.

Whilst there is no longer a coursework element to the specification, fieldwork is an integral part of the course and will be carried out on a regular basis. The opportunity for optional international fieldwork will be available. Study areas have included the Iceland, Italy and Spain.

### **Assessment**

You will complete four modules, two for each section of the course. All modules will be tested through examination with a mixture of knowledge based and problem solving questions. Students are encouraged to critically analyse information throughout.

### **Teaching and Learning Styles**

In keeping with the nature of the subject, you will be expected to participate fully in all activities. The principal methods of teaching and learning are:-

- |  |                                    |
|--|------------------------------------|
| a) class discussion                              | e) individual note making          |
| b) problem solving and decision making exercises | f) background reading and research |
| c) structured exercises                          | g) fieldwork techniques            |
| d) essay and report writing                      | h) the use of IT where possible    |

### **Transition to A Level**

This is helped by developing an inquiring mind and a lively interest in current affairs, and becoming familiar with the use of IT. Relevant books and articles of general interest are available in the school library and in the department. Extra A Level resources can be found on the school website.

### **Compatible Subjects**

Geography combines well with any A Level subject, however with the increased emphasis on ICT within the syllabus, Computing is particularly compatible.

### **Prospects**

Geography is a very flexible subject which even at university level can be studied as a Science or Arts degree. Geographers find employment in many areas because of the skills acquired during the course.

Further information is available from Ms H Morgan.

# GERMAN

## **Aims of the Course**

The A Level German course forms a logical continuation of work already completed at GCSE. It will enable you to attain sufficient command of language skills to communicate in and understand spoken and written German from a variety of sources. It will meet the needs of those who wish to pursue their study of German in higher education, and those who will need German in work and leisure. It will foster interest in and develop a knowledge of the culture and civilisation of German speaking nations.

## **Additional Information**

Students considering the course should be good communicators, capable of independent study and willing to take some responsibility for their own learning.

## **Content (WJEC Examination Board)**

As with GCSE progress is maintained in the four major skill areas - Listening, Speaking, Reading and Writing. These will be developed through a range of topics such as the German Education System, leisure and holidays, the role of women, the German political scene, German custom and festivals, foreigners and racism, young people and their problems and the media.

## **Teaching and Learning Styles**

The course will be delivered largely by topic and all four skills will be used and developed. Each skill will be practised using a variety of tasks and resources. The emphasis will be on helping students develop specific learning strategies, such as dictionary skills and pronunciation techniques, enabling them to take control of their own learning and become increasingly independent. In the first term there will be some grammar revision.

You will receive five lessons a week and, in addition, at least one lesson with the German Assistant, whose work forms an integral and compulsory part of the sixth form course. This regular contact with a native speaker will help improve your oral confidence and proficiency, as well as provide you with up to date information on life and attitudes in Germany, Switzerland or Austria.

## **Assessment**

**You will be assessed at regular intervals throughout the course and given feedback on how you are doing. There are four external assessment modules covering all four skill areas. The GN1 paper is an oral examination (worth 20% of A Level) and the GN2 examines Listening, Reading and Writing (30% of A Level).**

Part of the A2 course will involve studying a film from a prescribed list, which will then be discussed in the oral examination (GN3 worth 20% of A Level). Students will also study a play which will be examined through an essay on the GN4 paper (30% of A Level).

## **Transition to A Level**

At A Level you will learn more about the country and culture of Germany and other German speaking countries as we will be studying a range of contemporary issues. Your German teacher can advise you of some useful online newspapers, magazines and German news video websites. Greater emphasis is also placed upon accuracy at A Level and you will need to have a thorough understanding of grammar in order to access the higher grades. Any time spent in a German speaking country will obviously be very beneficial.

## **Compatible Subjects**

German combines well with any subject at A Level, as well as at university.

## **Prospects**

More and more jobs require a competence in one or more foreign languages and for many others, language skills are desirable. In Higher Education, in addition to the specialist courses in foreign languages there are many courses involving disciplines such as business studies, scientific and technological studies and humanities which include a foreign language element.

Here are extracts from an article in the 'Guardian Education'

*"In many companies a foreign language will be the deciding factor when two graduate applicants have similar profiles".*

*"Evidence indicates that language graduates experience less unemployment than many other graduates".*

*"International mobility within companies and between countries is now a reality".*

Further information is available from Mrs T Davis.

# HEALTH AND SOCIAL CARE APPLIED SINGLE AWARD

## Aims of the Course

The aims of the course are to encourage you to:

- Develop and sustain an interest in health, social care, early years care and education
- Acquire knowledge and understanding of issues affecting the health, social care and early years sectors.
- Develop skills that will enable you to make an effective contribution to the care sector including skills of communication, research, evaluation and problem solving in a work related context.
- Apply knowledge, understanding and skills in a health, social care or early years environment and prepare for further study and training.

## Content (OCR Examination Board)

For the A Level (Single Award) **four** units will be assessed internally, through teacher assessed portfolios and **two** examined units will be set and marked by OCR.

## AS Level

The AS course is made up of **three** mandatory units.

### **Promoting Quality Care (External Examination)**

If you are considering a career in health, social care or early years, it will be important to know how you can contribute to promoting quality care within a setting. This unit looks at the values of care underpinning all care services, the rights and responsibilities of people using the service and the attitudes and prejudices that may be seen.

### **Communication in Care Settings (Internal Assessment)**

This unit investigates the different types of communication skills used in care settings and their purpose. This will include oral, non-verbal, written, computerised and any special methods used in care settings. You will also find out how effective communication values individuals and promotes health and well-being. You will have the opportunity to learn and practise communication skills with people who use services and/or practitioners.

### **Promoting Good Health (Internal Assessment)**

In this module, you will look at the range of lifestyle choices and societal factors which influence health and well being. You will investigate the ways in which ill health can be prevented and the health promotion methods that are used by health and social care practitioners. You will develop an understanding of the attitudes and prejudices which influence individuals' health and well-being.

## **A2 Level**

The A2 course is made up of **three** further units:

### **Understanding Human Behaviour and Development (External Examination)**

This unit provides an understanding of the influences that can affect growth and development and of the concepts and theories that can be used to explain human behaviour across different life stages. Health care practitioners need an understanding of such influences on development and health to fully support people accessing the health care services.

### **Care Practice and Provision (Internal Assessment)**

It is important for all workers in the health, social care and early-years care and education services to understand their role in meeting individual needs and how working in partnership can support their work. You will learn to understand the importance of quality assurance in raising the standard of care provided and how national policy and legislation affects service provision locally.

### **Child Development (Internal Assessment)**

In this unit you will consider the factors that affect the development of a child and how play can influence a child's development. You will design and make a learning aid/activity for a child aged 0-8 and evaluate its success.

## **Teaching and Learning Styles**

You will receive a variety of teaching and learning styles from your teachers. Visits, speakers, workshops and work experience form part of this course, but you will have to take responsibility for developing the content further. Class discussions are important in developing the skill of justifying a position using evidence rather than opinion. You prepare questions and essays and work in groups to prepare class presentations. The majority of the course is assessed through portfolio work and, therefore, you will be expected to work independently in producing this.

## **Transition to A Level**

Probably the most significant difference between Key Stage 4 level study and Advanced Level is the amount of personal responsibility you have. This has implications for how you approach your studies. This is particularly true in this course given the amount of work that is assessed through the production of a portfolio of evidence.

## **Compatible Subjects**

Health and Social Care is compatible with any subject but combines well with sciences, social sciences and humanities.

## **Prospects**

There are over 300 careers associated with this course including; midwifery, nursing, occupational therapy, speech and language therapy, radiographers, health informants, specialists for adults and children with additional needs, social work, community services, environmental health, child care workers and primary school teachers, to name but a few! Active teaching and learning methods are employed which aim to develop teamwork, communication, planning and research skills, all of which are needed in employment.

Further information is available from Mr P Doyle and Miss K Hall

# HEALTH AND SOCIAL CARE APPLIED DOUBLE AWARD

## Aims of the Course

The aims of the course are to encourage you to:

- Develop and sustain an interest in health, social care, early years care and education
- Acquire knowledge and understanding of issues affecting the health, social care and early years sectors.
- Develop skills that will enable you to make an effective contribution to the care sector including skills of communication, research, evaluation and problem solving in a work related context.
- Apply knowledge, understanding and skills in a health, social care or early years environment and prepare for further study and training.

## Content (OCR Examination Board)

For the A Level (Double Award) **eight** units will be assessed internally, through teacher assessed portfolios and **four** examined units will be set and marked by OCR.

## AS Level

The AS course is made up of the **three** units from AS Single Award (see previous pages) and a further **three** units.

## **Caring for Older People (External Examination)**

This unit enables you to investigate the effects of ageing and the impact this may have on the physical, cognitive, emotional and social life of people aged 65 plus. You will study the current support services available to older adults, and how care practitioners need to apply values of care within their day-to-day tasks.

## **Working in Early Years Care and Education (Internal Assessment)**

This unit investigates the range of care and education provision for children in early-years settings (0-8 years). You will investigate job roles available within early-years care and education and will gain an understanding about the values of care that underpin those roles. You will develop an understanding of the ways that children learn and methods that can be used to aid learning and development.

## **Health as a Lifestyle Choice (Internal Assessment)**

This unit enables you to explore health as a lifestyle choice for individuals at all life stages. You will study the nutritional value of food and the dietary requirements of an individual and will learn about current dietary guidelines. You will also investigate the way that exercise can have a positive effect on a person who uses services during different life-stages. You will explore different types of physical activity and the way they can affect the physical, mental and social health of individuals and the concepts involved in devising an appropriate exercise programme for an individual.

## **A2 Level**

The A2 course is made up of the **three** units in A2 Single Award (see previous page) plus **three** further units

### **Anatomy and Physiology in Practice (External Examination)**

This unit enables you to develop knowledge and understanding of the gross structure, basic micro-anatomy and functions of the main human body systems. The functions of these systems will be used to explain some of the symptoms of a range of common human diseases and dysfunctions, together with causes, appropriate diagnostic tests, care and treatment.

### **Mental Health Issues (Internal Assessment)**

This unit explores the concepts, types, causes and images of mental health, and the influence the media has on society's perception and treatment of individuals with mental-health needs. This unit also examines how people with mental-health needs are supported by practitioners. The role of legislation in relation to people with mental-health needs is also explored.

### **Research Methods in Health and Social Care (Internal Assessment)**

In this unit you will select a topic that is relevant to a health, social care or early years setting, and design and carry out a small-scale research project based on your own research question or hypothesis.

### **Teaching and Learning Styles**

You will receive a variety of teaching and learning styles from your teachers. Visits, speakers, workshops and work experience form part of this course, but you will have to take responsibility for developing the content further. Class discussions are important in developing the skill of justifying a position using evidence rather than opinion. You prepare questions and essays and work in groups to prepare class presentations. The majority of the course is assessed through portfolio work and, therefore, you will be expected to work independently in producing this.

### **Transition to A Level**

Probably the most significant difference between Key Stage 4 level study and Advanced Level is the amount of personal responsibility you have. This has implications for how you approach your studies. This is particularly true in this course given the amount of work that is assessed through the production of a portfolio of evidence.

### **Compatible Subjects**

Health and Social Care is compatible with any subject but combines well with sciences, social sciences and humanities.

### **Prospects**

There are over 300 careers associated with this course including; midwifery, nursing, occupational therapy, speech and language therapy, radiographers, health informants, specialists for adults and children with additional needs, social work, community services, environmental health, child care workers and primary school teachers, to name but a few! Active teaching and learning methods are employed which aim to develop teamwork, communication, planning and research skills, all of which are needed in employment.

Further information is available from Mr P Doyle and Miss K Hall

# HISTORY

## Aims of the Course

'Those who cannot remember the past are condemned to repeat it'.

'The further back you look, the further forward you can see'.

The aims of the course are to stimulate an interest and fascination in the subject and promote the study of History through:

- Establishing an understanding and knowledge of aspects of the past.
- The development of key historical skills such as analysis, interpretation and evaluation.
- Developing an understanding of historical themes, concepts and skills.
- Understanding the factors which cause change and continuity in the past.
- Awareness of significant events, individuals and issues.
- Understanding the varying interpretations of historical events - how the past has been judged and represented.
- Awareness of the nature of historical evidence and methods used by historians.

## Content (WJEC Examination Board)

Students study the following topics.

1. A period study of Wales and England 1485 - 1603.
2. An in-depth study of Germany 1933-45.

## AS – Year 12

**Module 1 (HY1)** The following two topics are studied:

- (i) Politics, Government and the Crown 1483-1543.
- (ii) Protest, Disorder and Rebellion 1529 - 1569.

Assessment is through two essay type questions. The examination is one hour 30 minutes and worth 60% of AS (30% A Level).

**Module 2 (HY2)** The following aspects of Nazi Germany are studied:

- (i) The rise of Hitler and the creation of the Nazi dictatorship.
- (ii) Political, social, economic, religious, racial and foreign policies between 1933-39.

Assessment is through source based questions. The examination is 1 hour 30 minutes and is worth 40% of AS (20% A Level).

## A2 – Year 13

**Module 3 (HY3)** Historical investigation on The Final Solution/Holocaust. This allows students to explore this historical issue in depth.

Assessment is through coursework which needs to be between 3,000 and 4,000 words and is worth 20% of A Level.

- Module 4 (HY4)**
- (i) Crown and Parliament in the reign of Elizabeth 1558-1603.
  - (ii) Poverty and Vagrancy in Wales and England 1483-1603.
  - (iii) Support and Opposition in Nazi Germany 1933-45.

Assessment is through three essays, one from part (i) one from part (ii) and one from part (iii). The examination is 2 hours 30 minutes and is worth 30% of A Level.

The A2 examinations are taken in the summer of Year 13. Regular assessment will take place throughout Years 12 and 13 on the knowledge and skills required in the AS and A2 examinations.

### **Teaching and Learning Styles**

The History Department uses a range of teaching strategies, activities and resources. Typed notes are often distributed and you are also encouraged to read and research and share your ideas with other students. The seminar type approach is regularly used with the emphasis on discussion. There is also time allotted for practising source and essay skills. Use is made of films and other support materials. You also receive AS/A2 level textbooks or booklets on the various topics.

### **Transition to A Level**

Studying AS and A Level History requires considerable commitment. You will be encouraged to read widely, both specialist books linked to the periods of study and more general reading to expand your historical vocabulary and understanding.

### **Compatible Subjects**

History combines both a 'scientific' method of investigation with an 'artistic' style of impression, so it does sit comfortably in a number of combinations. History is often a popular choice alongside Arts, Humanities and Social Sciences subjects or as a Humanities subject within a mainly science based curriculum.

### **Prospects**

History is an excellent subject in preparation for many careers. It provides possibilities for careers in professions such as journalism, management, personnel, politics, civil service and medicine. It also helps you to prepare for more directly related careers such as law, teaching and research.

Further information is available from Mr G Morgan.

# HUMAN BIOLOGY

## **Aims of the Course**

1. To develop a lifelong interest in and to encourage an enjoyment of the study of living organisms and to promote respect for all forms of life.
2. To develop an understanding of biological facts and principles and an appreciation of their significance and how they are related.
3. To develop an understanding of scientific method, 'How Science Works'.
4. To develop an awareness of scientific and technological advances and their significance to society in general and biology in particular.
5. To be a suitable foundation for the study of biology or a related course in higher education.

## **Content (WJEC Examination Board)**

If you have a strong science background you will find the course intellectually stimulating and enjoyable. The Human Biology specification emphasises the human aspects of biological processes, especially in HB 2 and HB 5. The course is modular and comprises the following units:

### **AS Level**

- BY 1 Basic Biochemistry and Cell Structure
- HB 2 Biodiversity and Physiology of Body Systems
- BY 3 Practical Assessment

### **A2 Level**

- HB 4 Metabolism, Microbiology and Homeostasis
- BY 5 Environment, Genetics and Evolution
- BY 6 Practical Assessment

## **Assessment**

Progress is continually assessed in all areas of the course within the department. The AS units are 'free standing' but contribute 50% towards the final A Level. BY1 and HB2 theory papers and BY 3 practical (Internal assessment) are completed in Year 12. The A2 units; HB4 and BY5 (theory) and BY6 practical (internal) are taken in Year 13.

## **Teaching and Learning Styles**

The department aims to cater for different learning styles by providing a wide range of teaching activities. Practical work is an essential component of teaching; practical activities include microscopy and experimental work. Past students have enjoyed the balance between practical and theory lessons. You will be encouraged to improve your IT skills using both generic and specific software, and will have the opportunity to participate in visits and lectures to support your learning. You will need to take responsibility for your own learning and will be encouraged to do so by reading and research of your own.

## **Transition to A Level**

The change from GCSE to A Level can prove demanding, however an introductory period helps overcome most problems. Preparatory reading is useful and a book list is available.

### **Compatible Subjects**

Students from a range of backgrounds choose to study A Level Human Biology, however, Chemistry, Psychology and Geography are all good supporting subjects.

### **Prospects**

Human Biology students are able to follow a wide variety of routes after school. Many students go on to study medicine, dentistry and veterinary science, as well as both pure and applied biology subjects ranging from brewing studies to zoology. Some students go on to study other subjects or into employment where they find the skills they have developed are very useful.

Further information is available from Mr I Spilsbury.

# INFORMATION TECHNOLOGY APPLIED SINGLE AWARD

## Aims of the course

The WJEC GCE in Applied ICT is a new A Level which has been written so as to offer a highly contemporary experience in ICT. It seeks to provide innovation in its delivery and promotes student creativity through the paperless scheme of assessment. Real world problems require real world solutions that acknowledge the multifaceted nature of ICT in society today. You will spend time developing technical skills such as data-base, spreadsheet, computer programming, multimedia. Flash animations, movie making, web design and graphics skills and applying these to practical problems.

## Additional Information

To succeed at this level you should have an interest in developing the knowledge and skills required to be a competent and informed ICT user and practitioner.

## Content and Assessment (Edexcel Examination Board)

### AS

The AS course consists of two units:

**eBusiness** – this unit focuses on applying ICT skills such as database spreadsheet, computer programming, multimedia, web design and graphical skills to real life problems. The unit is assessed through a practical computer based external exam and is worth 40% of the AS.

**eSkills** – this unit builds on ICT skills already developed at GCSE. You will further develop and apply your ICT skills through a case study and produce an eportfolio to present your achievements. This practical element is internally assessed and represents 60% of AS.

### A2

The A2 course builds on the AS course and consists of 2 additional units:

**eProject** – project management skills are used in all business disciplines and learning how to use Project Management Software and manage a team and resources are important ICT skills. This unit is a practical unit which accounts for 40% of your A2 marks and is externally assessed.

**eStudio** – this unit develops a number of sophisticated multimedia and graphical skills and you will design and develop a multimedia product and showcase your project in an eportfolio. This unit is internally assessed and accounts for 60% of the A2 marks.

## Teaching and Learning Styles

You will spend a lot of time developing your practical skills under supervision of your IT teacher. Extra practical work will support the development of these skills. You will be provided with a case study for some units which will enable you to prepare for timed practical assessment in some of the units.

## **Transition to A Level**

You would benefit from spending time developing technical skills such as multi-media, graphical and web authorising skills. You should try to become aware of current ICT developments by reading technical magazines and newspapers.

## **Compatible Subjects**

Any other A Level course.

## **Prospects**

If you successfully complete the course you could move on to study for a degree in subjects such as Computer Science, Information Systems, Multimedia, Software Engineering, Games Development, Computer Networking, e-Business or Business Studies. ICT skills are in high demand amongst employers, therefore it is an advantage in today's employment market to develop your ICT skills to as high a level as possible.

Further Information about this course is available from Mr. P. Davies.

# INFORMATION TECHNOLOGY APPLIED DOUBLE AWARD

## Aims of the course

The WJEC GCE in Applied ICT is a new A Level which has been written so as to offer a highly contemporary experience in ICT. It seeks to provide innovation in its delivery and promotes student creativity through the paperless scheme of assessment. Real world problems require real world solutions that acknowledge the multifaceted nature of ICT in society today. You will spend time developing technical skills such as data-base, spreadsheet, computer programming, multimedia. Flash animations, movie making, web design and graphics skills and applying these to practical problems.

## Additional Information

To succeed at this level you should have an interest in developing the knowledge and skills required to be a competent and informed ICT user and practitioner.

## Content and Assessment (Edexcel Examination Board)

### AS

In addition to the units in the single award course you will complete two further units:

**eWare** – this unit focuses on the skills and knowledge needed to install computer hardware and software, together with understanding the need to upgrade hardware and software to keep computer systems up to date. This unit is assessed externally via a practical case study and accounts for 40% of the second AS grade.

**eMobile** – this unit examines our use of mobile technology such as laptops, mobile devices such as PDAs and mobile phones and examines the expansion of this technology. This unit is assessed internally via practical coursework and represents 60% of the AS qualification.

### A2

In addition to the units in the single course candidates will complete two further units:

**eLearn** – this unit uses a high level programming language to produce elearning software. You will develop a range of programming skills and knowledge which can be applied to a wide range of applications. This unit is a practical unit which accounts for 50% of your A2 marks and is internally assessed.

**eTransact** – this unit explores how current online commercial systems work. You will build your own online system. This unit is internally assessed and accounts for 50% of the A2 marks.

## Teaching and Learning Styles

You will spend a lot of time developing your practical skills under supervision of your IT teacher. Extra practical work will support the development of these skills. You will be provided with a case study for some units which will enable you to prepare for timed practical assessment in some of the units.

## **Transition to A Level**

You would benefit from spending time developing technical skills such as multi-media, graphical and web authorising skills. You should try to become aware of current ICT developments by reading technical magazines and newspapers.

## **Compatible Subjects**

Any other A Level course.

## **Prospects**

If you successfully complete the course you could move on to study for a degree in subjects such as Computer Science, Information Systems, Multimedia, Software Engineering, Games Development, Computer Networking, e-Business or Business Studies. ICT skills are in high demand amongst employers, therefore it is an advantage in today's employment market to develop your ICT skills to as high a level as possible.

Further Information about this course is available from Mr P Davies.

# MATHEMATICS

## **Aims of the Course**

Mathematics is both challenging and demanding in the Sixth Form. It is greatly rewarding and useful if you are a hard-working student who enjoys problem solving.

The aims of the course are to enable you to:

- develop further understanding in a way that encourages confidence and enjoyment
- acquire and become familiar with mathematical skills and techniques
- appreciate mathematics as a logical, coherent subject
- develop your ability to think clearly
- acquire a suitable foundation for further study of mathematics and related disciplines

The purpose of assessment is to test your ability to:

- recall, select and use appropriate mathematical facts and techniques
- construct rigorous mathematical arguments using precise statements and logical deductions
- evaluate mathematical models and to appreciate assumptions made.

## **Entry Requirements: Additional Information**

Apart from the academic requirements, a good grasp of algebra techniques is essential; especially algebraic fractions, factorising, solving quadratics and rearranging formula.

## **Content (WJEC Examination Board)**

All the Option Choices involve a selection from the following:-

1. Pure Mathematics - Compulsory for every option.  
This involves developing theories and rules in topics such as Algebra, Geometry, Trigonometry, Calculus, etc. (Time - 3 lessons per week).
2. Mechanics -  
The study of moving and static objects. Topics include:  
Newton's Laws, Stretched Strings, Dynamics, Energy, etc.  
(Time - 2 lessons per week) – Year 13 only.
3. Statistics -  
This is the study of Mathematics involving numerical data. Topics are based on probability, prediction and the related Distributions, Expected Outcomes etc.  
(Time - 2 lessons per week) – Year 12 only.
4. Further Pure Mathematics  
More advanced work than option one above.  
(Time 2 lessons per week)
5. Further Mechanics  
More advanced than Option 2 above.  
(Time – 2 lessons per week) – Year 12 only
6. Further Statistics  
More advanced than Option 3 above.  
(Time – 2 lessons per week) – Year 13 only

There are three possible choices available:

1. Mathematics A Level (1 A Level)  
All students attend Pure Mathematics in both years, as well as Statistics in Year 12 and Mechanics in Year 13.

2. **AS Mathematics** (0.5 A Level)

This course is covered in Year 12. Students need to attend the Pure Mathematics and Statistics lessons in the same way as the A Level students. It will be examined in the summer of Year 12. The decision for choosing A Level or AS Level will not need to be made at the start of Year 12 but can be made during the course.

3. **Mathematics and Further Mathematics** (2 A Levels)

This option is only suitable for very able students. In this course you attend the three subject lessons previously mentioned and in addition will need to study a Further Pure, Mechanics, and Statistics. Arrangements for this may need to be made on an individual basis.

**Assessment**

You will take a combination of six module papers for each full A Level and three module papers for an AS Level. There are thirteen possible module papers available.

C1, C2, C3, C4, FP1, FP2, FP3– Pure Mathematics

S1, S2, S3 - Statistics

M1, M2, M3 – Mechanics

The papers numbered 1 and 2 are the Year 12 course content for Pure Maths; those numbered 3 & 4 will be covered at the end of Year 12 and in Year 13. Statistics (S1) is the Year 12 course content and Mechanics (M1) is the Year 13 course content.

The FP1, FP2, FP3, M2, M3, S2 & S3 papers are for double Mathematicians only.

Modular papers will be taken on four occasions during the course.

January (Year 12): M1 (for the double Mathematicians).

May (Year 12): C1, C2, & S1 (for single Mathematics) and FP1 & M2 (double Mathematicians).

January (Year 13): C3 & M1 (for the single and double Mathematicians) together with any resits from those taken in May.

June (Year 13): C4 (for single Mathematicians); FP2, FP3, S2, S3 or M3 (for the double Mathematicians) together with any resits from those taken in January.

The total number of marks allocated to each paper will be 75.

**Teaching and Learning Styles**

There will be teacher led instruction, discussion, class practice, some note taking, the memorising of rules/methods and homework. Solving problems and 'doing' mathematics is the best way to learn the subject.

**Transition to A Level**

A recap and revision of the algebraic techniques and straight line geometry covered at GCSE form part of the essential preparation for all Mathematics courses.

**Compatible Subjects**

Mathematics combines well with all sciences, Economics and Geography, although it broadens the curriculum with any subject.

**Prospects**

A required A Level for almost all Engineering disciplines, and for certain courses in Business Studies or Economics; relevant to almost any science or social science degree.

Further information is available from Miss E Murphy.

# MEDIA STUDIES

## **Aims of the Course**

The media has a profound and all-embracing influence. Whether we use the media for pleasure, information or to widen our interests, it is an inescapable fact that media messages permeate our daily lives. Media Studies A Level offers students an exciting and challenging course which enables them to engage with interesting modern texts in order to improve their analytical skills and to develop their production skills through the creation of original media artefacts.

The aims of the course are to:-

- (a) Engage critically with the media and to be able to 'deconstruct' meanings.
- (b) Develop a sense of the context in which media artefacts are produced and the institutional processes which are involved in that production.
- (c) Understand the nature of audiences, their uses of the media, and the effects that the media has on them.
- (d) Develop technical skills in order to create original media texts.

## **Additional Information**

To succeed at this level you will need to demonstrate the following personal qualities and skills:

- An interest in analysing the media and engaging with the communications systems around us.
- An ability to work alone or in a group, and to adopt different study patterns/approaches.
- A willingness to carry on work begun in class outside school time.
- Commitment to conducting research and meeting deadlines.

## **Content (WJEC Examination Board)**

The AS/A2 Media syllabus offers a range of challenges and study areas which are assessed through four modules. There is room within them for you to follow your own interests.

Two modules are practical in nature, and two represent written examinations. An outline of each one is found below.

In addition to summative modules, assessments also take place through formative assignments throughout the course, including oral feedback, simulation work, presentations and essays/reports.

## **Advanced Subsidiary**

### **Unit 1: MS1 50% AS (25% A2)**

#### **Media Representations & Response**

Written paper 2½ hours

Three compulsory questions, including one on unseen audio-visual or print-based material

### **Unit 2: MS2 50% AS (25% A2)**

#### **Media Production Processes**

Coursework

A portfolio of original work – one piece of pre-production; one piece of production which develops from the pre-production; and one report

## Advanced Level

<b>Unit 3: MS3 25% A2</b>
<b>Media Investigation &amp; Production</b> Coursework Three components: a written investigation; a media production piece; and an evaluation
<b>Unit 4: MS4 25% A2</b>
<b>Media – Text, Industry &amp; Audience</b> Written paper 2½ hours Three questions based on different media institutions and industries

### **Teaching and Learning Styles**

A varied approach is adopted, incorporating didactic/lecture style teaching; student presentations, written responses to set texts and handouts, group and individual research, discussion and simulation exercises.

### **Transition to A Level**

The course is designed to help you make the transition from GCSE to AS/A Level smoothly. You should understand that you will be expected to use study time to read, view and experiment with equipment. Preparation for the course could include interviewing a family about their viewing habits, experimenting with photography or viewing a variety of films. A list of suggestions is available from the department.

### **Compatible Subjects**

Media Studies combines well with a variety of subjects. Firstly, it enhances the study of other Arts and Humanities subjects through extending and shaping analytical skills, but it will also benefit the creative student who enjoys exploring images and experimenting with practical work. If you intend to specialise in Technology or Sciences you may like to combine your studies with Media with a view to making a career in the industry.

### **Prospects**

Media Studies has a substantial academic content and is an acceptable A Level for higher education. As a discipline it is one of the fastest growing university subjects. While there are a wealth of job opportunities in media industries, studying the subject at A Level does not limit you to a specific media field such as broadcasting, film production, graphic design and marketing. You may also find Media helpful when entering a range of professions including teaching, journalism and librarianship as well as banking, personnel work or management.

Further information is available from Mr I O'Rourke.

# MUSIC

## **Aims of the Course**

The A Level course in Music allows interested students the opportunity to pursue their interests in greater depth. It is intended for everybody who needs an A Level qualification in Music, but it is also offered to those whose ability and enjoyment of the subject is such that they could easily take it as an extra subject. The course aims to help you develop in some depth a practical, aural, historical and stylistic awareness of the subject: individual flair in performance, composition and individual research is encouraged and supported, and there is plenty of scope for everybody to further develop their personal musical talents, extending skills, knowledge and understanding.

## **Additional Information**

If you are considering this course you should have:

- A genuine interest in all aspects of the subject
- A good musical 'ear'
- Preferably achieved the GCSE Music qualification at grade B or above
- Performance ability at Associated Board Grade 5 standard or above, on at least one instrument/voice. (It is not essential to have passed the examination.)
- A total commitment to extended-curricular activities. Such practical involvement is essential for the development of advanced musicianship skills.

## **Content (WJEC Examination Board)**

### **AS (3 units)**

#### **MU 1 Performing (AO1) 15% External Assessment**

Solo and/or ensemble performance.

- Performance should last between 8 and 10 minutes
- One piece should reflect a chosen area of study
- Assessed by visiting examiner

#### **MU 2 Composing (AO2) 15% Internal Assessment**

**Two** contrasting compositions

- Compositions should last between 4 and 8 minutes
- One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition
- One free composition
- Teacher assessed and externally moderated

#### **MU 3 Appraising (AO3) 20% External Assessment**

One listening examination in two parts

- Part 1: (12%): 1 hour **appraising** test based on extracts of music (set works) taken from the two Areas of Study selected for study by the centre
- [**List A:** Orchestral Music; **List B:** Jazz, Rock and Pop]
- Part 2: (8%): 1 hour **aural perception** (melodic dictation, keys, chords, cadences) based on unprepared musical extracts

## **A Level** (the above plus the following 3 units – 2 units at 15% and 1 at 20%)

<b>Either MU 4 (A) Performing (AO1) 15% External Assessment</b>
Solo and/or ensemble performance <ul style="list-style-type: none"><li>• Performance should last between 10 and 12 minutes</li><li>• One piece should reflect the new area of study (Music in the 20<sup>th</sup> and 21<sup>st</sup> centuries)</li><li>• Assessed by visiting examiner</li></ul>
<b>Or MU 4 (B) Performing (AO1) 20% External Assessment</b>
Solo and/or ensemble performance <ul style="list-style-type: none"><li>• Performance should last between 16 and 18 minutes</li><li>• One piece should reflect the new area of study (Music in the 20<sup>th</sup> and 21<sup>st</sup> centuries)</li><li>• One piece to reflect a further area of study</li><li>• Assessed by visiting examiner</li></ul>
<b>Either MU 5 (A) Composing (AO2) 15% External Assessment</b>
<b>Two</b> contrasting compositions <ul style="list-style-type: none"><li>• Compositions should last between 6 and 10 minutes</li><li>• One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition (area of study continued from AS)</li><li>• One composition reflecting the new area of study (Music in the 20<sup>th</sup> and 21<sup>st</sup> centuries)</li><li>• Teacher assessed and externally marked</li></ul>
<b>Or MU 5 (B) Composing (AO2) 20% External Assessment</b>
<b>Three</b> contrasting compositions <ul style="list-style-type: none"><li>• Compositions should last between 12 and 18 minutes</li><li>• One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition (area of study continued from AS)</li><li>• One composition reflecting the new area of study (Music in the 20<sup>th</sup> and 21<sup>st</sup> centuries)</li><li>• One free, innovative composition</li><li>• Teacher assessed and externally marked</li></ul>
<b>Either MU 6 (A) Appraising (AO3) 20% External Assessment</b>
<b>One listening examination in two parts</b> <ul style="list-style-type: none"><li>• Part 1: (6%): ¾ hour <b>listening</b> examination based on extracts of unfamiliar 20<sup>th</sup>/21<sup>st</sup> century music (new area of study)</li><li>• Part 2: (9%): 1½ hour <b>written</b> examination requiring candidates to place the chosen set work within a broader musical perspective.</li><li>• [Shostakovich String Quartet no.8]</li></ul>
<b>Or MU 6 (B) Appraising (AO3) 20% External Assessment</b>
One written examination <ul style="list-style-type: none"><li>• Part 1: (6%): ¾ hour <b>listening</b> examination based on extracts of unfamiliar 20<sup>th</sup>/21<sup>st</sup> century music (new area of study)</li><li>• Part 2: (9%): 1½ <b>written</b> examination requiring candidates to place the set work within a broader musical perspective</li><li>• Part 3: (5%): ¾ hour <b>written</b> examination requiring candidates to demonstrate knowledge and understanding of the overall musical style and output of one of the set work composers</li></ul>

## **Transition to AS and A Level**

You can prepare for the course by:

- Listening to all different types of music, but especially pieces that fall into the Western Classical Tradition
- Undertaking some background reading for history and general awareness
- Keeping up regular practice sessions to maintain standards achieved in performance.

## **Compatible Subjects**

Music is a creative, aural, technological, practical and academic discipline. It combines really well with any subject!

## **Prospects**

Music is fully accepted by universities as an academic A Level subject, both for matriculation purposes and as a means of meeting the course requirements of a very large number of degree courses.

Specialist courses include:

University Music, Music Technology, and Joint degree courses  
Music Colleges  
Colleges of Higher Education  
Music Therapy

Further information is available from Mrs J Richards.

# MUSIC TECHNOLOGY

## **Aims of the Course**

The aims of the AS and A Level Music Technology course are to:

- Emphasise the techniques, practices and principles of Music Technology
- Encourage the use of Music Technology as a tool to develop composing and arranging skills
- Provide a programme of study that will lead to the development of accomplished recording and sequencing skills
- Introduce the technical principles that underpin music technology and develop a technical vocabulary
- Develop listening and analysis skills through the study of a wide range of contemporary music
- Place a significant emphasis on coursework and practical activities
- Prepare students for further academic or vocational study of Music Technology and related creative areas.

## **Additional Information**

You should study Music Technology if you are:

- keen to create and record music
- interested about the way popular musical style has evolved
- someone who enjoys listening to music
- keen to learn about the development of Music Technology

Those considering the course should also possess the following:

- A genuine interest in all aspects of the subject
- A good musical 'ear'. You do not necessarily need to be able to read notation.
- Commitment to extended-curricular activities. Such practical involvement is essential for the development of your skills in music technology

## **Content (Edexcel Examination Board)**

You will have opportunities to:

- sequence MIDI
- sequence audio
- record live instruments
- produce CDs
- compose using music technology



**All Coursework is EXTERNALLY assessed**

## **AS- Unit 1: Music Technology Portfolio 1** (70 % of AS)

- MIDI sequencing, Multi-track recording, Arranging
- You will also submit a logbook that will provide information on the resources used in each task as well as assessed questions on their creative sequenced arrangement.
- The work is to be done under controlled coursework conditions between the issue of the stimulus material in September and the submission date.

## **AS -Unit 2: Listening and Analysing** (30% of AS)

You are required to study the development of popular music styles from 1910 through to the present day. This is not intended to be a comprehensive and in-depth study of every popular, jazz or rock music style, but an overview of the main styles and trends during the development of popular music. Two special focus styles will be selected each year for more in depth study.

**Assessment:** 1 hour 45 minute listening examination, in the summer of Year 12. You will have a copy of an audio CD supplied by Edexcel, containing recorded excerpts.

### **A2- Unit 3: Music Technology Portfolio 2** (60% of A2)

Unit 3 builds on skills acquired in Unit 1, and extends these to include a composition task. It involves detailed study of Area of Study 3: The Development of Technology based Music.

You must complete three tasks which together make the Music Technology Portfolio 2:

- Sequenced Integrated Performance, Multi-track Recording, Composing using Music Technology.

You will also submit a logbook which will provide information on the resources used in each task. The work is to be done under controlled coursework conditions between the issue of the stimulus material in November and the submission date.

### **A2- Unit 4: Analysing and Producing** (40% of A2)

You will be expected to demonstrate your knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD.

The examination will test your musical understanding, your ability to manipulate and correct recorded music and your ability to write commentaries on technological processes. You will also be tested on your ability to produce a balanced stereo mix.

This assessment will take the form of a 2-hour examination. You will have an audio CD, which will contain a series of music files to be imported into music production software. You will also have an examination paper in which some or all of the CD tracks will be notated as conventional staff notation, editing grids or numerical data.

### **Transition to AS and A Level**

You can prepare for the course by:

- Undertaking background research in music technology equipment and recording techniques
- Analysing the production of different music styles
- Regularly practising music technology tasks to develop and maintain a high skill level

### **Compatible Subjects**

Music Technology is a creative, technological, practical and academic discipline that combines well with Music. Parts of the course may also cover elements of Physics.

### **Prospects**

This course can lead onto the following:

- Music Technology related degree courses
- Music studio work e.g record producer or engineer
- Work in TV and postproduction
- Work as a composer
- Work as a teacher



Further information is available from Miss J Cooksey.

# PHYSICAL EDUCATION

## **Aims of the Course**

The A Level Physical Education course forms a logical continuation of work completed in Key Stage 4. Following the course will enable you to become increasingly physically competent, to maintain and develop your knowledge and understanding of the relationship between skill, strategy/composition, and body and mind readiness so as to ensure that both your own and others' performance is both effective and efficient.

## **Additional Information**

You would normally be expected to have successfully completed a GCSE in Physical Education but this is not essential. However, the course has been designed to provide progression by building on the knowledge, understanding and skills set out in the National Curriculum Key Stage 4.

## **Content (OCR Examination Board)**

### **Advanced Subsidiary**

- Unit 451      Section A: Anatomy and Physiology  
                  Section B: Acquiring Movement Skills  
                  Section C: Socio-Cultural Studies relating to participation in Physical Activities
- Unit 452      Acquiring and developing and evaluating practical skills in Physical Education

### **Advanced Level**

- Unit G453:    Section A: Optional A1 Historical Studies and/or Comparative Studies  
                  Section B: Scientific Options  
                  Option B1: Sports Psychology  
                  Option B3: Exercise and Sports Physiology
- Unit G454:    The improvement of effective performance and the critical evaluation of practical activities in Physical Education

## **Assessment**

Assessment is via two papers (AS unit 2 hours; A2 unit 2½ hours). For the overall A2 award, the theory section counts for 70% of the total award.

## **Teaching and Learning Styles**

The theory sections of the course require a rigorous academic discipline so a formal style of teaching is needed for their explanation. However, where possible the theory element will be reinforced in a practical style. You will be expected to take part in all practical lessons regardless of the activity.

### **Transition to A Level**

- Prepare by demonstrating a good subject knowledge in a range of activities.
- Be practically of a good standard.
- Increase your skill level in a number of sports.
- Have a good understanding of the body and how exercise affects it.

### **Compatible Subjects**

As well as having a good all round practical experience, a good scientific background with an emphasis on Human Biology would be an advantage.

### **Prospects**

Physical Education will offer many opportunities in Higher Education and the ever increasing Sport and Leisure industry.

Further information is available from Mr I Summerfield.

# PHYSICS

## **Aims of the Course**

Physics is the study of the physical world. It is one of the key disciplines of science. The most exciting research is into the far distant past as well as into the future. Elementary particle physicists are trying to describe the instant of the "Big Bang" that started our universe. Nuclear physicists are just beginning to make controlled nuclear fusion a reality, recreating the process of the Sun's energy production which will solve the world's energy problems for many thousands of years into the future. Even before a birth, Physics is at work with ultrasonic scanning machines to picture the unborn child in the womb. Advances in the understanding and use of Physics have transformed the way we process and communicate information via computers, mobile phones, satellite links, optical fibre and laser technology. In the Scientific Age, a scientific background is essential and Physics is a key element in that background.

- (i) To stimulate interest and enjoyment in the study of Physics.
- (ii) To develop enthusiasm for Physics and where appropriate to pursue this enthusiasm in its further study.
- (iii) To understand, learn and apply subject knowledge and physical principles.
- (iv) To appreciate the importance of Physics in our world today i.e. in its social, technological, environmental and economic impact.
- (v) To acquire a more general understanding of how scientific disciplines make progress, acquire and interpret evidence, propose and evaluate solutions, communicate ideas and interact with society. ("How Science Works").
- (vi) To develop abilities and key skills involving communication, IT, application of number, working with others, improving own learning and problem solving.
- (vii) To prepare students with sufficient knowledge, skills and understanding to meet future higher education and career needs.

## **Additional Information**

If you are considering the course, other important qualities are:

- (i) **Communication skills.** – Being able to express and explain your ideas clearly and concisely in both oral and written form.
- (ii) **Meeting work deadlines.** The ability to organise and plan your work so that it will be properly completed and handed in on time. This may include time needed to discuss problems or difficulties with your teacher, so it cannot be left to the "last minute."
- (iii) **Developing interest in the subject.** By wider reading, e.g. magazines such as "New Scientist", "Physics Review", attending lectures, watching relevant TV programmes, and internet research.

It is also highly desirable to study A Level Mathematics alongside Physics.

## **Content (WJEC Examination Board)**

### **ADVANCED SUBSIDIARY (AS)**

#### **ASSESSMENT UNIT**

- PH1 Motion, Energy and Charge  
PH2 Waves and Particles  
PH3 Practical Physics

### **ADVANCED LEVEL (A2)**

#### **ASSESSMENT UNIT**

- PH4 Oscillations and Fields  
PH5 Electromagnetism, Nuclei and Options  
PH6 Practical Physics 2

### **Practical**

Practical work forms 20% both of the AS and A Level assessment. Students will carry out a series of experimental tasks and investigations.

Units PH3 and PH6 relate to the development and assessment of experimental, investigative and data analysis skills

### **Internal**

Progress tests - Minimum of two each term

Examinations - Year 12 (December), Year 13 (December)

### **External**

Assessment Unit tests are carried out in:-

April Year 12	PH3
May Year 12	PH1, PH2
March Year 13	PH6
June Year 13	PH4, PH5

Tests PH1, PH2, PH4 and PH5 are conventional examinations.

PH3 will consist of three short practical tasks (45 minutes) and one investigation (45 minutes (90 minutes in total)

PH6 will consist of a 1 hour 15 minute experimental task and a 45 minute data analysis task (2 hours in total).

Each assessment unit may be retaken. The best result will count towards the final award

Decisions on entry are based on departmental recommendations and school entry policy.

### **Teaching and Learning Styles**

A range of methods is used including demonstrations, formal class teaching, discussion, classwork exercises, internet/ICT activities, student presentations/talks, individual and group practical work.

### **Transition to A Level**

The academic "leap" between GCSE and A Level is considerable. For this reason it is desirable to do some preparatory reading before the course begins in September. Throughout the course you need to develop self study skills, putting in a lot of extra effort outside of lesson time.

### **Compatible Subjects**

Mathematics, Chemistry, Biology, Computing, DT, Music, Geography.

### **Prospects**

Higher Education. A Level Physics is a basic requirement for Physics and Engineering courses. It is also highly desirable for Medical and Veterinary courses

Careers. A Level Physics opens the door to a wide choice of careers including architecture, medicine, dentistry, veterinary science, teaching, metallurgy, ophthalmics, forensic science, geology, information science, meteorology, astronomy, engineering, computer design, scientific civic service and scientific management.

Further information is available from Mr D Darwall.

# POLITICS AND GOVERNMENT

## **Aims of the Course**

The course aims to develop a critical awareness of the nature of politics and government both in the UK and the USA.

## **Additional Information**

No previous experience is required. However, you should be interested in reading about current issues and developments in a rapidly changing political environment.

## **Content (WJEC Examination Board)**

### **AS**

At AS you will develop a broad knowledge and understanding of the political system of the UK. The course concentrates on People, Participation and Politics, as well as Governing Modern Wales.

The AS specification has 2 units:

#### **Unit 1: People, Politics and Participation**

Participation and Voting Behaviour  
Electoral Systems  
Political Parties  
Pressure Groups and Protest Movements

#### **Unit 2: Governing Wales**

The British Constitution  
Parliament  
The Core Executive  
Multi-level Governance

## **Assessment**

There are two papers to sit, one per module. Each paper is 1 hour 30 minutes and you must answer two questions from a choice of four. Each question consists of three parts, worth 5, 10 and 25 marks. Total marks available = 80. Each paper contributes 50% of the AS mark or 25% of A level.

### **A Level**

At A2 you will develop a detailed understanding of the political system in the USA and examine several aspects of US Politics.

The A2 specification has 2 units:

#### **Unit 3: The Politics of the USA**

US Electoral Process and Direct Democracy  
Political Parties  
Voting Behaviour  
Pressure Groups

#### **Unit 4: The Government of the USA**

The US Constitution  
Legislative branch (Congress)  
Executive branch (Presidency)  
Judicial branch (Supreme Court)

## **Assessment**

There are two papers to sit, one per module. Each paper is 1 hour 30 minutes and you must answer two questions from a choice of four. Each question consists of two parts, worth 10 and 30 marks. Total marks available = 80. Each paper contributes 50% of the total A2 (25% of total A level marks).

## **Teaching and Learning Styles**

Formal teaching is used at times but you are encouraged to read relevant articles. Relevant TV and radio programmes are regularly used too.

## **Transition to A Level**

Take an interest now in political issues both here and in the USA.

## **Compatible Subjects**

Politics is often favoured by students of History or Sociology, but also combines well with other Arts and Social Science subjects.

## **Prospects**

Enthusiastic students go on to take a degree in the subject or joint honours with another. The subject is useful for those considering a career in administration or public services.

Further information is available from Mr G Penny or Mr R Macpherson.

# PSYCHOLOGY

## Aims of the Course

- Would you like to know more about how your mind works?
- Would you like to understand more about your memory, your thoughts, your feelings and your relationships?
- These are just a few of the areas explored in Psychology, using research evidence to help answer key questions.
- Psychology is scientific in nature and also makes a practical contribution to the lives of individuals. It can help us understand human memory, the development of human relationships and why people conform and obey. Furthermore, Psychology helps us to understand and alleviate mental illnesses including schizophrenia and depression
- Psychology is at a very exciting stage of development. The brain is endlessly fascinating and it is seen as the last great mystery to be unravelled by science.
- What could be more interesting than us? Psychology can deepen your understanding of yourself and give you a new awareness of a range of human behaviours.

## Content (AQA Examination Board, Specification A)

### AS Units

#### Unit 1 - Cognitive Psychology, Developmental Psychology and Research Methods

##### **Memory**

How does our memory work? Is eyewitness testimony accurate and can we improve it? How can we improve our memory?

##### **Attachment**

Do babies learn to form attachments or is attachment an instinct? If the attachment bond is disrupted, or does not form, what will be the effects? What is the impact of day care on social development?

##### **Research Methods**

What are the different research methods used by psychologists? How are effective studies designed and controlled? How is data from psychological research analysed and interpreted?

*Written paper:*

1 hour 30 minutes

Structured compulsory questions

Questions include short answer, stimulus material and one 12 mark question requiring extended writing

#### Unit 2 - Biological Psychology, Social Psychology and Individual Differences

##### **Stress**

How does stress affect our bodies? Can stress cause problems with our immune system? What are the sources of stress? How can we manage and treat stress?

##### **Social Influence**

Why do we conform to our peers? Why do we obey authority? Why do some people resist pressure to conform and obey?

##### **Psychopathology**

How can we define abnormal behaviour? What are the possible causes of psychiatric problems such as schizophrenia and phobias? How can psychiatric problems be treated and are these treatments effective?

*Written paper:*

1 hour 30 minutes

Structured compulsory questions

Questions include short answer, stimulus material and one 12 mark question requiring extended writing

## A2 Units

### Unit 3 - Topics in Psychology

#### **Aggression**

What biological factors can cause aggression? How does being part of a group affect aggressive behaviour? What are some of the other factors that can cause aggressive behaviour?

#### **Gender**

What role do gender and hormones play in gender development? What role do parents, schools and the media play in gender development?

#### **Biological Rhythms**

What are biological rhythms and what happens when they are disrupted? What is the function of sleep? What causes disorders of sleep such as insomnia and narcolepsy?

*Written paper:*

1 hour 30 minutes

3 essay style questions

### Unit 4 - Psychopathology, Psychology in Action and Research Methods

#### **Psychopathology - Depression**

What are the characteristics of depression? What are the problems in diagnosing depression? What are the possible causes? How can depression be treated?

#### **Psychology in Action - Addiction**

How do addictions start? Why do some people relapse? What factors make someone vulnerable to addiction? What interventions are used to deal with these addictions?

#### **Research Methods**

How is psychological research conducted? What ethical issues need to be considered? Is Psychology a science?

*Written paper:*

2 hours

Psychopathology and Psychology in Action are assessed through essay style questions. Research Methods is assessed through short answer questions.

### **Teaching and Learning Styles**

Lessons are a mix of teacher input, discussion of prepared topics, student presentations, use of video clips and small scale investigations. You are expected to participate as class discussions are important in developing the skill of justifying a position using evidence rather than opinion.

### **Transition to A Level**

Background reading is important to help develop an understanding of what Psychology is and some of the topics covered in the course. The school library and Psychology department have reference resources which will provide a good introduction. Reports on psychological research also regularly appear in the news and on documentaries.

### **Compatible Subjects**

Psychology A Level goes well with the natural science subjects (Chemistry, Physics and Biology) as well as Maths due to its foundations in research and analysis. Equally, Psychology also complements arts subjects including English, History and Languages as it involves extended writing and the interpretation of evidence.

### **Prospects**

Leading to specific careers such as Clinical or Forensic Psychologist and supporting many other career routes through Medicine, Business, Industry and Public Services, Psychology is rarely an essential A Level for university entrance but is always an excellent subject to have in your portfolio. Students of Psychology will acquire a wide knowledge and understanding of the subject whilst also developing skills of communication, numeracy, teamwork, critical thinking and independent learning. All of these skills are highly valued by employers and universities.

Further information is available from Miss K Hall.

# RELIGIOUS STUDIES

## Aims of the Course

AS/A Level Religious Studies encourages you to use an enquiring, critical and empathetic approach to the study of religion. It will appeal to those who enjoy exploring religious beliefs and the relationship between religion and culture. This course provides the opportunity for you to develop greater awareness of aspects of human life other than the physical and material, and explores different approaches to moral decisions.

## Content (WJEC Examination Board)

You study the following topics;

### AS – Year 12 – Discovering Religious Studies

RS Module 1 **Introduction to Religion in Contemporary Society** – Medical and Environmental issues including euthanasia and animal rights. Religion and TV: How religious themes are portrayed through television. Religion and Community: including secularism and fundamentalism. Religion and the Individual: including the views of Freud and Jung.

RS Module 2 **Religion and Ethics**. Ethical Theory including Situation Ethics, Natural Law and Utilitarianism. Applied Ethics: Sexual relationship studied from the perspective of Christianity.

For each module there will be an examination of one hour 45 minutes duration which is worth 50% of an AS grade and 25% for the award of an Advanced grade.

Modules 1 and 2 will be taken in the summer of Year 12.

### A2 – Year 13 – Studies in Religion

RS Module 3 **Religion and Ethics**. Ethical Theory including Virtue Theory, Kant's Moral Theory. Applied Ethics: The ethics of war studied from the perspective of one or more major world religions. Medical and Genetic Ethics studied from the perspective of one or more major world religions.

RS Module 4 **Synoptic module – Religion and Human Experience**. This module aims to provide you with the opportunity to draw together your knowledge, understanding and skills, and apply them to a human experience issue.

For Module 3 there will be an examination of one hour 45 minutes duration. For Module 4 you will be required to write an essay under controlled conditions. You will have an hour and 45 minutes to write the essay which will have been pre-prepared on a specified aspect of their studies. Each module taken in Year 13 is worth 50% of the A2 and 25% for the award of Advanced level overall.

Both modules will be examined in the summer of Year 13.

## **Teaching and Learning Styles**

The RE department uses a range of teaching strategies, activities and resources designed to develop critical thinking skills including: group work, problem solving tasks, discussions, film clips as stimulus, teacher-led research. You will be provided with typed notes but are encouraged to improve your own learning and performance by reading and researching independently to broaden your knowledge and understanding.

## **Transition to A Level**

The course is designed to help you make the transition to A Level smoothly by including introductory lessons to bridge the gap on areas of study not included in the GCSE Short Course. You can prepare for the course by taking an interest in news items relating to ethical issues.

## **Compatible Subjects**

Religious Studies combines well with a wide range of subjects especially other humanities, as well as science subjects for those who wish to consider the ethical aspects of scientific advances.

## **Prospects**

Problem-solving skills, powers of analysis and a critical mind are essential qualities in exploring religion, and those skills can translate easily to many career fields including: business, law, media, management, medicine, journalism, teaching and the arts, to name but a few.

Further information is available from Mrs J Skilton.

# SCIENCE (APPLIED)

## **Aims of the Course**

Applied Science is a chance for you to learn about science in the world of work in a more practical manner than through the separate Science subjects. You are encouraged to develop skills of investigation and problem solving in a vocational context, by applying knowledge and understanding of scientific ideas and techniques and using skills of primary research, planning and evaluation. The knowledge gained enables you to appreciate and evaluate the social, economic and environmental impact that science has on society, identifying ethical issues that may arise and to understand the scientific ideas and skills that scientists need in order to be effective in a variety of vocational contexts. It is particularly useful for those who need to acquire skills in carrying out practical techniques and following procedures. It would also be relevant to those who need to understand how science is used by organisations, business and industry or the contribution science makes to society.

## **Content (WJEC Examination Board)**

If you have a strong science background you will find the course intellectually stimulating and enjoyable, compounding learning from the other science subjects you take. If you simply want to keep a small element of science in a broader range of option subjects, this is still the course for you, as the modules outlined below will indicate the range of areas it is possible to study:

### **AS Level**

ASC1: Health Science

ASC2: Analysis

ASC3: Energy and Environment

### **A2 Level**

ASC4: Applied Scientific Investigation

and a choice of two from

ASC5: Applied Forensics

ASC6: Applied Biology

ASC7: Applied Energy

ASC8: Applied Scientific Communication

ASC9: Working in Applied Science

## **Assessment**

You are required to complete a total of three components for the AS course and a total of six components for the full A Level course, as illustrated below.

AS Level has three equally weighted modules:

**ASC1** Is an externally assessed examination.

**ASC2 / ASC3** Are internally assessed coursework portfolios, which are then externally moderated by the examination board.

A2 Level also has three equally weighted modules:

**ASC4** Is an externally assessed investigation report.

**ASC5 - 9** Any two of these are internally assessed coursework portfolios, which are then externally moderated by the examination board.

### **Teaching and Learning Styles**

The department aims to cater for different learning styles by providing a wide range of teaching activities. Practical work is an essential component of the course and you will be encouraged to improve IT skills and will have the opportunity to participate in visits and lectures to support learning. Due to the large coursework element of the subject, you will need to take responsibility for your own learning and will be encouraged to do so by reading, researching and writing reports independently.

### **Transition to A Level**

The change from GCSE to A Level can prove demanding, however as long as you are prepared to spend time on coursework, and have achieved a reasonable grade in GCSE Science, you should have the ability to achieve in this subject.

### **Compatible Subjects**

Students from a range of backgrounds choose to study Applied Science, which can complement the more theoretical subjects of Biology, Chemistry and Physics. However, it is also relevant for those who wish to have a wider subject base or perhaps want to keep their further study choices open by retaining a more general science A level.

### **Prospects**

The Applied Science A Level is excellent preparation for further study on science courses, as well as for training in any of the following areas:

Agriculture, biochemistry, pharmacy, medical sciences, dental sciences, veterinary nursing, teaching, metallurgy, ophthalmics, forensic science, geology, information science, mineralogy, engineering, computer design, meteorology, microbiology, nursing, psychology, physiotherapy, food science, aerospace, health and safety research, scientific civil service, chemical manufacturing industry, plastics, cosmetics, scientific civic service and scientific management.

Further information is available from Miss J Gaitt.

# SOCIOLOGY

## **Aims of the Course**

Sociology is the study of human society and behaviour. Sociology challenges and breaks down common sense assumptions and offers scientific and sociological explanations of human behaviour. The course allows you the opportunity to apply sociology to an analysis of contemporary societies and to your own experience. Sociology is a subject which can be controversial and is not a subject for the intellectually lazy.

Is Britain a classless society? How relevant is Marxism today? Is the family still an important institution? How influential is the mass media? Is Britain a patriarchal society? Is class the most important factor in how well you do in school? If these are the sort of questions that interest you then Sociology may be the subject to choose.

## **Content (AQA Examination Board)**

There are two main themes which run through all modules and will be taught as part of the course. They are:

- socialisation, culture and identity
- social differentiation, power and stratification

## **Advanced Subsidiary (AS) – Year 12**

### **Module 1: Families and Households**

Assessment is through response to data, involving shorter answers for the first four questions, but then building up to more extended answers for the last two questions. The examination is 1 hour and worth 40% of AS (and 20% of A Level).

### **Module 2: Education and Sociological Research Methods**

Assessment is through response to data, involving shorter answers, but then building up to more extended answers for the last question. Questions are set on both education and methods and the application of research methods in education. The examination is 2 hours and worth 60% of AS (and 30% of A Level).

## **Advanced Level (A2) – Year 13**

### **Module 3: Power and Politics**

Assessment is through one data response question, one extended answer and one essay from a choice of two. The examination is 1 hour 30 minutes and is worth 20%.

### **Module 4: Crime and Deviance and Theory and Methods**

Assessment is through a three part question. Question one is on crime and deviance, question two is on the application of research methods in crime and deviance, and question three is on sociological theory and methods. The examination is 2 hours and worth 30% of A Level.

## **Further Information on Content**

1. **Stratification**: this examines the class structure in Britain and the consequence this has on life-chances, health, holidays, education, values and beliefs, power and wealth.
2. **Culture and Identity**: culture, socialisation, social construction of different influences on how your identity is constructed e.g. class, media.
3. **Family**: this includes the study of gender relationships, power in families, changes in family size and definition, the role of the family in society, childhood and old age, divorce.

4. **Education**: this includes the study on the role of education (opportunity or control) and why some children do better than others (class, gender, and race), state/government policies on education.
5. **Theory and Methods**: includes the study of the perspectives in sociology including post-modernism, Marxism and Functionalism, the method used including questionnaire and observation, science and value freedom.
6. **Power and Politics**: this includes the reasons for voting behaviour; the role of the state, theories of power, interest groups, social movements and power today.
7. **Deviance**: this includes the study and explanations of crime, deviance and youth culture, social control and power.

### **Assessment**

Regular assessment will take place throughout year 12 and 13 on the knowledge and skills required to succeed in AS and A2 level.

### **Teaching and Learning Styles**

A range of styles will be pursued including: group work, teacher led lessons, research, discussions, use of videos, tables, diagrams, note taking. A seminar type approach is regularly used with the emphasis on discussion. Typed notes and booklets on all the topics are distributed. Students also receive AS/A2 Sociology textbooks.

### **Transition to AS and A Level**

The course requires commitment and self-discipline. Sociology is an academic subject where the skills of understanding, interpretation and evaluation of sociological knowledge need to be shown through discussions and written assignments and tests. Background reading over the summer holidays would prove beneficial.

### **Compatible Subjects**

All, but especially other social sciences and humanities subjects e.g. History, English, Politics, Psychology, Geography, Languages.

### **Prospects**

Sociology as a subject dates back to the 18th century with its own language, concepts and tradition. Studying Sociology will show organisational and communication skills and an ability to understand social behaviour and the world around you. Sociology A Level has universal acceptance as a qualification for entry into higher education and professional careers, and is a springboard to a number of careers including: education, social work, journalism, caring professions, management, police, law, and politics.

Further information is available from Mr G Morgan.

# SPORT (BTEC)

## Aims of the Course

Choosing to study Sport as a BTEC qualification will enable you to develop the practical skills and knowledge to work or study further in the sport, active leisure and recreation industry. Developing a greater understanding of how the body works, the risks associated and key issues within sport. The course is designed to cover two years, with four mandatory units in the first year and a further three in the second year. 360 guided learning hours are required to cover all set topics.

## Content (BTEC Level 3 Subsidiary Diploma – Edexcel Examination Board)

The course consists of four compulsory units to be completed in year 12:

- Principles of Anatomy and Physiology in Sport
- The Physiology of Fitness
- Assessing Risk in Sport
- Fitness Testing for Sport and Exercise

Following successful completion of the mandatory units, you will progress to Year 13 to complete a further three units, building on your existing knowledge and providing further insight into the sport and recreation industry.

## Grading systems and the UCAS Tariff

The qualification is equivalent to one GCE A level and is graded pass, merit or distinction (P. M. D.). There is also a D\* (Distinction\*).

On the UCAS Tariff if you successfully complete the two year course:

D*	=	140 UCAS Points	M	=	80 UCAS Points
D	=	120 UCAS Points	P	=	40 UCAS Points

If you only complete the Year 12 course the tariff is as follows:

D*	=	70 UCAS Points	M	=	40 UCAS Points
D	=	60 UCAS Points	P	=	20 UCAS Points

## Teaching and Learning Styles

All units are assignment based, with a variety of teaching styles incorporated to convey key theories and issues. Where possible the theory element of the units studied will be reinforced through practical activities, in which you will be expected to fully participate. You will be required to learn independently taking a pro-active approach to your assignments and be confident in seeking further information from a variety of sources.

## Transition to BTEC Level 3

You need to be aware that as all units are assignment based, good ICT skills and an interest in sport are necessary. An interest in how the body is affected by sport, and the various industries that sport, active leisure and recreation have an impact on will be beneficial. You should be of a good standard practically, have good time management skills and be committed to participating in all practical activities.

## Compatible Subjects

Physical Education, English, Biology, Psychology, Sociology, ICT and Business Studies.

## Prospects

The BTEC Level 3 qualifications enable you to progress straight into employment in the sport and active leisure industry or pursue higher education at University utilising the skills, knowledge and attributes developed during the course.

Further information is available from Mr I Dwight.

# TRAVEL AND TOURISM (BTEC)

## Aims of the course

The aims of this course are to:

- Create a vocationally based context to prepare you for employment
- Provide a range of assessment methods suitable for your needs
- Provide an understanding of the main focus of tourism related businesses; the key growth area in the world economy
- Develop skills such as literacy, numeracy and independent learning; important for Higher Education and the world of work
- Appreciate the importance of the customer to the travel and tourism industry
- Appreciate the importance of host destinations to industry and the importance of sustainable development
- Appreciate the positive and negative impacts of the industry on the economy, society and environment
- Appreciate the global and dynamic nature of the industry
- To understand the importance of ICT to the industry

## Additional Information

If you are considering the course, you should have a genuine interest in the diverse and dynamic travel and tourism industry.

## Content (The BTEC Level 3 Subsidiary Diploma – Edexcel Examination Board)

The 6-unit National Award is a unit-based specialist qualification that focuses on particular aspects of employment within the vocational sector. As such the award offers a qualification which can extend study and provide vocational emphasis for learners following an Applied GCE or GCE route. It is graded **pass, merit** or **distinction** (P, M, D), equivalent to E, C or A grades at Advanced level, securing a corresponding score on the UCAS Points Tariff. There is also a D\*, equivalent to an A\* grade and 140 UCAS points.

## (The BTEC Level 3 Diploma – Edexcel Examination Board)

The 12-unit National Certificate provides a specialist work-related qualification that covers the key knowledge and practical skills required in the vocational sector and also offers different emphasis through the choice of specialist units. It is broadly equivalent to two GCE A levels. It is given a double grade, for example, **PP, MP, DD**

## Topics Studied

The compulsory units for both qualifications are:

- 1 Investigating Travel and Tourism
- 2 The Business of Travel and Tourism
- 3 The UK as a Destination
- 4 Customer Service in Travel and Tourism

Optional Units are taken from the following list.

Marketing Travel and Tourism Products and Services  
Preparing for Employment in the Travel and Tourism Industry  
The European Travel Market  
Long-haul Travel Destinations  
Investigating the Cruise Sector  
Sustainable Tourism Development  
Tour Operations  
Special Interest Tourism  
Roles and Responsibilities of Holiday Representatives  
Hospitality Operations in Travel and Tourism  
Entertainment for Holidaymakers

### **Teaching and Learning Styles**

This course uses a wide variety of learning styles and is very practical in its nature. The course is student centred and will develop your ability to work both independently and in teams. During the course you will have the opportunity to be involved in a number of day and residential visits. You will be able to use your individual strengths to present portfolio work in the style that allows you to achieve your maximum potential.

### **Assessment**

The qualification has an AS/A2 structure. The course will be assessed through assignment work for each individual unit.

### **Transition to A Level**

You will benefit from having an interest in tourism and an inquiring mind. IT skills are also important.

### **Compatible Subjects**

Subjects which are particularly compatible are Information Technology, Geography, Media Studies and Business Studies.

### **Prospects**

The BTEC in Travel and Tourism allows you to study for a degree or a BTEC Higher National Certificate or Diploma. You could progress to Modern Apprenticeships in Travel Services or to relevant employment.

Further information is available from Ms H Morgan.

# WELSH

## **Aims of the Course**

The syllabus followed is the WJEC Welsh Second Language syllabus. This is a new and up-to-date course designed to teach you the skills needed to speak the language fluently and confidently. It also trains you to understand written texts in a range of styles and to communicate ideas with ease. The course aims to broaden your outlook, thus enabling you to appreciate Welsh culture and to be aware of the language at work in social and vocational contexts.

## **Content (WJEC Examination Board)**

### **AS Level**

(Percentage of marks refer to the full A level)

Unit 1	Unit 2	Unit 3
Discuss a film/contemporary multi-media culture in Wales (Oral Examination)	A Presentation Pack consisting of various pieces of prose (Written Coursework)	The Language at work Poetry (Written Examination)
20%	15%	15%

### **A Level**

(AS and A2)

Unit 4	Unit 5	Unit 6
Discuss a play (Final Oral Examination)	The short story and translinguaging (Written Examination)	The use of Language and Poetry appreciation (Written Examination)
15%	20%	15%

## **Transition to A Level**

The transition from GCSE to A Level is a demanding one and, although the nature of some tasks is not dissimilar to that encountered at Higher Level in GCSE, you must be willing to work hard and participate fully in lessons.

## **Compatible Subjects**

Welsh is a recognised academic subject for university entrance and can be combined with any other A Level.

## **Prospects**

Welsh is a living language and an essential part of life in Wales. As an increasing number of organisations, large and small, within the Principality are now adopting and implementing bilingual policies, a knowledge of the Welsh language is becoming more important.

Further information is available from Mrs C Flaherty.

# **THE DIFFERENCES BETWEEN YEAR 11 AND SIXTH FORM**

## **Making the Transition**

The first challenge you face is to bridge the gap between GCSE and Advanced Level. When you begin courses in September you will have had a lengthy break since any form of serious academic study. In some subjects you will need to engage in some preparatory work during the summer vacation.

In most subjects there is a major difference in the kind of study required for A Level than that for GCSE. In GCSE the test measured, fairly equally, what you knew, understood and could do. The practical element was important. GCE A Level tends to be more theoretical, and apart from some coursework or practical options, assessment will be largely by external examination. Therefore, reliance on memory skills will be important.

There will be greater emphasis on the application of knowledge and extended pieces of writing than there was for GCSE, and some people would suggest there is a greater leap to be made between the standards of GCSE and A Level than the next step between A Level and undergraduate studies.

Those of you studying Applied A Levels and BTEC courses too, may well find that there is a completely different approach to that of GCSE. You will be assessed through the completion of a number of assignments and a series of externally tested pieces of work.

## **Grading Systems**

At A Level the results are classified in pass grades of A, B, C, D and E, with U for unclassified or fail.

### A Levels

A\* = 140 points on the UCAS Tariff  
A = 120 points on the UCAS Tariff  
B = 100 points on the UCAS Tariff  
C = 80 points on the UCAS Tariff  
D = 60 points on the UCAS Tariff  
E = 40 points on the UCAS Tariff

### AS Levels

A = 60 points on the UCAS Tariff  
B = 50 points on the UCAS Tariff  
C = 40 points on the UCAS Tariff  
D = 30 points on the UCAS Tariff  
E = 20 points on the UCAS Tariff

## **Study Habits**

Acquiring the right study habits is crucial and early on in the lower sixth your subject teachers and personal tutors will encourage you to develop the self-discipline and study skills which are so crucial for academic success in the sixth form.

Good final grades are only achieved by students who undertake considerable research and background reading, and who are not satisfied with doing the bare minimum. You will need to be able to work efficiently on your own and to use private study periods effectively. The sixth form study areas are available during and beyond the school day and you also have to be prepared to devote a considerable number of hours of your time at home to concentrated study.

**It is also vitally important that part-time jobs and social commitments do not interfere with essential academic work.**

## **LIFE IN THE SIXTH FORM**

### **1. Personal Tutor**

To fulfil the requirements of the Welsh Baccalaureate Qualification you will meet in a 1:1 situation with a personal tutor to assess your progress and to set targets for the future. This will take place on average once every half term.

By the end of the summer term of Year 12 and when you move into Year 13 your personal tutor will work even more closely with you as you prepare for higher education or seek employment or further training.

### **2. The Calendar**

In the appendix section of the prospectus you will find a copy of the calendar, outlining the programme for the current Year 12; next year's Year 13. It is too early for us to commit ourselves to definite dates at this stage, but it will give you an idea of what is likely to happen and when over the next two years. **Please remember that this calendar is only included as exemplar material at this stage.**

There will be a Sixth Form Information Evening for your parents in the Autumn Term when the new calendar will be used to describe everything we set out to do in the sixth form.

### **3. Assessment and Reporting**

The systematic monitoring of progress with regular reporting to parents helps you to achieve your full potential. For the reasons outlined in the Life Beyond the Sixth Form section, performance in the lower sixth is crucial. To support this process we will report to parents regularly:

- \* in an interim report after the first half term in November
- \* more fully following the mid-year examinations
- \* at the lower sixth parents' evening in March
- \* where necessary in an interim report at Easter
- \* in September following the AS examination results.

**It is important to stress that progression to Year 13 is not automatic. To enter Year 13 it is usual to have achieved pass grades in all advanced level subjects, both in external and in any internal assessments.**

### **4. Sixth Form Council**

The sixth form council with its elected representatives from each tutor group meets on a regular basis to discuss all aspects of sixth form life. Council members liaise closely with the Head of Sixth Form and the Sixth Form Tutors, an exercise which provides an important channel of communication. Issues are raised, matters are clarified and the whole process contributes to the smooth running of sixth form society.

### **5. Community Participation**

The school looks to the sixth form for leadership and high standards, particularly as an example to younger students. There is considerable scope for, and great satisfaction can be derived from, taking on more adult responsibilities both in school and outside. Community participation is most likely to involve assisting in one of our feeder primary schools or even helping with our younger pupils, perhaps as part of the Buddies reading scheme or helping with the running of clubs and sports teams. Past students have found that such experience can count towards the service element of the Duke of Edinburgh Award scheme and, of course, it is an essential component of the WBQ.

6. **Work Experience**

Early in the lower sixth you will be encouraged to seek relevant work experience. For those considering a career in a caring profession, medicine, law or teaching it is vital that you arrange this at the earliest opportunity, thus showing commitment to your chosen career.

7. **Careers**

You will receive continual careers advice during your two years in the sixth form. In addition to printed literature and other works of reference, we have relevant software on our school computer network. Careers interviews are arranged through the Career Paths organisation with our Careers Officer.

8. **Young Enterprise**

Stanwell School participates in enterprise activities each year. The Young Enterprise Scheme is a nationally recognised incentive to encourage sixth form students to develop business skills and can form an integral part of the WBQ.

The students, known as achievers, are involved in setting up and running a company, which will trade from September to April of their first year in the sixth form. The emphasis is on producing an original product and, of course, on making a healthy profit!

The school will run a company or companies next year. The new company or companies will be assigned a minimum of two consultants who are volunteers from local businesses. The role of the consultants is to provide the achievers with support and guidance as they set up and run their companies.

Throughout the year the achievers compete against companies based in other local schools and colleges in business games, trade fairs and at the final presentation.

9. **Other Extra-Curricular Activities**

In the appendix section of the prospectus you will find a list of the extra-curricular activities in which recent Stanwell sixth formers have involved themselves. Please pay full attention to the daily bulletin and consult regularly the notice boards to keep abreast of all the opportunities, either school-based or otherwise, that will present themselves.

10. **Education Maintenance Allowance (EMA)**

You may qualify for an Educational Maintenance Allowance, provided by the Welsh Assembly. For students starting Year 12 in September 2012 there is a payment of £30 per week where the household income is £20,817, or below. If you have brothers or sisters who are aged 16-20, in full time education and are eligible for Child Benefit and your household income is less than £23,077, you could also qualify for the £30 weekly award.

Further information will be available at Induction.

## **LIFE BEYOND THE SIXTH FORM**

Everything that happens to you from day one of your time in the sixth form is in preparation for the next stage of your career. That is the purpose of your being part of the sixth form.

In discussions with your tutors and as part of the Welsh Baccalaureate programme you will be considering the options available at 18+. Some of you will want to consider employment or employment linked to further training, but for most students in Stanwell the logical progression is to higher education.

### **Higher Education**

The modern world we live in requires its young people to be more qualified than ever before. Recent initiatives by the government have been designed to promote and encourage this process to bring us into line with our European partners and competitors who, traditionally, have educated more young people for longer.

Most Stanwell sixth formers move on to some form of higher education at the end of the upper sixth or after a GAP year and this really has to be the recommended route for all who are capable of taking it. Apart from some Colleges of Higher Education and other specialist colleges, university will be your most likely destination in two years time.

The lower sixth year (Y12) is crucial in this respect. Applications to higher education are made in the September of the upper sixth (Y13). At this time the school provides a reference that contains predicted Advanced Level grades. These predictions inevitably are based on the lower sixth performance at AS. You cannot afford to relax in Year 12. This can prove fatal. Particularly with the increasing number of modular courses, Advanced Level study demands total commitment over the two year period.

### **Preparation For Higher Education**

As part of the WBQ programme you will learn about the processes of higher education. You will be invited to participate in the UCAS Centigrade Scheme which is designed to match your interests and academic ability to specific university and college courses. You will be encouraged to develop your own Individual Action Plan and your progress will be monitored and discussed in a 1:1 interview with your Personal Tutor. You will be recommended to visit Open Days and Careers Conventions and to participate in residential courses. At the end of Year 12 you will receive specific advice on how to complete a UCAS form, the form on which you apply to institutions of higher education. In Year 13 you will be given guidance for any interviews you may have to attend.

One of the most important sections of a UCAS form is the reference provided by the school. The reference not only comments on academic progress, likely examination results and future potential, but also describes your personal skills and qualities, and takes into account your commitment to activities inside and outside the school community. Admission tutors in higher education are particularly interested in those students who can show evidence of involvement and responsibility in activities beyond the narrowly academic.

Do not underestimate yourself; do not think university is not for you. Remember that it is generally agreed that the step between GCSE and Advanced Level is a more difficult one than the step between Advanced Level and undergraduate study. If you take this final step you are unlikely to regret it.

# ~ SIXTH FORM AGREEMENT ~

**NB: To complete your enrolment for the Sixth Form you should read these conditions carefully before signing the final declaration.**

1. I will attend all timetabled lessons and private study periods consistently and punctually.
2. I agree also to attend at all other times set aside for activities relating to the Welsh Baccalaureate Qualification and any other events specifically arranged for the Sixth Form.
3. I undertake to complete all elements of my Advanced Level subjects and the Welsh Baccalaureate Qualification to the best of my ability.
4. I will submit all homework, coursework and assignments to meet set deadlines.
5. I will remain on the school site from 8.35 am until 2.55 pm, unless otherwise directed.
6. I will adhere to the school's fobbing in and out policy should I have to leave the premises during the school day.
7. In the event of any anticipated absence I will immediately inform my Head of Year.
8. On the first school day following an absence I will provide a note of explanation.
9. I agree to comply with the school's policy regarding the arrangement of appointments as outlined on Induction Day.
10. I fully understand the school's policy regarding the arrangement of holidays; i.e. that holidays should not be taken during term time at any stage of the year, but that if, in exceptional circumstances, a holiday is being planned for term time, I will seek permission from the school before final reservations are made.
11. I understand that as a student of Stanwell Sixth Form I will sit all my external examinations at the school.
12. I will act as a role model for the rest of the school at all times. This includes strict adherence to the school uniform and appearance policies.
13. I also understand that to progress from Year 12 to Year 13 I will be expected to achieve pass grades in all my A Level subjects and to have successfully completed all elements of the Welsh Baccalaureate studied to date.

**DECLARATION:**

In all of the above I fully understand that it is my voluntary choice to join Stanwell Sixth Form and, therefore, accept all the rules and regulations of the school. I further understand that if I do not comply with the terms of this agreement that I will be seriously jeopardising my continued presence in the Sixth Form.

<b>Signed:</b> <i>(Student)</i>		
<b>Print Name:</b>		
<b>Parent/Guardian:</b> <i>(Signature)</i>		<b>Date:</b>

## **SIXTH FORM UNIFORM AND APPEARANCE (AS FOR FEBRUARY 2012)**

Sixth formers are expected to set an example to the rest of the school. The wearing of school uniform is compulsory for all school occasions, including the journey to and from school. Uniform regulations are implemented by all teachers. The uniform is simple in design and where interpretation is necessary, acceptable uniform is decided by senior staff. Sixth formers undertake to comply with this policy by signing the sixth form agreement.

### **1. FOR BOYS AND GIRLS**

**TOP COATS:** Plain top coats must be black or navy blue. The following are NOT allowed: coats/jackets with any lettering, logos or motifs. Coats/jackets containing unacceptable material e.g. leather (real or lookalike), denim, corduroy, fur (real or artificial) etc. It is unacceptable to wear baggy jumpers, cardigans, hooded tops, tracksuit tops etc. as a top coat. \*Fleece coats must have the new simplified school badge (no other fleeces allowed).

**SHOES:** Black, low heeled/flat school shoes (NO boots, high heels, trainers, platform soles, of any kind).

**TIES:** All sixth formers wear the sixth form tie, which can only be obtained directly from school. Sixth form ties will be available on Enrolment Day at a price of £6.00.

**SCARVES:** In very bad weather, out of doors, if accessories such as scarves are allowed, they must be plain black or navy with no motifs.

**HAIR:** No unacceptable hair styles e.g. unusual dyes, excessively long, short or shaved etc. Hair accessories for girls should be simple and in school colours.

**JEWELLERY:** No jewellery, no earrings, facial piercings, rings etc.

**BADGES:** No badges or motifs are permitted on any item of clothing except the school badge and those connected with school activities and County or National sports colours.

**CHEWING:** Sixth formers must not chew during lessons or in any other formal situation. Students are reminded that the chewing of gum is prohibited in all areas of the school.

### **2. UNIFORM FOR GIRLS**

Plain knitted navy v-necked pullover with school badge.

OR

Plain knitted navy cardigan with school badge.

Navy pin stripe skirt of approved length (between knee and ankle) and approved style (A line without slits) OR navy pin stripe trousers of approved design and material.

Navy socks of appropriate length.

Plain white traditional school shirt.

### **GAMES AND P.E. FOR GIRLS**

Gold polo shirt (with school badge – optional)

Navy games skirt for netball and badminton and/or navy shorts for gym, dance and athletics.

OR

Skort

Training shoes (preferably not black soles)

Navy PE Department sweatshirt (optional)

Towel

Navy blue tracksuit bottoms (optional)

**3. UNIFORM FOR BOYS**

Plain knitted black v-necked pullover with new school badge.

OR

Plain knitted black cardigan with school badge.

Black school trousers. (NO cords, jeans, chinos or other casual trousers).

Plain white traditional school shirt.

Black socks.

**GAMES AND GYMNASTICS FOR BOYS**

Black reversible rugby jersey with amber chest band

Black shorts (2 pairs)

Black rugby/football socks

Rugby/football boots (with studs)

Black vest (optional)

White polo shirt (with school badge – optional)

Training shoes (preferably not black soles)

Towel

Black tracksuit bottoms (optional)

Black PE Department sweatshirt (optional)

**ANY ITEM OF CLOTHING NOT LISTED ABOVE IS NOT SCHOOL UNIFORM.**

*Uniform is reviewed annually. Changes may be made. Before parents purchase any items of uniform please obtain the most up to date list in readiness for the new academic year in September.*

## **EXTRA-CURRICULAR ACTIVITIES**

Young Enterprise Scheme  
Team Enterprise  
Engineering in Education Award Scheme  
Mock United Nations Debate  
Public Speaking  
Mock Trials  
Magistrates' Visits  
Visits to Open Days and Higher Education Fairs  
University Pre-Taster Courses  
Workshop Conferences  
Field Trips  
Lectures and Conferences  
Ski Trip and other Foreign Visits  
Duke of Edinburgh Award Scheme  
Community Participation  
Buddies Scheme  
Charity Work  
Joshua Foundation  
Marie Curie Partnership  
Work Experience  
Senior Choir  
School Orchestra  
Windband  
Jazz Group  
Drama and Musical Productions  
Dance Club  
School Eisteddfod  
Advanced Driving Course  
Army Days  
Sports Teams and other Physical Education activities  
Global Citizenship Conferences

## 2011 - STANWELL SCHOOL - YEAR 13 EXAMINATION RESULTS

A2 ADVANCED LEVEL								
SUBJECT	A*	A	B	C	D	E	U	Total
Art	3	16	4	5	3	4	0	35
Biology	1	8	5	6	2	0	0	22
Business Studies	0	1	7	7	3	3	0	21
Chemistry	3	11	4	2	2	3	0	25
Computing	1	2	3	0	4	3	0	13
Design Technology	0	1	4	3	3	0	0	11
Drama	0	7	2	3	0	1	0	13
Economics	1	8	2	0	0	0	0	11
English Lang & Literature	2	1	4	5	2	1	0	15
English Literature	5	12	10	6	3	2	1	39
French	0	5	1	0	1	0	0	7
Further Mathematics	5	2	1	0	0	0	0	8
General Studies	0	0	0	1	0	1	0	2
Geography	2	4	2	3	0	1	0	12
German	1	2	0	2	1	0	0	6
History	2	25	22	12	7	2	0	70
Human Biology	0	4	2	1	1	0	2	10
Mathematics	19	24	8	5	7	1	0	64
Media Studies	1	14	16	7	1	1	0	40
Music	1	2	2	0	1	0	0	6
Physics	4	4	8	2	2	2	0	22
Physical Education	1	0	1	0	1	1	1	5
Politics & Government	0	3	5	0	0	0	0	8
Psychology	0	7	9	1	3	4	1	25
Religious Studies	0	2	3	3	3	2	0	13
Sociology	0	2	2	4	0	2	0	10
Spanish	1	0	0	0	0	0	0	1
Welsh	0	0	1	1	1	0	0	3
Total	53	167	128	79	51	34	5	517
Percentage	10	32	25	15	10	7	1	100
Cumulative Percentage	10	43	67	83	92	99	100	100

APPLIED A2 ADVANCED LEVEL							
SUBJECT	A	B	C	D	E	U	Total
Information Technology	2	10	13	2	0	0	27
Total	2	10	13	2	0	0	27
Percentage	7	37	48	7	0	0	100
Cumulative Percentage	7	44	93	100	100	100	100

AS LEVEL							
SUBJECT	A	B	C	D	E	U	Total
Applied Science	0	0	0	2	0	0	2
Art	0	1	0	0	1	0	2
Biology & Human Biology	1	1	2	5	5	0	14
Business Studies	0	1	0	3	1	1	6
Chemistry	1	2	2	1	3	0	9
Chinese	1	0	0	0	0	0	1
Computing	0	0	1	0	0	0	1
Design Technology	0	1	1	2	0	0	4
Drama	1	2	0	1	0	0	4
Economics	3	0	0	1	1	0	5
English	0	6	4	7	0	0	17
French	1	1	0	3	0	0	5
General Studies	2	1	0	0	1	0	4
Geography	1	0	0	0	1	0	2
German	1	1	2	2	1	0	7
History	3	1	2	2	1	0	9
Information Technology	0	2	0	0	0	0	2
Mathematics	4	3	0	1	3	0	11
Media Studies	0	2	1	0	1	0	4
Music	0	0	1	2	0	0	3
Physical Education	0	0	0	2	1	0	3
Physics	3	5	3	0	5	1	17
Politics & Government	0	1	1	1	1	0	4
Religious Studies	0	1	0	1	1	0	3
Science Applied	0	0	0	1	0	0	1
Psychology	0	0	2	4	1	0	7
Sociology	0	0	0	3	3	0	6
Total	22	32	22	42	31	2	151
Percentage	15	21	15	28	21	1	100

Average points per student = 1138 (which exceeds 4 A s)

165 Students (92%) gained the Welsh Baccalaureate qualification

## 2010 - STANWELL SCHOOL - YEAR 13 EXAMINATION RESULTS

A2 ADVANCED LEVEL								
SUBJECT	A*	A	B	C	D	E	U	Total
Art	5	3	10	3	6	0	0	27
Biology	2	2	2	0	0	3	1	10
Business Studies	0	1	5	4	3	9	2	24
Chemistry	1	7	2	6	1	1	0	18
Computing	0	1	2	3	1	1	0	8
Design Technology	0	0	1	5	2	0	0	8
Drama	2	5	8	5	2	0	0	22
Economics	1	5	2	1	0	0	0	9
English	7	6	26	11	7	3	0	60
French	1	4	3	1	0	0	0	9
General Studies	2	3	3	2	1	0	0	11
Geography	0	3	2	5	3	1	0	14
German	0	4	2	1	0	2	1	10
History	4	22	25	12	5	0	0	68
Human Biology	1	0	6	1	0	1	2	11
Mathematics	12	13	13	2	3	1	1	45
Media Studies	3	13	33	10	7	0	0	66
Music	1	3	4	2	2	0	0	12
Physics	0	6	3	4	1	1	1	16
Politics & Government	0	0	7	4	0	1	0	12
Psychology	1	7	6	10	5	0	0	29
Russian	1	0	0	0	0	0	0	1
Sociology	0	2	4	5	3	0	1	15
Welsh	0	2	0	2	0	0	0	4
Total	44	112	169	99	52	24	9	509
Percentage	9	22	33	19	10	5	2	100
Cumulative Percentage	9	31	64	83	94	98	100	100

APPLIED A2 ADVANCED LEVEL							
SUBJECT	A	B	C	D	E	U	Total
Information Technology	8	11	2	4	0	0	25
Total	8	11	2	4	0	0	25
Percentage	32	44	8	16	0	0	100
Cumulative Percentage	32	76	84	100	100	100	100

AS LEVEL							
SUBJECT	A	B	C	D	E	U	Total
Art	1	1	1	1	0	0	4
Biology	1	1	1	3	3	1	10
Business Studies	0	0	2	2	2	0	6
Chemistry	0	1	2	2	3	0	8
Computing	2	0	0	0	1	0	3
Design Technology	1	0	0	1	2	0	4
Drama	2	4	7	0	1	2	16
Economics	1	0	0	0	0	0	1
English	1	2	1	3	0	0	7
French	0	0	0	1	2	0	3
General Studies	7	18	30	22	20	0	97
Geography	1	1	0	0	1	0	3
German	0	0	3	1	1	0	5
History	1	2	2	2	1	0	8
Information Technology	0	1	2	1	0	0	4
Mathematics	3	2	3	1	0	1	10
Media Studies	0	1	0	1	0	0	2
Music	2	1	1	1	0	0	5
Physics	2	0	2	0	0	0	4
Politics & Government	1	0	0	1	1	0	3
Psychology	0	0	1	1	2	0	4
Sociology	0	1	1	1	1	0	4
Welsh	0	2	1	0	0	0	3
Total	26	38	60	45	41	4	214
Percentage	12	18	28	21	19	2	100

Average points per student = 875 (which exceeds 3 A s)

## YEAR 13 2011 DESTINATIONS

STUDENT	INSTITUTION	SUBJECT
Alauddin, Faraz	Cardiff	Economics
Alim, Amila	BUWE	Product Design Technology
Armstrong, Phillip	Bath	Civil Engineering
Barry, Lauren	Cardiff	Business Information Systems
Bates, Laura	Oxford	History
Bedford, Hannah	Essex	Law and Human Rights
Bloxham, Charlotte	Solent	Psychology (Criminal Behaviour)
Boden, Martin	Cambridge	Economics
Boggan, Michael	Newcastle 2012	Marketing and Management
Boland, Ceri	Glamorgan	Law
Bowles, Laura	UCL	Psychology
Boyce, Becky	Cardiff	Mathematics
Bradshaw, Grace	Swansea	Media Studies
Breed, Darren	Swansea	Public and Media Relations
Brierley, Catrin	Employment	
Bright, Liam	Swansea	Civil Engineering
Brown, James	Lincoln	Media Production
Burge, Lowri	Bournemouth	Business Information Technology
Byrne, Steven	Cardiff	Computer Science
Cabral, Brooke	BUWE	Architectural Technology & Design
Campbell, Emma	Applying 2012	Musical Theatre
Carter, Daniel	Glamorgan	Computing
Cerasale, Ben	Cardiff	Journalism, Media and Cultural Studies
Chatham, Sophie	Cardiff Met.	Art Foundation
Checchi, Anna	Cardiff Met.	Educational Studies and Psychology
Cheung, Jia	Cardiff	Medicine (first-year entry)
Chick, Charlotte	BUWE	Psychology
Chu, Alex	Swansea Met.	Motorsport Engineering & Design
Cooksey, Alice	Exeter	Law
Coughtrey, Sally	Swansea	Law
Couper, Caitlin	BUWE	English
Cozens, Olivia	Employment	
Davies, Alice	Cardiff	Medicine (first-year entry)
Davies, Ashley	Employment	
Davies, Kelly	Sheffield Hallam	Psychology
Davies, Owen	Imperial	Computing

Davies, Rachel	Swansea	Psychology
Davies, Rebecca	Glamorgan	Natural History
Davies, Tomos	Keele 2012	International Relations
Davis, Eleanor	Bristol	French and German
Davis, Isabelle	Newport	Education Studies
Dean, Naomi	Cardiff Met.	Educational Studies and Early Childhood Studies
Dennison, Ross	Employment	
Dodd, Georgia	St Andrews	Biology
Dymmock, Jennifer	Employment	
Eades, Jessica	Bath	Psychology
Earp, Joseph	Employment	
Elder, Elizabeth	Oxford	Biochemistry (Molecular and Cellular)
Esseen, Emily	Swansea	Psychology
Eva, Danny	Applying 2012	Computer Science
Evans, Amy	Bristol 2012	Philosophy and Politics
Fellows, Liam	Cardiff Met.	Art Foundation
Flynn, Holly	Sheffield	LLB in Law (European and International)
Flynn, Laura	Cardiff	Zoology
Ford, Jordan	Imperial	Physics
Fox, Tesni	Cardiff	History
Gambling, Laura	Cardiff Met. 2012	Psychology
Geere, Joe	Birmingham	Mechanical Engineering
Ghazi-Torbati, Eloise	Cardiff	History
Gillanders, Tom	Applying 2012	Graphic Design
Gillingham, Joseph	Applying 2012	Accounting and Finance
Goodfellow, Matthew	Applying 2012	Animation
Gough, Fearghas	Glamorgan	Graphic Communication
Gough, Rochelle	Bath	Coach Education and Sports Development
Gould-Williams, Gus	Cardiff Met.	Art Foundation
Greig, Hope	Employment	
Griffiths, Nia	Applying 2012	Geography
Hampson, Ollie	Applying 2012	Journalism, Media and Cultural Studies
Harding, Kate	Cardiff	Accounting and Finance
Harry, Tom	Applying 2012	Economics
Harvey, James	Glamorgan	Criminology with Law
Haswell, Owen	Cardiff	Medicine (first-year entry)
Hawthorne, Samara	Cardiff Met.	Educational Studies and Early Childhood Studies
Hayer, Onkar	Aston	Law with Management
Healy, Ellis	De Montfort	Business Management and Enterprise

Herritty, Jessica	Birmingham	Geography and Urban & Regional Planning
Hodgkins, Cameron	Reading	European Studies
Hodgson, Alex	Applying 2012	Dentistry
Holder, Alex	Cardiff	Accounting and Finance
Hole, Joshua	Newport	Sports Coaching
Holmes, Conor	BUWE	Criminology and Law
Hooper, Nicholas	Gap year	
Hopkins, Ben	Oxford	Biological Sciences
Hughes, Lauren	Cardiff	Business Management (Marketing)
Huxter, Aaron	Employment	
James, Hannah	Leeds	English and History
Janes, Joseph	Swansea	Criminology and Criminal Justice
Jefferies, Joshua	Employment	
Johnson, Aimee	Southampton	Physiotherapy
Johnson, Hannah	Swansea	English
Jones, Bill	Bristol	Mathematical Physics
Jones, Emily	Employment	
Jones, Harrison	Swansea	Engineering
Jones, Nathan	BUWE	Primary Education (Initial Teacher Education)
Jones, Sarah	Bath	Civil Engineering
Jones, Stuart	Cardiff	Computer Science
Kapuria, Mona	Applying 2012	Pharmacy
Keeling, Simon	Sheffield	Architecture
Kelly, Arthur	Southampton	Music
King, David	SOAS	Politics and African Studies
Kinnersley, Jack	Oxford	Philosophy, Politics and Economics
Lam, Jamie	Loughborough	Mechanical Engineering
Law, Jack	Bath	Physics
Lewis, Joseph	Writtle	Horticulture
Lloyd, Ieuan	Applying 2012	
Longman, Natalie	Aberystwyth	Geography
Maclachlan, Scott	Employment	
Macleod, Joe	Glamorgan	Police Sciences
Mair, Sophie	Swansea	Media Communications
Mancuso, Alexander	Exeter	Drama
Mansfield, Michael	Employment	
Martell, Natasha	Exeter	Flexible Combined Honours with Study Abroad
Martin, Paige	Glamorgan	English
Mattey, Shannon	Employment	

Maunder, James	Swansea	Public and Media Relations
McFadden, Connor	Cardiff	Computer Science
McGavin, Ewan	Glamorgan	Computer Security
McKernan, Shauna	Applying 2012	History
Miller, Katie	Swansea	History
Minns, Isaac	Applying 2012	History
Moffat, Thomas	Applying 2012	Radiotherapy
Montgomery, Holly	Applying 2012	Biomedical Science
Morgan, Daniel	Swansea	Computer Science
Morgan, Katie	Cardiff Met.	Art Foundation
Morgan, Laura	Applying 2012	Nursing
Morgan, Oliver	Royal Holloway	History
Morrick, Jessica	Cardiff	Dentistry (first year entry)
Murray, Asa	Employment	
Nickels, Barclay	Bath	Chemistry
Noble, Matthew	Liverpool	Ancient History
Owen, Rhys	Swansea	Computer Science
Parry, William	Cardiff	Mathematics
Pemberton, Amy	Employment	
Pemberton, Peter	Glamorgan	Aeronautical Engineering
Pena-Taylor, Samuel	Applying 2012	English Language and Literature
Petts-Davies, Rebecca	Cardiff Met.	Art Foundation
Phillips, Dan	Cardiff	Medicine (first-year entry)
Phillips, Natalia	Leeds 2012	History
Phillips, Thomas	Loughborough	Commercial Management and Quantity Surveying
Pimlott, Tom	BUWE	Diagnostic Imaging
Primrose, Trixie	Employment	
Protheroe, Lowri	Gap Year	
Rahman, Jordan	Loughborough	Sport Management
Richards, David	Manchester	Law
Rogers, Holly	BUWE	Primary Education (Initial Teacher Education)
Rogers, Joseph	Liverpool	History
Rohbani-Eivazi, Karim	Swansea	Mathematics with Sports Science
Rohman, Ian	Kings	Physics
Rourke, Megan	Bath	Architecture
Runnalls, Tomos	Plymouth	History
Sargent, Lewis	Reading 2012	Finance and Investment Banking
Savory, Bethan	Nottingham Trent	Fashion Communication & Promotion
Sellick, Jack	Loughborough	Civil Engineering

Stephanakis, Thom	Manchester	Law
Suart, Tiffany	Coleg Glan Hafren	A Levels
Sultana, Atlante	Reading 2012	Law
Sutton, Daryn	Barry College	A Levels
Teagle, John	Employment	
Thomas, Harry	Cardiff	Business Economics
Thomas, Laura	Manchester	Law
Turner, Elizabeth	Applying 2012	Zoology
Turner, Joseph	Keele	History and Politics
Tyndall, Clare	Queen Mary	English and History
Varney, Alex	Portsmouth	Drama and Performance
Verdon, James	Employment	
Wainscott, Joshua	Worcester 2012	Media & Cultural Studies
Walker, Jessica	Employment	
Waszczuk, Christopher	Swansea	Computer Science
Watt, Ben	Applying 2012	
Whinney, Andrew	BUWE	Digital Media
Williams, Isla	Birmingham	Drama and English Literature
Williams, Nicholas	Bournemouth	Multimedia Journalism
Williams, Ryan	Glamorgan	Sports Studies
Williams, Tom	Royal Holloway	Mathematics
Wing, Alex	Applying 2012	History
Wise, Patrick	Employment	
Wojtowicz, Julian	Swansea	History
Woodford, Kirsty	UCL	English
Wooding, Emily	Employment	
Woolley, Peter	Exeter	History
Yeo, Jack	Leeds	French and Linguistics

# SIXTH FORM CALENDAR 2011 - 2012

## AUTUMN TERM 2011

5th September	INSET Day
6th September	Autumn Term begins
9th September	Team Enterprise Day
15th September	Community Participation Programme begins
21st September	Dragons' Den Presentations
26th September	ALIS Tests
11th October	Open Day and Team Enterprise Trade Fair
21st October	Joshua Foundation Talk
21st October	End of half term
31st October	New half term begins
3rd November	Magistrates' Visits begin
8th November	GCSE Resit Examinations begin
15th November	Sixth Form Information Evening
17th November	Year 12 Interim Reports issued
17th November	Student Self-Review and Target Setting
18th November	Study Skills Day
16th December	End of Term
18th December	Exploring Chemistry (Nottingham - 2 days)
20th December	Medlink (Nottingham - 4 days)

## SPRING TERM 2012

3rd January	INSET Day
4th January	Spring Term begins for students
4th January	Y12 Examinations (until 10th)
10th January	AS Psychology Module 1
11th January	Normal Timetable Resumes
12th January	GCSE Resits Results
23rd January	AS Further Mathematics Module 1
26th January	Year 12 Mid Year Reports issued
10th February	Ski Trip
10th February	End of half term
20th February	New half term begins
8th March	AS Modular Results
9th March	Appointment of Prefects
9th March	Higher Education Talk for Students (TBC)
13th March	Year 12 Parents' Evening
19th March	UCAS Higher Education Convention - UWIC Cyncoed Campus
22nd March	GCSE Certificates Ceremony (TBC)
23rd March	UCAS Centigrade (TBC)
5th April	Oxbridge Talk by Target Schools (TBC)
5th April	End of Spring Term

## SUMMER TERM 2012

24th April	Summer Term begins
25th April	Cardiff University Open Day
4th May	Head Boy/Head Girl Elections (TBC)
7th May	May Day Bank Holiday
14th May	AS Examinations (until 31st May)
1st June	End of half term
11th June	New half term begins
11th June	Return to school after AS examinations
11th June	Welsh Baccalaureate Activities
June	Work Experience (TBC)
June	Individual Investigation (TBC)
June	Higher Ed Talk for Parents (TBC)
June	Higher Education Preparation (TBC)
30th June	Swansea University Open Day (TBC)
July	Key Skills Problem Solving (TBC)
July	Global Citizenship (TBC)
July	UCAS Forms Advice Sessions
July	Personal Statements Workshop
July	Gap Year Talk
20th July	End of school year for students (TBC)
16th August	AS Results Day

**NB: All dates are subject to amendment**

# SIXTH FORM CALENDAR 2012 - 2013

## AUTUMN TERM 2012

3rd September	INSET Day
4th September	Autumn Term begins
September	Predicted Grades issued (TBC)
September	Year 13 Reports Issued (TBC)
1st October	Internal deadline for Oxbridge/Medical
15th October	UCAS deadline for Oxbridge/Medical
26th October	End of half term
5th November	New half term begins
5th November	Internal UCAS deadline
7th November	Higher Education Admissions Tests (TBC)
November	Interview technique guidance
November	Year 13 Parents' Evening (TBC)
November	Life at University Talk for students
21st December	End of Term

## SPRING TERM 2013

8th January	Spring Term begins for students (TBC)
January	Start of A Level Modular Examinations
15th January	UCAS Official deadline for all applications
15th February	End of half term
25th February	New half term begins
14th March	AS Modular Results (TBC)
March	Higher Education Funding Forms available
March	Year 13 Parents' Evening (if required)
22nd March	End of Spring Term

## SUMMER TERM 2013

8th April	Summer Term begins
May	Start of A Level Examinations (TBC)
24th May	End of half term
3rd June	New half term begins
June	End of A Level Examinations
June/July	Valedictory Dinner (TBC)
15th August	A Level Results (TBC)
August	Clearing opens
August	Support Service

**NB: All dates are subject to amendment**

## CAREERS ADVICE

You may arrange an interview with your Adviser by contacting your Year Head or by contacting him at Barry Careers Centre  
(Tel: 01446 410609/410600) or email: [alun.pritchard@cardiffandvale.org](mailto:alun.pritchard@cardiffandvale.org).

YOUR  
CAREERS ADVISER  
IS

*Alun Pritchard*  
from



