Ysgol Stanwell School

Sixth Form Prospectus

2017 - 2018
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 September 2016)

Headteacher : Mr D Jones

Deputy Headteacher/Head of Sixth Form : Mrs C Kynaston

Sixth Form Tutors : Mr M Gershenson
                    Mrs A Mansfield
                    Mr K Watkins
                    Miss R Sterlini

Higher Education Coordinator/Advanced Welsh Baccalaureate Coordinator : Miss P Menhenitt

Administration Coordinator : Miss S Adams

Careers Officer : Mr A Pritchard

Head Boy : Ieuan Hicks

Head Girl : Lucy Richards

Deputy Head Boy : Bill Sims

Deputy Head Girl : Seren Marsh

Important Dates:

Sixth Form Interviews (Stanwell pupils only) : January/February 2017

GCSE Results : Thursday, 24th August 9.00 am – 12.00 pm

Sixth Form Interviews (new entrants only) : Thursday, 24th August 11.00 am – 12.00 pm

Sixth Form Enrolment : Thursday, 24th August 9.00 am – 12.00 pm
                    Friday, 25th August 9.00 am – 12.00 pm

Sixth Form Options Evening : Tuesday, 14th February 6.00 pm

First Day of Term : Tuesday, 5th September
                   NB: Monday, 4th September is a designated INSET day
<table>
<thead>
<tr>
<th>Page</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Mission Statement</td>
</tr>
<tr>
<td>2</td>
<td>Stanwell School Sixth Form</td>
</tr>
<tr>
<td>4</td>
<td>Introduction</td>
</tr>
<tr>
<td>6</td>
<td>The Advanced Level Curriculum</td>
</tr>
<tr>
<td>7</td>
<td>How to Choose Your Subjects</td>
</tr>
<tr>
<td>9</td>
<td>Higher Education Requirements</td>
</tr>
<tr>
<td>10</td>
<td>Effective Schools Prediction</td>
</tr>
<tr>
<td>11</td>
<td>UCAS Tariff</td>
</tr>
<tr>
<td>12</td>
<td>Subject Descriptions – Art and Design</td>
</tr>
<tr>
<td>13</td>
<td>Biology</td>
</tr>
<tr>
<td>14</td>
<td>Business Studies</td>
</tr>
<tr>
<td>16</td>
<td>Chemistry</td>
</tr>
<tr>
<td>18</td>
<td>Computer Science</td>
</tr>
<tr>
<td>20</td>
<td>Creative Media Production (BTEC)</td>
</tr>
<tr>
<td>21</td>
<td>Design and Technology: Fashion and Textiles</td>
</tr>
<tr>
<td>23</td>
<td>Design and Technology: Product Design</td>
</tr>
<tr>
<td>25</td>
<td>Drama and Theatre Studies</td>
</tr>
<tr>
<td>27</td>
<td>Economics</td>
</tr>
<tr>
<td>28</td>
<td>Engineering - OCR</td>
</tr>
<tr>
<td>30</td>
<td>English Language &amp; Literature</td>
</tr>
<tr>
<td>32</td>
<td>English Literature</td>
</tr>
<tr>
<td>34</td>
<td>Film Studies</td>
</tr>
<tr>
<td>36</td>
<td>French</td>
</tr>
<tr>
<td>38</td>
<td>Geography</td>
</tr>
<tr>
<td>40</td>
<td>German</td>
</tr>
<tr>
<td>42</td>
<td>Health and Social Care (Applied Single Award)</td>
</tr>
<tr>
<td>44</td>
<td>History</td>
</tr>
<tr>
<td>46</td>
<td>Information and Communication Technology (Applied Single Award)</td>
</tr>
<tr>
<td>48</td>
<td>Mathematics (and Further Mathematics)</td>
</tr>
<tr>
<td>50</td>
<td>Media Studies</td>
</tr>
<tr>
<td>52</td>
<td>Medical Science</td>
</tr>
<tr>
<td>54</td>
<td>Music</td>
</tr>
<tr>
<td>57</td>
<td>Music Technology</td>
</tr>
<tr>
<td>59</td>
<td>Performing Arts: Single Award (BTEC)</td>
</tr>
<tr>
<td>61</td>
<td>Performing Arts: Double Award (BTEC)</td>
</tr>
<tr>
<td>63</td>
<td>Physical Education</td>
</tr>
<tr>
<td>65</td>
<td>Physics</td>
</tr>
<tr>
<td>67</td>
<td>Politics and Government</td>
</tr>
<tr>
<td>69</td>
<td>Psychology</td>
</tr>
<tr>
<td>71</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>73</td>
<td>Sociology</td>
</tr>
<tr>
<td>75</td>
<td>Sport (BTEC)</td>
</tr>
<tr>
<td>76</td>
<td>Travel and Tourism (BTEC)</td>
</tr>
<tr>
<td>78</td>
<td>Welsh</td>
</tr>
<tr>
<td>80</td>
<td>Differences between Year 11 and Sixth Form</td>
</tr>
<tr>
<td>81</td>
<td>Life in the Sixth Form</td>
</tr>
<tr>
<td>83</td>
<td>Life Beyond the Sixth Form</td>
</tr>
<tr>
<td>84</td>
<td>The Sixth Form Agreement</td>
</tr>
<tr>
<td>85</td>
<td>Sixth Form Uniform and Appearance</td>
</tr>
<tr>
<td>86</td>
<td>Year 13 Examination Results 2015</td>
</tr>
<tr>
<td>87</td>
<td>Year 13 Examination Results 2016</td>
</tr>
<tr>
<td>88</td>
<td>Year 12 Calendar 2016-2017</td>
</tr>
<tr>
<td>91</td>
<td>Extra-Curricular Activities</td>
</tr>
<tr>
<td>90</td>
<td>Careers Advice</td>
</tr>
</tbody>
</table>
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 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.

This year we are offering as wide a range as ever of Advanced Subsidiary Level subjects, including vocational options. In addition, all students will study for the Advanced Diploma of the Welsh Baccalaureate, which is now graded. 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 further training or employment.

As a prospective student, you must apply for admission to courses in the sixth form by completing the Sixth Form Intentions 2016 form, and presenting yourself for interviews when requested. 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 Level 2 passes at Grade C (or equivalent) or above in five different subjects.

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 a requirement in many subjects. In addition, you should be aware that a grade B in both English Language and Mathematics is becoming increasingly a requirement for many higher education courses. Furthermore, as far as your choices are concerned, without at least a C in these subjects your choices will be severely limited. 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 18 periods per week. The main component will be your chosen subjects which will form the “Supporting Qualifications” element of the Welsh Baccalaureate. In addition, you will study for the Skills Challenge Certificate of the Welsh Baccalaureate.

There are also sixth form GCSE Resit courses in English Language and Mathematics. These are compulsory for those students who did not achieve a grade C, or above, 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, 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, which includes a blazer, must be worn and good attendance and punctuality are expected. It is also a stipulation that all external examinations in the courses for which you have enrolled must be sat at the school. Those who join the sixth form make a commitment to all these requirements by signing the Learning Agreement.
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.

Clare Kynaston
Deputy Headteacher (Curriculum)
THE SIXTH FORM CURRICULUM IN STANWELL

Two year courses leading to higher education or employment

Advanced Level courses: the Supporting Element of the WBQ

The following courses are offered for study in September 2017. All subjects depend on sufficient numbers to make them viable.

Art and Design  History
Biology  ICT (Applied Single Award)
Business Studies  Mathematics + Further Mathematics
Chemistry  Media Studies
Computer Science  Medical Science
Creative Media Production (BTEC)  Music
Design and Technology: Fashion and Textiles  Music Technology
Design and Technology: Product Design  Performing Arts: Single Award (BTEC)
Drama and Theatre Studies  Performing Arts: Double Award (BTEC)
Economics  Physical Education
Engineering – OCR  Physics
English Language and Literature  Politics and Government
English Literature  Psychology
Film Studies  Religious Studies
French  Sociology
Geography  Sport (BTEC)
German  Travel and Tourism (BTEC)
Heath & Social Care (Applied Single Award)  Welsh

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 join compulsory resit classes. Resit classes are not offered in any other subjects.
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 subject 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 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 subject 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. Furthermore, you must take into consideration the latest advice from Russell Group universities:
The Russell Group is an association of 24 of the UK’s leading universities who are committed to the highest levels of academic excellence in both teaching and research. Certain leading companies and organisations will only recruit from these universities.

The Russell Group has published a list of ‘facilitating subjects’ at Advanced Level and recommends that you should take at least TWO of these to maximise your chances of being able to study at one of their universities.

The ‘facilitating subjects’ are: Mathematics; Further Mathematics; Biology; Chemistry; Physics; Modern Foreign Languages; English Literature; History and Geography. They also state that Economics, Music and Religious Studies are “highly regarded”. It is probably reasonable to include Politics in this category, too.

In December 2013 the Russell Group published the latest edition of “Informed Choices”, its guide to post-16 subject choices. This document includes advice on the best subject combinations for a wide range of university courses, as well as advice on the best choices if you don’t know what you want to study after school and need to keep your options open.

“Informed Choices” is available on the Russell Group website at www.russellgroup.ac.uk/informed-choices

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.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTANCY</td>
<td>Usually none specified, although Mathematics may be required.</td>
</tr>
<tr>
<td>AMERICAN STUDIES</td>
<td>English is often stipulated, sometimes History.</td>
</tr>
<tr>
<td>ARCHAEOLOGY</td>
<td>None, but History, Geography or a science may be required.</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>None specified, occasionally Mathematics, mix of arts/science and one design-orientated subject often recommended.</td>
</tr>
<tr>
<td>ART &amp; DESIGN</td>
<td>At least one design-orientated subject – progression often via Art and Design Foundation.</td>
</tr>
<tr>
<td>BIOCHEMISTRY</td>
<td>Chemistry and another science (usually Biology) recommended.</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>Usually Biology and Chemistry.</td>
</tr>
<tr>
<td>BUSINESS &amp; FINANCE</td>
<td>No specific requirements – Mathematics may be required.</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>Chemistry and sometimes another science/Mathematics is required.</td>
</tr>
<tr>
<td>COMPUTER SCIENCE</td>
<td>Mathematics is a common requirement.</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>Chemistry and usually Biology, sometimes Mathematics and/or Physics.</td>
</tr>
<tr>
<td>DRAMA</td>
<td>None specified, although English and/or Drama may be stipulated.</td>
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<tr>
<td>ECONOMICS</td>
<td>Usually Mathematics.</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>Mathematics/Physics combination usually stipulated; Maths/Chemistry for Chemical Engineering.</td>
</tr>
<tr>
<td>ENGLISH (&amp; LITERATURE)</td>
<td>English Literature or English Language and Literature usually required.</td>
</tr>
<tr>
<td>ENVIRONMENTAL SCIENCE</td>
<td>Usually two from Biology, Chemistry, Mathematics, Physics and Geography.</td>
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<tr>
<td>GEOGRAPHY</td>
<td>Geography usually required, although not exclusively.</td>
</tr>
<tr>
<td>GEOLOGY/EARTH SCIENCES</td>
<td>Usually two from Mathematics, Physics, Chemistry and Biology.</td>
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<tr>
<td>HISTORY</td>
<td>Often no specific subjects, although History stipulated most regularly.</td>
</tr>
<tr>
<td>LAW</td>
<td>No specific requirements; often preference for ‘facilitating’ subjects including one ‘essay-based’ subject.</td>
</tr>
<tr>
<td>MANAGEMENT STUDIES</td>
<td>Sometimes Mathematics.</td>
</tr>
<tr>
<td>MATERIALS SCIENCE</td>
<td>Two from Chemistry, Mathematics, Physics; sometimes DT.</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Mathematics and sometimes Further Mathematics.</td>
</tr>
<tr>
<td>MEDIA/COMMUNICATIONS</td>
<td>No specific subject requirements. Design subjects useful for some courses. Media Studies is useful, but not essential.</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>Chemistry, Biology and either Mathematics or Physics will qualify you for all medical schools.</td>
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<tr>
<td>MUSIC</td>
<td>Music and ABRSM Grade VII/VIII.</td>
</tr>
<tr>
<td>MODERN LANGUAGES</td>
<td>An A level in the language to be studied is stipulated, although an additional language can be useful. To study a new language any language A level is usually required.</td>
</tr>
<tr>
<td>NURSING &amp; MIDWIFERY</td>
<td>One science (usually Biology) is often stipulated.</td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY</td>
<td>Some courses ask for Biology.</td>
</tr>
<tr>
<td>OPHTHALMICS/OPTOMETRY</td>
<td>Usually two of Biology, Chemistry, Mathematics and Physics.</td>
</tr>
<tr>
<td>PHARMACY</td>
<td>Chemistry and one from Biology, Physics and Mathematics, although some courses require Chemistry, Biology and Maths.</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>No specific subject requirements.</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>Physics and Mathematics.</td>
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<tr>
<td>PHYSIOTHERAPY</td>
<td>Biology is usually essential for entry, sometimes with a second science.</td>
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<tr>
<td>POLITICS</td>
<td>None specified, but Politics, History and Sociology are all useful.</td>
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<tr>
<td>PSYCHOLOGY</td>
<td>Often none specified, Mathematics is most useful along with a life science subject.</td>
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<tr>
<td>RADIOGRAPHY</td>
<td>Minimum of one science subject, although two may be preferred.</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>No specific subject requirements, although a social science and numerical subjects could be useful.</td>
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<tr>
<td>SPORTS SCIENCE/STUDIES</td>
<td>Sometimes one, possibly two science subjects.</td>
</tr>
<tr>
<td>SURVEYING</td>
<td>Usually none stipulated, although Mathematics and Physics are useful.</td>
</tr>
<tr>
<td>TEACHING</td>
<td>For Primary at least one National Curriculum subject recommended. Advisable to undertake the (secondary) subject you wish to teach.</td>
</tr>
<tr>
<td>VETERINARY SCIENCE</td>
<td>Chemistry and Biology with Mathematics or Physics.</td>
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</table>

For further information consult [www.ucas.com](http://www.ucas.com) and/or university websites.
ALPS – Advanced Level Performance System

ALPS (Advanced Level Performance System) is the result of over 30 years of careful research and development, initially at Greenhead College, Huddersfield, by Dr Kevin Conway CBE, the Principal, and over the last fifteen years at ALPS. All the development in this time has been geared to helping staff in schools to enhance the recruitment, retention and achievements of students studying A Level, AS Level and BTEC National. Each year ALPS reports cover over 73% of all A levels nationally, and are taken by over 1,550 schools and colleges.

The ALPS system, set out below, describes a method of predicting future AS and A Level achievement according to a student’s GCSE results. It is based on the average GCSE score for each student, excluding any vocational subjects. The system has tracked previous performance of students across all of England and about two thirds of Wales relative to their prior GCSE average and their final outcomes. The indicative grades are based on the upper quartile, top 25% performing schools and are used for target setting in the Sixth Form.

<table>
<thead>
<tr>
<th>Average GCSE Score</th>
<th>AS Indicative Grade per subject</th>
<th>AS Indicative Grade Outcomes</th>
<th>AL Indicative Grade per subject</th>
<th>AL Indicative Grade Outcomes</th>
<th>BTEC Indicative Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.50 – 8.00</td>
<td>A</td>
<td>AAAB</td>
<td>A*/A</td>
<td>A<em>AAA/A</em>AA</td>
<td>D*</td>
</tr>
<tr>
<td>7.00 – 7.49</td>
<td>B</td>
<td>BBBB</td>
<td>A</td>
<td>AAA</td>
<td>D*</td>
</tr>
<tr>
<td>6.40 – 6.99</td>
<td>B/C</td>
<td>BCCC</td>
<td>B</td>
<td>BBB</td>
<td>D*</td>
</tr>
<tr>
<td>6.10 – 6.39</td>
<td>C</td>
<td>CCCD/CCDD</td>
<td>B/C</td>
<td>BBC</td>
<td>D*</td>
</tr>
<tr>
<td>5.80 – 6.09</td>
<td>C/D</td>
<td>CDDD</td>
<td>B/C</td>
<td>BCC</td>
<td>D*</td>
</tr>
<tr>
<td>5.50 – 5.79</td>
<td>C/D</td>
<td>DDDD/DDDE</td>
<td>C</td>
<td>CCC</td>
<td>D*</td>
</tr>
<tr>
<td>5.20 – 5.49</td>
<td>D</td>
<td>DDEE</td>
<td>C</td>
<td>CCD</td>
<td>D</td>
</tr>
<tr>
<td>4.70 – 5.19</td>
<td>D</td>
<td>DDDD/DDE</td>
<td>C/D</td>
<td>CDD</td>
<td>D</td>
</tr>
<tr>
<td>4.20 – 4.69</td>
<td>D/E</td>
<td>DEE</td>
<td>C/D</td>
<td>CDD/DDD</td>
<td>D/M</td>
</tr>
<tr>
<td>3.50 – 4.19</td>
<td>D/E</td>
<td>DEE</td>
<td>C/D</td>
<td>CDD/DDD</td>
<td>D/M</td>
</tr>
<tr>
<td>2.50 – 3.49</td>
<td>D/E</td>
<td>DEE</td>
<td>C/D</td>
<td>CDD/DDD</td>
<td>M</td>
</tr>
</tbody>
</table>

To calculate your indicative AS and A Level grades, use your GCSE results (excluding vocational grades) and arrive at a GCSE average score. A* = 8, A = 7, B = 6, C = 5, D = 4, E = 3, F = 2, G = 1. This GCSE average can be used in the above table to calculate your targets.

e.g. A student with 7Bs at GCSE would average 6.0. This converts to an AS indicative grade of C/D per subject and overall AS grades CDDD. The equivalent A Level grades are B/C per subject and overall A Level grades BCC. For any BTEC subject the indicative grade is D* - Distinction*. 
### The UCAS Tariff: A Points Score System for Entry to Higher Education

**UCAS Tariff (for 2017 entry onwards)**

<table>
<thead>
<tr>
<th>Welsh Baccalaureate</th>
<th>BTEC</th>
<th>Advanced GCE AS/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Skills Challenge Certificate</td>
<td>Certificate</td>
<td>Subsidiary Diploma</td>
</tr>
<tr>
<td>D<em>D</em></td>
<td>A<em>A</em></td>
<td>112</td>
</tr>
<tr>
<td>D*D</td>
<td>A*A</td>
<td>104</td>
</tr>
<tr>
<td>DD</td>
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<td>D*</td>
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<td>8</td>
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<td></td>
<td>E</td>
<td>6</td>
</tr>
</tbody>
</table>
**Aims of the Course**
This specification is divided into a total of 3 units, 1 AS unit and 2 A2 units. It encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

**Content** (WJEC Examination Board) [http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gceaas/](http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gceaas/)

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS Unit 1 Personal Creative Enquiry</strong> (Non-exam Assessment)</td>
<td>40% of qualification 160 marks</td>
<td>Internally set Internally marked Externally moderated</td>
</tr>
<tr>
<td>An extended, exploratory project and outcome/s based on themes and subject matter which are personal and meaningful to the learner. The Enquiry must integrate critical, practical and theoretical work. • The critical, practical and theoretical work will be assessed holistically, using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A2 Unit 2 Personal Investigation</strong> (Non-exam Assessment)</td>
<td>36% of qualification 160 marks</td>
<td>Internally set Internally marked Externally moderated</td>
</tr>
<tr>
<td>Consists of two integrated constituent parts: 1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance. 2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate vocabulary and specialist terminology. Both the practical/theoretical work and the written element will be assessed together using the assessment objectives.</td>
<td></td>
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</tr>
<tr>
<td><strong>A2 Unit 3 Externally Set Assignment</strong></td>
<td>24% of qualification 100 marks</td>
<td>Externally set Internally marked Externally moderated</td>
</tr>
<tr>
<td>Consists of two parts: Part 1: Preparatory study period Part 2: 15 hour period of sustained focus work</td>
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</tr>
</tbody>
</table>

**Entry Requirements**
You must have achieved a minimum of 5 A* - C grades at GCSE, including a C in Art.

**Assessment**
You are expected to present your work every lesson for informal feedback. You will be assessed twice each term and examined at least twice in the first year and twice in the second year.

**Teaching and Learning Styles**
We encourage a mature approach to work and it is essential that you are able to develop and maintain a high level of motivation and discipline to conduct research outside of the lesson. You will experience individual tuition, teacher led activities, feedback, group work and external stimuli such as gallery visits. You will be expected to make effective use of all available teaching methods and practices to enrich your own developing specialist areas.

**Compatible Subjects**
Successful Art & Design students in previous years have studied a wide selection from all subject areas.

**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, animation, computer aided design, etc. If you have the interest the rewards are there.

Further information is available from Miss R Lewis.
**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 ‘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

**A2 Level**
- BY3   Energy, Homeostasis and the Environment
- BY4   Variation, Inheritance and Options (Immunology and Disease OR Human Skeleton and Muscles OR Neurobiology and Behaviour)

- BY5   Practical Assessment

**Entry Requirements**

You must have achieved a minimum of five GCSE A*-C grades, including English and Maths. In addition, a grade B or above is required in Biology and Maths.

**Assessment**

Progress is continually assessed in all areas of the course within the department. The AS units are ‘free standing’ but contribute 40% towards the final A Level. BY1 (20%) and BY2 (20%) theory papers are completed in Year 12. The A2 units provide 60% of the overall grade; BY3 (25%) and BY4 (25%) are also theory papers and BY5 (10%) is a practical examination; these 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.

BUSINESS STUDIES

Aims of the Course
- Develop an enthusiasm for studying Business
- The subject content enables learners to investigate different types and sizes of organisations in various business sectors and environments.
- Learners will develop a holistic understanding of business enterprise and be aware of the opportunities and threats of operating in a global marketplace.
- Develop a critical understanding of organisations and their ability to meet societies needs and wants
- Generate enterprising and creative approaches to business opportunities, problems and issues
- Be aware of ethical dilemmas and responsibilities faced by organisations and individuals
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- Apply numerical skills in a range of business contexts

Content (WJEC Examination Board)

The course is divided into a total of 4 units, 2 AS units and 2 A2 units:

AS

Unit 1: Business Opportunities

This unit focuses on new business start-ups and small and medium sized enterprises (SMEs). The course is based around the concept of starting a new business and the issues a new business can face. Learners will also study other types of business organisations, the markets within they operate, and their stakeholders.

Unit 2: Business Functions

This unit broadens the context for learners and will include all types of business organisations, ranging from recently formed small businesses to well-established multinational companies. Learners need to understand that in order to succeed in a competitive market, all businesses have to consider the core functions of business; Marketing, Finance, Human Resources, and Operations. Here pupils will consider topics such as the marketing mix, profit and loss and cash flow.

A2

Unit 3: Business Analysis and Strategy

Learners need to understand, construct and analyse a range of decision making models and investment appraisal methods used by business to decide on their strategy. Learners will investigate business opportunities in a range of different contexts. Applying the theories that they have studied, students will be in a position to present their strategies to help businesses progress.

Unit 4: Business in a Changing World

This unit focuses on how businesses adapt to succeed in a dynamic external environment. As businesses operate in a global marketplace students will study the opportunities available, potential impacts, risk and contingency planning.
Entry Requirements

You must have achieved a minimum of 5 A* - C grades at GCSE. 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.

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: Written examination of 1 hour 15 minutes (15% of A Level qualification)
  • Short answer and structured questions

AS Unit 2: Written examination of 2 hours (25% of A Level qualification)
  • Data response questions
  • Covers the full AS content

A2 Unit 3: Written examination of 2 hours 15 minutes (30% of qualification)
  • Data response plus structured questions

A2 Unit 4: Written examination of 2 hours 15 minutes (30% of qualification)
  • Case Study plus one essay from a choice of three
  • Covers the full A Level content

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. Independent research, class discussions and debates, group/pair work, problem solving and structured, directed learning are used to deliver the subject. All resources are also available on the school Moodle site.

Compatible Subjects

As Business Studies is concerned with people and how they behave, essentially this subject is compatible with a range of humanities subjects in particular Economics and Geography.

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 Mr J Crook in G14A or email jcrook@stanwell.org

http://www.wjec.co.uk/qualifications/business-studies/business-studies-gce-a-as/
Aims of the Course
Chemistry gives students the opportunity to develop their existing knowledge, as well as stimulating and sustaining their interest in the subject. While there is the expectation to learn a large body of scientific fact, a greater emphasis is placed on applying this knowledge to a range of theoretical, practical, industrial and environmental contexts. Practical work is an intrinsic part of this course. It is vitally important in developing a conceptual understanding of many topics and it enhances the experience and enjoyment of chemistry. The practical skills developed are also fundamentally important to learners going on to further study in chemistry and related subjects, and are transferable to many careers.

Content (WJEC Examination Board)
This modular course is broadly sectioned into three main areas:
(i) PHYSICAL CHEMISTRY: the principles involved during chemical reactions and their applications. The content of this section is the most mathematical.
(ii) INORGANIC CHEMISTRY: the study of the elements of the Periodic Table.
(iii) ORGANIC CHEMISTRY: the study of carbon and its compounds

Entry Requirements
You must have achieved a minimum of five GCSE A*-C grades including English and Maths. In addition, a grade B or above is required in both Chemistry and Maths.

Assessment
You are required to complete a total of two components for the Advanced Subsidiary course and a total of five components for the full Advanced Level course. Weightings noted below are expressed in terms of the full A Level qualification. Examinations are only offered in the summer term.

AS Unit 1  The Language of Chemistry, Structure of Matter and Simple Reactions
AS Unit 2  Energy, Rate and Chemistry of Carbon Compounds
A2 Unit 3  Physical and Inorganic Chemistry
A2 Unit 4  Organic Chemistry and Analysis
A2 Unit 5  Practical Examination

Summary of Assessment

AS (2 units)

<table>
<thead>
<tr>
<th>AS Unit 1</th>
<th>The Language of Chemistry, Structure of Matter and Simple Reactions</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Written examination: 1 hour 30 minutes</td>
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<tr>
<td></td>
<td>20% of qualification</td>
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<td>Short answer questions, structured and extended answer questions.</td>
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</table>

<table>
<thead>
<tr>
<th>AS Unit 2</th>
<th>Energy, Rate and Chemistry of Carbon Compounds</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Written examination: 1 hour 30 minutes</td>
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<tr>
<td></td>
<td>20% of qualification</td>
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<tr>
<td></td>
<td>Short answer questions, structured and extended answer questions.</td>
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</tbody>
</table>
A Level (the above plus a further 3 units)

| A2 Unit 3 | Physical and Inorganic Chemistry  
Written examination: 1 hour 45 minutes  
25% of qualification  
Short answer questions, structured and extended answer questions. |
|-----------|---------------------------------------------------------------------------------|
| A2 Unit 4 | Organic Chemistry and Analysis  
Written examination: 1 hour 45 minutes  
25% of qualification  
Short answer questions, structured and extended answer questions. |
| A2 Unit 5 | Practical Examination  
10% of qualification |

Further information about the course and an electronic version of the WJEC specification can be found at:

http://www.wjec.co.uk/qualifications/science/as-a-level/chemistry-as-a-level-2015/

**Transition to A Level**

The change from GCSE to A level Chemistry can prove to be rather demanding and so independent study and background reading is essential.

**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 Dr H Roberts.
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.

A/AS courses in Computing will enable you to:
• Develop an understanding and skills in the areas of programming;
• Develop an understanding and skills in system development;
• Develop an understanding of computer architecture;
• Develop an understanding computer communication and applications

To access further online information about this qualification go to http://www.wjec.co.uk/qualifications/computing/index.html

Content (WJEC Examination Board)
The structure of the course comprises five modules, two of which, Unit 1 and Unit 2, must be studied for an AS qualification. These together with modules Unit 3, Unit 4 and Unit 5 must be studied for an A-Level qualification (AS + A2). The requirements are shown below.

AS (2 Units)

<table>
<thead>
<tr>
<th>Unit 1 – Fundamentals of Computer Science</th>
<th>Unit 2 – Practical Programming to solve problems</th>
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<tbody>
<tr>
<td>A written paper of one section, presented in a question and answer booklet format. This module accounts for 25% of the AS course.</td>
<td>This is an on-screen examination (2 hours) which uses practical application of knowledge and understanding and will require the use of a programming language. This module accounts for 15% of the AS course.</td>
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</table>

A2 (3 Units)

<table>
<thead>
<tr>
<th>Unit 3- Programming and System Development</th>
<th>Unit 4 – Computer Architecture, Data and Communication</th>
<th>Unit 5 – Programmed Solution to a problem</th>
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<tbody>
<tr>
<td>A written paper of one section, topics include: data structures, algorithms, logic, programming methodologies and the impact of computer science on society, presented in a question and answer booklet format. This module accounts for 20% of the A2 course.</td>
<td>A written paper of one section, topics include: Computer architecture, communication data representation, organisation and structure of data, programs, algorithms and software applications presented in a question and answer booklet format. This module accounts for 20% of the A2 course.</td>
<td>Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming). This unit accounts for 20% of the A2 course and is a non exam based assessment.</td>
</tr>
</tbody>
</table>

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.
**Entry Requirements**

You must have achieved a minimum of 5 A* - C grades at GCSE, including grade B in Computing/Information Technology.

**Assessment**

As previously indicated, there are three 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 completed in May of the first year and the second in the June of the second year.

**Teaching and Learning Styles**

You will instructed in the fundamental principles and constructs of computer programming using Visual Basic, and you will need to spend a lot of time practicing 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 practice 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 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 Radio Industry, the TV & Film Industries and the Interactive Media Industry. 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 Radio/TV & Film Industries/Interactive Media Industry
2. Radio Commercial Production
4. Factual-based Programming for Radio
5. Single Camera Techniques for TV
6. Music Video Production
7. Digital Graphics for Interactive Media
8. Motion Graphics and Compositing Video

**Entry Requirements**
You must have achieved a minimum of 5 Level 2 passes. All types of assessment will require you to be able to write fluently and structure responses effectively. You will also need to be able to read and analyse a variety of different and often complex text based resources, both audio-visual and print-based.

**Grading System**
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*).

**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 within the Creative Media.

Further information is available from Mr I O’Rourke & Mrs L Crowter
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 (WJEC 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 (40% of full A2 level). During the second year you will undertake a major design and make project leading towards the full A Level qualification.

Entry Requirements

You must have achieved a minimum of 5 A* - C grades at GCSE, including a B grade in a Design & Technology subject or a B grade (displaying your knowledge and understanding of designing and technological concepts) in GCSE Art or Engineering.

Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Unit</th>
<th>Assessment component</th>
<th>Hours</th>
<th>% AS</th>
<th>% A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>Unit 1</td>
<td>written paper</td>
<td>2 hours</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>AS</td>
<td>Unit 2</td>
<td>Coursework</td>
<td>40 hours</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>A2</td>
<td>Unit 3</td>
<td>written paper</td>
<td>2½ hours</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Unit 4</td>
<td>Coursework</td>
<td>60 hours</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Unit 1 – Examination: a mix of structured and extended writing questions assessing learners' knowledge and understanding of textile:
• technical principles.
• designing and making principles.
• ability to analyse and evaluate design decisions and wider issues in design and technology.
Unit 2 – Project Work: Designing and Making

Unit 3 – Examination: a mix of structured and extended writing questions assessing learners' knowledge and understanding of textile:
• technical principles
• designing and making principles
• ability to analyse and evaluate design decisions and wider issues in design and technology.

Unit 4 – Project Work: Design and Making Practice

Further course information is available at:
http://www.wjec.co.uk/qualifications/design-and-technology/design-and-technology-gce-a-as/

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, Fashion design, costume design and interior design 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 and Mrs S Jenkins.
**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.

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**Assessment**

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<td>Unit 2</td>
<td>Coursework</td>
<td>40 hours</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>A2</td>
<td>Unit 3</td>
<td>written paper</td>
<td>2½ hours</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Unit 4</td>
<td>Coursework</td>
<td>60 hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**Unit 1** – Examination: a mix of structured and extended writing questions assessing learners' knowledge and understanding of:
- technical principles
- designing and making principles
- ability to analyse and evaluate design decisions and wider issues in design and technology.
**Unit 2** – Project Work: *Designing and Making*

**Unit 3** – Examination: a mix of structured and extended writing questions assessing learners' knowledge and understanding of:
- technical principles
- designing and making principles
- ability to analyse and evaluate design decisions and wider issues in design and technology.

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

Further course information is available at:
[http://www.wjec.co.uk/qualifications/design-and-technology/design-and-technology-gce-a-as/](http://www.wjec.co.uk/qualifications/design-and-technology/design-and-technology-gce-a-as/)

**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, Fashion design, costume design and interior design 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.
DRAMA AND THEATRE STUDIES

Aims of the Course
AS/A Level Drama and Theatre Studies 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. There are two written examinations during the course, but the focus is very much upon ‘text in performance’, and so preparation for both examinations requires a practical focus.

Content (WJEC Examination Board)

ADVANCED SUBSIDIARY GCE

Unit 1 24% Theatre Workshop: 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 Curious Incident of the Dog in the Night-Time and be inspired by the skills of one practitioner. During this practical project you will have the opportunity to explore many theatrical styles and conventions through creative, practical workshops; we refer to Eddie Ladd, Brecht, Berkoff. Artaud and Stanislavski. Pupils will complete a supporting portfolio of evidence and an evaluation. Internally assessed from November to February, externally moderated May.

Unit 2 16% Text in Theatre (1 hour 30 minutes)
For this external written examination you will be asked to answer several questions based on one text:
- Medea by Euripides

The emphasis is on ‘text in performance’ and so all pupils will explore the play in a practical manner, and see a number of exciting and interesting theatre productions to support their staging ideas.

A LEVEL

Unit 3 36% Text in Action: 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 February to March.

Unit 4 24% Text in Performance (2 ½ hour written paper)
For this external written examination you will be asked to answer two questions based on two texts that you will have explored practically in class. You will outline your practical ideas for the staging, lighting, movement, sound and costuming for both texts:
- Sweeney Todd by Stephen Sondheim
- The Radicalisation of Bradley Manning by Tim Price

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE, including a C grade or above in GCSE Drama, or an equivalent in BTEC Performing Arts. A keen interest in the analysis of play texts and different genres of performance is required as there is a written component to the course.
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

The course begins with a practical exploration of key theatrical practitioners and styles, as well as the study of *The Curious Incident of the Dog in the Night-Time*. The overall style and teaching approach is varied in terms of delivery and the response required.

Practical and theoretical work is 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 encounter studying AS/A Level Drama is finding the right level and style of theatrical textual analysis. Students often tend to analyse 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 also extremely rewarding.

Compatible subjects

English Literature, History, Music, Performing Arts, Media Studies, Sociology, Psychology, Languages, Art and Design.

Prospects

Drama and Theatre Studies is excellent 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 the Creative Arts, or English, History and Media. Many students successfully audition for Drama School qualifications, or the Arts at higher education institutions.

Further information is available from Mrs S McGowan.

http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=Drama&level=gceAsafrom2016
Aims of the Course
The A Level Economics course aims to provide a broad understanding of the economic issues that affect individuals, business, and the economy as a whole.

Additional Information
A GCSE in Economics is not required as the course 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.

"What is Economics?"
Economics is a topical and relevant subject. You cannot turn on the news without seeing economic topics at the top of the agenda. In Economics we try and make sense of every day decisions and events. For example:

- How does the government choose between cuts in the health service and cuts in education? Or even......
- What makes someone pay £185 for the world’s most expensive paper bag?

Economics is not about statistics and certainly does not contain lots of complex mathematical calculations. It is about what motivates us to make choices that we do, at different stages in our lives.

Content (WJEC Examination Board)
Economics is broadly broken down into two components; microeconomics and macroeconomics.
In microeconomics we focus on the behaviour of individuals and small firms and how markets work. In macroeconomics we study the whole economy including topics such as international trade, inflation and government policy.

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE including at least a B in both English and Mathematics.

Assessment
Assessment is via two papers at both AS and A Level. The AS modules make up 40% of the full A Level qualification. The papers consist of a combination of short answer questions, data response and essay questions.

Teaching and Learning Styles
A whole range of teaching strategies are employed to reach out to different learning styles. You will be encouraged to undertake independent research, debate topics and take part in competitive games and computer simulations to broaden and deepen understanding. Significant focus is also given to exam technique and exam practice.

Transition to A Level
Interested students may borrow a text book to gain a further insight into the course or are welcome to see Mr Crook for an informal chat. It is also useful to keep up to date with business and economic events in the news. You can also follow us on twitter ECON_2XL.

Compatible Subjects
As a Social Science, Economics combines very well with a range of A Level subjects such as Geography, Business Studies, History and foreign languages, as well as traditional subjects such as Mathematics and the Sciences.

Prospects
Study Economics and you’ll gain a valuable insight into the world around us and gain a qualification in one of the most highly regarded subjects by colleges and universities.

For more information on the WJEC course:
Further information is available from Mr J Crook in G14A or email jcrook@stanwell.org
Aims of the Course
Engineering is the application of scientific and mathematical principles for the solution of real world problems. This course is designed to introduce you to the engineering world through:

- Formal learning of engineering processes and theories.
- Application of knowledge to design and prototype mechanisms and components.

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
This is a Level 3 course with an appropriate UCAS points tariff that has parity with standard A-Level courses. If you are considering the course then you will need strong Maths and Physics skills together. Studying Engineering alongside Maths and Physics would be an advantage.

Content (OCR Examination Board)

Certificate (AS Level equivalent):

Unit 1: Mathematics for Engineering (External Examination)
Unit 2: Principles of Electrical and Electronic Engineering (External Examination)
Unit 3: Principles of Mechanical Engineering (External Examination)

Extended Certificate (A-Level equivalent):

Unit 4: Applied Mathematics for Engineering (External Examination)
Unit 5: Science for Engineering (External Examination)
Unit 6: Computer Aided Design (Internal Assessment)

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE, including at least a B in both Mathematics and Physics (or equivalent). Experience of a design and/or manufacture based course is also advantageous but not essential.

Assessment

Internal:
There will be formal examinations in December/January of Y12 in preparation for the external examinations in the summer.
Students coursework (Unit 6) will be internally assessed prior to submission for external moderation.

External:
The external examinations will take place in the summer examination period at the end of year 12 and year 13. All other assessment is internal and assessed during the course.
Teaching and Learning Styles

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

Transition to A Level

There is a considerable step up between this subject and Engineering or Design Technology 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

Both the certificate and extended certificate qualifications would be an excellent option for those intending to study Engineering courses at university, an advanced apprenticeship scheme or enter the engineering profession directly after A-level.

Further information is available from Mr K Pepper.
**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)**

*Link to website:*

*Link to new specification:*

The specification is in 5 parts, 2 units for AS and an additional 3 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**

<table>
<thead>
<tr>
<th>AS Unit 1: 20% External examination 2 hours (closed text)</th>
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<tbody>
<tr>
<td>Comparative Analysis (poetry and unseen text) 10% Creative Writing (10%)</td>
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</table>

<table>
<thead>
<tr>
<th>AS Unit 2: 20% External examination 2 hours (open text)</th>
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</thead>
<tbody>
<tr>
<td>Drama (10%) Non Literary Text (10%)</td>
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</table>

**ADVANCED LEVEL (the above plus a further 3 units)**

<table>
<thead>
<tr>
<th>A2 Unit 3: 20% External examination 2 hours (closed text)</th>
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<tbody>
<tr>
<td>Shakespeare (20%)</td>
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</table>

<table>
<thead>
<tr>
<th>A2 Unit 4: 20% External examination; 2 hours (open text)</th>
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</thead>
<tbody>
<tr>
<td>Unseen texts (10%) Prose Study (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2 Unit 5: 20% Non-examination Unit (2,500-3,500 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and Creative Genre Study: Study of prose text (10%) Related Creative Writing (10%)</td>
</tr>
</tbody>
</table>
Entry Requirements

You need to have achieved a minimum of 5 A*-C grades at GCSE, including grades B/C in English Language and English Literature.

Assessment

One unit (A2 Unit 5) is assessed internally. Units 1 to 4 are assessed by examination.

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.
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)
Link to website: http://www.wjec.co.uk/qualifications/english/english-literature-gce-a-as/

The specification is in 5 parts, 2 units for AS and an additional 3 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
AS Unit 1: 20% External examination 2 hours (closed text)
Prose 10% Drama 10%
AS Unit 2: 20% External examination 2 hours (open text)
Poetry Post 1900 20%

ADVANCED LEVEL (the above plus a further 3 units)
A2 Unit 3: 20% External examination 2 hours (open text)
Poetry pre 1900 10% Unseen Poetry 10%
A2 Unit 4: 20% External examination; 2 hours (closed text)
Shakespeare (20%)
A2 Unit 5: 20% Non-examination Unit (2,500-3,500 words)
Prose Study (2 texts: 1 pre 2000, 1 post 2000)
**Entry Requirements**

You need to have achieved a minimum of 5 A* - C grades at GCSE, including grades B/C in English Language and English Literature.

**Assessment**

One unit (A2 Unit 5) is assessed internally. Units 1 to 4 are assessed by examination.

**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 21st 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.

**Entry Requirements**
You must have achieved a minimum of 5 A* - C grades at GCSE, including English Language/English Literature. All types of assessment will require you to be able to write fluently and structure responses effectively. You will also need to be able to read and analyse a variety of different and complex text-based resources, both audio-visual and print-based.

**Content (WJEC Examination Board)**
This will be the first year of the new Film Studies syllabus. The WJEC have not developed a Welsh version of the exam so the English version will be offered. This means that there will be two possible courses. The first is a stand-alone AS Film Studies qualification that is completed and examined in one year. The second is a full A Level qualification that is taught over two years and examined in the final year. Both courses have been designed so that students can complete the AS qualification and then go on to complete the AL qualification. The AL qualification would supersede the AS qualification. The course outline below is for the full two year A Level qualification.

**Component 1: Varieties of film and filmmaking**
Written examination: 2½ hours
35% of qualification

This component assesses knowledge and understanding of five feature-length films and one compilation of short films.

**Section A: Hollywood 1930-1990 (comparative study)** – focus on contexts and the idea of the auteur

**Section B: American film since 2005 (two-film study)** – focus on spectatorship and ideology
One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film.

**Section C: Documentary film** – focus on debates
One question from a choice of two, requiring reference to one documentary film.

**Section D: Short film**
One question from a choice of two, requiring reference to a compilation of short films.
**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 is 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 &
http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/
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 responsibility for their own learning.

Content (WJEC Examination Board)
The specification for first teaching from September 2016 has now been approved. 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 French society and that of other French speaking countries, as well as the study of a film and a French novel.

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. 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 after-school classes to develop your spoken French. These sessions are designed to improve your oral confidence and competence and to provide regular contact with French speakers. Much greater emphasis is placed on grammatical accuracy at A Level and this aspect of language learning is a major feature of the course.

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE, including a B in French. However, an A or A* grade at GCSE is preferable as some aspects of the course are challenging.

Assessment
Internal assessment is continuous over the four skills. This allows you to have regular information about your performance and progress. There are five external assessment modules covering all four skill areas. The two AS modules are as follows:

- Unit 1 - Oral examination- two discussions (12% of A Level)
- Unit 2 - Listening, Reading, Translation into English, Critical Response in Writing (1 essay based on the film) (28% of A level)

The three A2 modules are as follows:

- Unit 3 - Oral examination- presentation and discussion (18% of A Level)
- Unit 4 - Listening, Reading and Translation into French (30% of A level)
- Unit 5 – Critical and Analytical Response in Writing - 1 essay based on the novel (12% of A Level).
**Topic Areas Studied**
There are four broad topic areas, two for AS and two for A2.

**Area of interest**

**Theme 1: (AS) Being a young person in French-speaking society**
- Family structures, traditional and modern values, friendships / relationships
- Youth trends, issues and personal identity
- Educational and employment opportunities

**Theme 2: (AS) Understanding the French-speaking world**
- Regional culture and heritage in France, French-speaking countries and communities
- Literature, art, film and music in the French speaking world

**Theme 3: (A level) Diversity and difference**
- Migration and integration
- Cultural identity and marginalisation
- Cultural enrichment and celebrating difference
- Discrimination and diversity

**Theme 4: (A level) France 1940-1950: The Occupation and the post-war years**
- From June 1940-May 1945 (occupation, liberation and end of World War II)
- Life in Occupied France and the cultural dimension (théâtre, cinéma, littérature)
- 1945-1950: rebuilding and restructuring
- Repercussions for modern day France

**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. The course requires students to develop knowledge and understanding of the countries or communities where French is spoken through speaking, listening, reading and writing. 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.

[http://www.wjec.co.uk/qualifications/french/french-gce-a-as/]
**Aims of the Course**
The aims of the A level course are to:
- To highlight the relevance and importance of geography in our daily lives.
- To promote learning opportunities that focus on current and topical issues/examples, encouraging teachers to use the latest resources/examples – drawing on a variety of sources (constantly evolving).
- To encourage learners to ‘think like a geographer’ by engaging them with the enquiry process
- To provide opportunities for co-teachability with GCE AS Geography, both in terms of content and the required days of fieldwork
- Adopt the new thinking required by HE

**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**

**Unit 1 Changing Landscapes (2 hrs with a weighting of 24% for the GCE)**

**Section A:** either Coastal or Glaciated Landscapes.
Two compulsory structured questions with data response

**Section B:** Tectonic Hazards.
Three compulsory structured question with data response and two extended response questions.

**Unit 2 Changing Places (1hr 15min with a weighting of 16% for the GCE)**

**Section A:** Changing places.
Two compulsory structured questions with data response

**Section B:** Fieldwork investigation in Physical and Human Geography
Three compulsory structured questions on fieldwork and the learner’s own fieldwork

**A2**

**Unit 3 Global Systems and Global Governance (2 hours with a weighting of 24% for the GCE)**

**Section A:** Global Systems, the Water and Carbon Cycles.

**Section B:** Global Governance, learners are required to study processes and patterns of global migration and global governance of the Earth’s oceans.

*Sections A and B are assessed through two compulsory structured questions and one extended response question.*

**Section C:** 21st Century Challenges – One compulsory extended response question, drawing on Units 1, 2 and 3 with resource material.

**Unit 4 Contemporary Themes in Geography (2 hrs with a weighting of 16% for the GCE)**

**Section A:** Tectonic Hazards. Assessed through one compulsory extended response question.

**Section B:** Contemporary Themes in Geography Chose two from four optional themes:
- Ecosystems
- Economic Growth and Challenge: India or China or Development in an African Context
- Energy Challenges and Dilemmas
- Weather and Climate

Assessed through two essay questions chosen from four optional themes
Unit 5 Independent Investigation – Non Examined Assessment (NEA) 20% weighting (GCE) 3000 – 4000 words

One written independent investigation, based on the collection of both primary and secondary information. There is no prescription at A level other than the requirement that the investigation must link to the specification (any theme) which may therefore be either human, physical or people-environment.

**Entry Requirements**

You will need to have achieved a minimum of 5 A* - C grades at GCSE, including a C in Geography, if studied at GCSE.

**Assessment**

You will complete five units, two in Year 12 and 3 in Year 13. Four units will be tested through examination with a mixture of knowledge based and problem solving questions, while the final unit is a Non Examined Assessment. 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  
b) problem solving and decision making exercises  
c) structured exercises  
d) essay and report writing  
e) individual note making  
f) background reading and research  
g) fieldwork techniques  
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 in the form of GIS within the syllabus.

**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 Mrs H Jarman.

Examination Website:  
http://www.wjec.co.uk/WJEC%20GCE%20Geography%20summary%20page%20v2.pdf?language_id=1&dotcache=no&dotcache=refresh
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. The course offers learners a rich and comprehensive insight into the social fabric, political, intellectual, and artistic culture of the countries where German is spoken. This will include topics such as education and employment, youth trends, film, music and art, migration and discrimination and the making of modern Germany (from 1989 onwards).

**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.

**Entry Requirements**

You must have achieved a minimum of 5 A* - C grades at GCSE, including a B in German. However, an A or A* grade at GCSE is preferable as some aspects of the course are challenging.

**Assessment**

You will be assessed at regular intervals throughout the course and given feedback on how you are doing. There are six external assessment modules covering all four skill areas.

- AS (worth 40% of A level)
- Unit 1 is an oral examination (worth 12% of A Level).
- Unit 2 examines Listening, Reading and Translation from German to English (worth 15% of A Level).
- Unit 3 is the Critical Response in Writing paper. Students will be required to study a film from a prescribed list and this will be examined through two essay questions (13% of A Level).
A2 (worth 60% of A level)

Unit 4 is an oral examination (worth 18% of A Level)

Unit 5 examines Listening, Reading and Translation from English to German (worth 23% of A Level).

Unit 6 is the Critical Response in Writing paper. Students will be required to study a literary work from a prescribed list (19% 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.

[http://www.wjec.co.uk/qualifications/german/german-gce-a-as/](http://www.wjec.co.uk/qualifications/german/german-gce-a-as/)
**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 (WJEC Examination Board)**
Full details of the Health and Social Care specification can be found here:

**AS Level – Single Award**
The AS course is made up of two mandatory units; one coursework and one examination.

**Promoting Quality Care and Communication (External Examination)**
The unit introduces students to factors affecting the quality of life and the care principles, skills and techniques required by both formal and informal carers to treat individuals well within a range of care settings. This unit provides a basis for the understanding and application of other units.

The content of this unit includes:

- Factors affecting the quality of life of individuals
- Principles of care
- Caring skills and techniques
- Communication
- Barriers to communication and quality care
- Rights and responsibilities of providers and individuals

**Promoting Good Health (Coursework)**
This unit will enable students to gain knowledge and understanding of the factors that influence an individual’s health and well-being, and how recent government initiatives promote good health. Students will design and carry out a small-scale health campaign on a topic of their choice and record their planning, implementation and evaluation of this in their coursework.

The content of this unit includes:

- Perspectives of health and well-being
- Factors that affect health and well-being
- Preventative measures to avoid ill health
- Job roles of key workers in Health Promotion
- Techniques used within Health Promotion
A2 Level
The A2 course is made up of two further mandatory units:

Provision of Health, Social Care and Children's Service (Controlled Assessment)
In this unit, candidates will need to study the main health, social care and children’s services that meet individual needs.
The content of the unit includes:
- Service provision in the local area
- Meeting individual needs
- Practitioner roles within multi-disciplinary teams
- Quality assurance procedures
- Effects of national policy and legislation on service provision

The Influences of Food and Fitness on Health and Well-being (Coursework)
This unit aims to increase the knowledge and understanding of a range of different aspects relating to the diet and fitness of individuals at different life stages. Students will design a diet and exercise plan tailored to specific individuals and report on its impact and effectiveness.
The content of this unit includes:
- The main nutrients in food – their source and function
- The positive effects of physical activity on the physical, psychological and social health
- Role of a healthy diet and regular physical activity on the prevention/regulation of certain diseases
- Designing suitable diets and physical activity programmes for individuals

Teaching and Learning Styles
You will receive a variety of teaching and learning styles from your teachers but you will have to take responsibility for developing the content further. You will work in groups to prepare class presentations and will also take part in class discussions to develop your skills of justifying a position using evidence rather than opinion. The majority of the course is assessed through coursework 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 and Advanced Level is the amount of personal responsibility you have. This has implications for how you approach your studies and is particularly true in this course given the amount of coursework assessment involved.

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE, including a C in an essay based subject (e.g. English/Humanities).

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, specialists for adults and children with additional needs, social work, community services, child care workers and primary school teachers. 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 Mrs K Cox, Mr P Doyle and Mr M Furnish.
**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.

Students study the WJEC A level Examination in History and the following topics are studies:

2. An in-depth study of Weimar and its Challenges 1918-33
3. The American Century 1890-1990
4. An in-depth study of Nazi Germany 1933-45
5. Historical Investigation based on HY3.

The link below will take you to the WJEC and History A Level.


**AS – Year 12**

**Unit 1 (HY1)**  
Aspects of Wales and England 1485 – 1603; politics, government, protest, rebellions.

Assessment is through essay style questions. The examination is 1 hour 30 minutes and is worth 20% of the A Level.

**Unit 2 (HY2)**  
Weimar and its Challenges 1918-33; its establishment, political and economic issues, role of Stresemann, the rise of Hitler 1929-33.

Assessment is through source based questions and an interpretation. The examination is 1 hour 45 minutes and is worth 20% of the A Level.

**A2 – Year 13**

**Unit 3 (HY3)**  
The American Century c.1890-1990. This focuses on two aspects: The Struggle for Civil Rights and The Making of a Superpower (foreign policy).

Assessment is through two essay questions. The examination is 1 hour 45 minutes and is worth 20% of the A Level.
Unit 4 (HY4)  An in-depth study of Nazi Germany 1933-45; the consolidation of power, the nature of the political system, economic and social policies, World War Two and the Holocaust.

Assessment is through source based questions and an essay. The examination is 1 hour 45 minutes and is worth 20% of the A Level.

Unit 5 (HY5)  Historical investigation on an issue from HY3, for example, the role of Martin Luther King. 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 the A Level.

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

Entry Requirements

In addition to 5 A* - C grades at GCSE, you need to achieve a minimum of a C in History (although a B would be a better recommendation) and a C in English Language.

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, enthusiasm and a passion for studying the past. 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 Penny.
**Aims of the course**
The WJEC GCE in Applied ICT 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, and multimedia. Flash animations, movie making, web design and graphics skills and applying these to practical problems. To access further online information about this qualification go to [http://www.wjec.co.uk/qualifications/applied-information-and-communication-technology/applied-information-and-communication-technology-a-as/](http://www.wjec.co.uk/qualifications/applied-information-and-communication-technology/applied-information-and-communication-technology-a-as/)

**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.

**Entry Requirements**
You must have achieved a minimum of 5 Level 2 passes, including ICT.

**Content and Assessment (WJEC 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.
**Aims of the Course**
The WJEC GCE AS and A level in Mathematics provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, mathematics and to recognise its importance in their own lives and to society.

The WJEC GCE AS and A level in Mathematics encourages learners to:
- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment;
- develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs;
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems;
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected;
- recognise how a situation may be represented mathematically and understand the relationship between ‘real world’ problems and standard and other mathematical models and how these can be refined and improved;
- use mathematics as an effective means of communication;
- read and comprehend mathematical arguments and articles concerning applications of mathematics;
- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations;
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general;
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

**Entry Requirements: Additional Information**
You must have achieved a minimum of 5 A* - C grades at GCSE, including a B or above in Mathematics at Higher Tier and for Further Pure, a qualification in Additional Maths is essential. 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** – this is 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. **Applied Mathematics** – this is a combination of Mechanics and Statistics and is compulsory for every option.
   - **Mechanics**
     The study of moving and static objects. Topics include: Newton’s Laws, Stretched Strings, Dynamics, Energy, etc.
     (Time - 1 lesson per week)
   - **Statistics**
     This is the study of Mathematics involving numerical data. Topics are based on probability, prediction and the related Distributions, Expected Outcomes etc.
     (Time - 1 lesson per week)

3. **Further Pure Mathematics**
   More advanced work than Option 1 above.
   (Time 2 lessons per week)
There are three possible choices available:

1. **Mathematics A Level (1 A Level)**
   All students attend Pure and Applied Mathematics in both years.

2. **AS Mathematics (0.5 A Level)**
   This course is covered in Year 12. Students need to attend the Pure and Applied Mathematics 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 two subject lessons previously mentioned and in addition will need to study Further Pure, Further Mechanics and Further Statistics modules. Arrangements for this may need to be made on an individual basis.

**Assessment**

**Mathematics A Level**

Students will take a combination of four modular papers for each full A Level and two module papers for an AS Level.

The papers numbered Unit 1 and 2 are the Year 12 course content for Pure and Applied Mathematics; those numbered Units 3 & 4 will be covered in Year 13.

**Further Mathematics A Level**

Students will take a combination of five modular papers (out of a possible 6) for a full A level and three modular papers for an AS Level.

There will be two examination sessions:

- **May (Year 12):** Unit 1 (Pure A) and Unit 2 (Applied A) for single Mathematicians and Unit 1 (Further Pure A), Unit 2 (Further Stats) and Unit 3 (Further Mech) for double Mathematicians.
- **June (Year 13):** Unit 3 (Pure B) and Unit 4 (Applied B) for all Mathematicians; Unit 4 (Further Pure B), Unit 5 (Further Stats) or Unit 6 (Further Mech) for the double Mathematicians together with any resits.

**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 Mr A Meddins or via the following link:

www.wjec.co.uk/qualifications/mathematics/r-mathematics-gce-2017/?language_id=1
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.

Entry Requirements
You must have achieved a minimum of 5 A*-C grades at GCSE, including English Language/English Literature. All types of assessment will require you to be able to write fluently and structure responses effectively. You will need to be able to read and analyse a variety of different and often complex text based resources, both audio-visual and print-based.

Content (WJEC Examination Board)

This new (1st teaching from September 2017) 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

AS Unit 1: Investigating the Media
Written examination: 2 hours 15 minutes
24% of qualification
90 marks

This unit assesses knowledge and understanding of media language, representation, media industries and audiences. The exam consists of three sections.

Section A: Selling Images - Advertising and Marketing
One stepping question based on unseen print and audio-visual resource material and requiring reference to the advertising and marketing products studied.

Section B: News in the Online Age
One two-part question requiring reference to the news products studied. There is a choice of question in the second part.

Section C: Film Industries – from Wales to Hollywood
One two-part question requiring reference to the films studied. There is a choice of question in the second part.
Advanced Level

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 is 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.
http://www.wjec.co.uk/qualifications/media-studies/r-media-studies-gce-2017/
**Aims of the Course**

Medical Science is the science of dealing with the maintenance of health and the prevention and treatment of diseases. The Level 3 Diploma in Medical Science is for learners who are interested in careers related to healthcare and medical research. Medical scientists are at the forefront of healthcare services, as they are vital in the diagnosis of disease, determining the effectiveness of treatments and searching for new cures.

**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. A significant proportion of career opportunities in this sector are at degree level. When supported by other appropriate qualifications, the Level 3 Subsidiary Diploma in Medical Science will enable progression to higher education to a range of Applied Science programmes, such as biomedical science, life sciences, and physiology.

**Subsidiary Diploma (AS equivalent)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Human health &amp; disease</td>
<td>external assessed</td>
</tr>
<tr>
<td>2.</td>
<td>Physiological measurement techniques</td>
<td>internally assessed - externally moderated</td>
</tr>
<tr>
<td>3.</td>
<td>Medical Science research methods</td>
<td>internal</td>
</tr>
</tbody>
</table>

**Diploma (A Level equivalent)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit title</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Medicines and treatment of disease</td>
<td>internally assessed - externally moderated</td>
</tr>
<tr>
<td>5.</td>
<td>Clinical laboratory techniques</td>
<td>external assessed</td>
</tr>
<tr>
<td>6.</td>
<td>Medical case study</td>
<td>external assessed</td>
</tr>
</tbody>
</table>

**Entry Requirements**

You must have achieved a minimum of 5 Level 2 passes at GCSE, one of which must come from a science subject.

**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 Level 3**

The change from GCSE to Level 3 courses 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 Medical Sciences, which complements 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 vocational science qualification.

**Prospects**

The main purpose of the qualification is to provide learners with the knowledge, understanding and skills in key scientific principles to support progress to higher education or employment in areas of Medical science, such as job roles in physiological sciences or clinical laboratory services. The qualification covers the key topic areas of health, physiology and disease, as well as providing the opportunity to study the areas of pharmacology, physiological measurement, clinical testing, medical research, biochemistry, medical sciences, dental sciences, veterinary nursing, teaching, ophthalmics, forensic science, medicine, microbiology, nursing, psychology, physiotherapy, food science, chemical manufacturing, cosmetics, and scientific management.

Further information is available from Miss J Gaitt or at the following website.

http://www.wjec.co.uk/qualifications/medical-science/
Aims of the Course
The A Level course in Music allows interested students the opportunity to pursue their interests in greater depth. While many pupils take the subject as it links to their desired career path, or compliments their other subjects, it is also offered to those whose ability and enjoyment of the subject is such that they could easily take it as a subject in its own right. 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 and 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.

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE, including:
- Grade B at GCSE Music
  Or
- Associated Board Grade 5 practical plus Associated Board Grade 5 theory

Content & Assessment (WJEC Examination Board)

AS Summary of Assessment (3 units)

<table>
<thead>
<tr>
<th>Unit 1 - Performing (12% External Assessment)</th>
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<tbody>
<tr>
<td>Solo and/or ensemble performance.</td>
</tr>
<tr>
<td>Performance should last between 6 and 8 minutes</td>
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<tr>
<td>One piece should reflect a chosen area of study</td>
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<tr>
<td>Assessed by a visiting examiner</td>
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<table>
<thead>
<tr>
<th>Unit 2 - Composing (12% External Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two contrasting compositions</td>
</tr>
<tr>
<td>Compositions should last between 3 and 6 minutes</td>
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<tr>
<td>One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition in response to a brief set by the WJEC</td>
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<tr>
<td>One free composition</td>
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<table>
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<tr>
<th>Unit 3 - Appraising (16% Written Examination)</th>
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<tbody>
<tr>
<td>One listening examination lasting approximately 1 hour 30 minutes</td>
</tr>
<tr>
<td>Two areas of study:</td>
</tr>
<tr>
<td>Area of study A: The Western Classical Tradition ('The Symphony', including one set work – Symphony number 103 by Haydn) and...</td>
</tr>
<tr>
<td>Area of study D: Jazz</td>
</tr>
</tbody>
</table>

Questions:
1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions
**A Level Summary of Assessment** (the above plus the following 3 units, please note the different option choices in Units 1 and 2)

Either) **Unit 1 - Performing (22% External Assessment) OPTION A**
- Solo and/or ensemble performance
  - Performance should last between 11 and 15 minutes and consist of at least 3 pieces
  - One piece to reflect the new area of study
  - One piece to reflect a further area of study
  - Assessed by visiting examiner

Or) **Unit 1 - Performing (14% External Assessment) OPTION B**
- Solo and/or ensemble performance
  - Performance should last between 7 and 11 minutes
  - One piece should reflect the new area of study (Music in the 20th and 21st centuries)
  - One piece to
  - Assessed by visiting examiner

Either) **Unit 2 - Composing (14% External Assessment) OPTION A**
- TWO contrasting compositions
  - Compositions should last between 3 and 6 minutes
  - One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition in response to a brief set by the WJEC
  - One composition reflecting the new area of study

Or) **Unit 2 - Composing (22% External Assessment) OPTION B**
- THREE contrasting compositions
  - Compositions should last between 8 and 10 minutes
  - One composition demonstrating the musical techniques and conventions associated with the Western Classical Tradition in response to a brief set by the WJEC
  - One free composition reflecting the new area of study
  - One additional free composition

**Unit 3 – Appraising (24% Written Examination)**
- One listening examination lasting approximately 2 hours 15 minutes

**Two areas of study:**
- Area of study E: *The Western Classical Tradition* ('The Symphony' with a study of Brahms’ Symphony number 1)
- Area of study F: ‘Impressionism’ and *Jazz Legends*

**Questions:**
1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions

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**Transition to AS and A Level**

Pupils occasionally find the transition between GCSE and A Level demanding. 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 a sketch book of composition ideas; melodies, chords and textural. This can be a hard copy or electronic;
- Attending extra-curricular ensembles such as Orchestra and Senior Choir;
- 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 all 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, including that of the Russell Group universities.

In addition to the traditional degree courses in Music, Music Technology and Joint honours offered by universities and conservatoires, there are more specialist pathways available for which this subject also provides an excellent grounding. These include:

- Arts Administration / Arts Management
- Arts Journalism
- Composition for Film or Gaming
- Contemporary Music performance
- Music Education
- Music Production
- Music Therapy
- Musical Theatre
- Musicology
- Radio Production

Further information is available from Mr. N. Rhydderch, Head of Department

Link to Specification

http://www.wjec.co.uk/qualifications/music/r-music-gce-asa-from-2016/wjec-gce-music-spec-from-2016-e.pdf?language_id=1
Aims of the Course
The aims of the AS and A Level Music Technology course are to:

- Understand the principles of sound and audio technology and how they are used in creative and professional practice
- Develop the skills to create and manipulate sound in imaginative and creative ways
- Develop skills in critical and analytical listening to evaluate the use of sound and audio technology
- Understand the history and traditions of sonic and musical applications of technology
- Understand a wide range of recording and production techniques and how they are used in practice for both corrective and creative purposes
- Understand the basic principles of acoustics, psycho-acoustics and the digitalisation of sound

Additional Information
You should study Music Technology if you are:

- keen to create and record music
- interested in the way popular musical styles have evolved
- someone who enjoys listening to music
- keen to learn about the history and 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

Entry Requirements
- You must have achieved a minimum of 5 Level 2 passes at GCSE.
- GCSE Music is useful, as are other music qualifications such as instrumental or music theory certificates, but not essential.

Content (Edexcel)

AS Level (4 components)

Component 1: Recording 60 marks (20% of AS)
You will learn to use a variety of production tools and techniques to capture, edit, process and mix a multi-track recording. The recording, lasting 2–2½ minutes, will be of a track selected from a list of 10 provided by the exam board and will need to include a minimum of three compulsory instruments and two additional instruments. This is submitted in May and externally assessed.

Component 2: Technology-based composition 60 marks (20% of AS)
You will develop skills in creating, editing, manipulating and structuring sounds to produce a technology-based composition. This composition, lasting 2½ minutes, will be in response to a brief set by the exam board and will need to include a combination of synthesis, sampling, audio manipulation and creative effects. Submitted in May and externally assessed.

Component 3: Listening and Analysing 60 marks (25% of AS)
Study throughout the year will involve developing knowledge and understanding of recording and production techniques, principles of sound and audio technology and the development of recording and production technology. This will be assessed by a listening examination in the summer, lasting 1 hour 15 minutes, based on unfamiliar commercial recordings.

Component 4: Producing and Analysing 84 marks (35% of AS)
The development of knowledge, understanding and skills in editing, mixing and production techniques will be assessed by a 1 hour 45 minute practical examination in the summer that will involve correcting, combining and mixing audio and MIDI materials provided by the exam board.
A Level (4 components)

<table>
<thead>
<tr>
<th>Component 1: Recording</th>
<th>60 marks (20% of AS)</th>
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<tbody>
<tr>
<td>You will develop and further your knowledge and skills with production tools and techniques to capture, edit, process and mix a multi-track recording lasting 3-3½ minutes. The recording will be of a track selected from a list of 10 provided by the exam board and will need to include a minimum of five compulsory instruments and two additional instruments. This is submitted in May and externally assessed.</td>
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<tr>
<th>Component 2: Technology-based composition</th>
<th>60 marks (20% of AS)</th>
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<tbody>
<tr>
<td>You will further develop your skills in creating, editing, manipulating and structuring sounds to produce a technology-based composition. This composition, lasting 3 minutes, will be in response to a choice of three briefs set by the exam board and will need to include a combination of synthesis, sampling, audio manipulation and creative effects. Submitted in May and externally assessed.</td>
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<tr>
<th>Component 3: Listening and Analysing</th>
<th>75 marks (25% of AS)</th>
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<td>Study throughout the year will involve extending your knowledge and understanding of recording and production techniques, principles of sound and audio technology and the development of recording and production technology. This will be assessed by a listening examination in the summer, lasting 1 hour 30 minutes, based on unfamiliar commercial recordings and will include two extended writing responses.</td>
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<tr>
<th>Component 4: Producing and Analysing</th>
<th>105 marks (35% of AS)</th>
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<td>The continued development of knowledge, understanding and skills in editing, mixing and production techniques will be assessed by a 2 hour 15 minute practical examination in the summer that will involve correcting, combining and mixing audio and MIDI materials provided by the exam board and also one extended written response.</td>
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Transition to AS and A2 Level

You can prepare for the course by:
- Listening to a wide range of different music styles and learning about different production tools
- Researching into different technologies and recording techniques
- Becoming familiar with software (the department primarily uses Cubase and Reason) and hardware (amplifiers, synthesisers, microphones, mixing desks, etc), where possible.

Compatible Subjects

A Level Music Technology is a diverse and challenging course that covers a range of creative, technological, practical and academic aspects. It combines well with A Level Music, which also includes academic, practical and creative elements. The course also covers elements of Physics and Maths, such as the basic principles of acoustics and sound, and so these subjects also combine well (some undergraduate courses in Music Technology specifically require an A Level in either or both of these subjects).

Prospects

An A Level in Music Technology could lead onto the following:
- Undergraduate and postgraduate degree courses in Music Technology, Creative Music Technology, Sound Engineering, etc.
- Employment in television, radio, film and postproduction
- A career in the recording industry: producer, sound engineer, etc.
- Work in the wider music industry: live sound engineer, technician
- Work in composition: music for TV, radio, film, games, online applications, etc.
- Work in education: teacher, technician

Further information is available from Mr M Sambell.
**Aims of the Course**
The BTEC course in Performing Arts allows students to develop their knowledge and skills in the Performing Arts. It will also give students the opportunity to develop and prepare for a degree or career in this industry. Throughout the course, students will have the opportunity to learn and develop new techniques and partake in productions and workshops. Students will have study the BTEC Level 3 Subsidiary Diploma – 60 credits – which is regarded as equivalent to one A Level.

**Additional Information**
You must have achieved 5 Level 2 passes at GCSE including a grade C (or equivalent) in Drama, Music or Performing Arts. At least a ‘C’ grade in GCSE English is also required.

**Entry Requirements**
You must have achieved 5 Level 2 passes.

**Content: The BTEC Level 3 Subsidiary Diploma - 6 Unit single award - (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 and further develops performance skills. It is graded pass, merit or distinction (P, M, D), which is regarded as equivalent to E, C or A grades at A Level, securing a corresponding score on the UCAS Points Tariff. The qualification can also be graded distinction* (D*) which is regarded as equivalent to an A* grade and 140 UCAS points.

**Topics Studied**

The compulsory unit is:
- Performing to an Audience

Optional Units are taken from the following list:
- Theatre in Education
- Musical Theatre Performance
- Variety Performance
- Approaches to Directing for Theatre
- Singing Techniques and Performance
- Film and TV Acting
- Urban/Jazz/Contemporary Dance
- Devising Plays

**Teaching and Learning Styles**
The course is delivered using a wide range of teaching strategies, activities and resources. You will have the opportunity to learn through rehearsing for showcases and performing, the course has a large range of practical based activity. You will benefit from outside agencies visiting to deliver workshops. In the past, we have had the following agencies deliver workshops – GAMTA, RADA and Just One Theatre Arts Group. You will develop your independent learning skills and have plenty of opportunities to work as part of a group and a class. You will also be encouraged to read, research and present your ideas and findings.
**Assessment**

There will be a range of assessment:
- Written Coursework and Assignments
- Presentations
- Practical project work
- Public Performance

**Transition to AS and A Level**

You can prepare for the course by:
- Keeping up regular lessons and practice in your chosen discipline.
- Undertaking some background reading.
- Looking at University courses you may be interested in so you have an idea of what you would like to gain from the course. Here are a few Universities to look at:
  - RADA (Acting/Directing/Production & Design)
  - Guilford (Acting/Dance/Music/Sound Recording & Theatre)
  - Laine Theatre Arts (Musical Theatre & Dance)
  - LIPPA (Acting/Dance/Management/Sound Technology/Theatre and Performance Design)
  - RWCMD

**Compatible Subjects**

Performing Arts would be particularly compatible with the following subjects: Drama, English, Music, Media/Film Studies and Business Studies. However, Performing Arts is a creative subject and discipline and will work with any subject you may choose to combine it with.

**Prospects**

Performing Arts is an excellent subject in preparation for many careers as it develops confidence as well as having a practical understanding of industry and the job market. This qualification needs a high-level of commitment, hard work and organisation and will prepare you fully for any auditions you have and give you the skills to thrive in this industry.

For further information about this course:

Further information is also available from Miss S Ghazi-Torbati.
**Aims of the Course**
The BTEC course in Performing Arts allows students to develop their knowledge and skills in the Performing Arts. It will also give students the opportunity to develop and prepare for a degree or career in this industry. Throughout the course, students will have the opportunity to learn and develop new techniques and partake in productions and workshops. Students have the opportunity to study two A Levels in Performing Arts. The course they study is the BTEC Level 3 Diploma – 120 credits – is regarded as equivalent to two A Levels.

**Additional Information**
If you are considering this course you should have a genuine interest in all aspects of the subject and a total commitment to extra-curricular activities.

**Entry Requirements**
You must have achieved 5 Level 2 passes at GCSE including a grade C (or equivalent) in Drama, Music or Performing Arts. At least a ‘C’ grade in GCSE English is also required.

**Content: The BTEC Level 3 Diploma - 12 Unit double award - (Edexcel Examination Board)**
The 12-unit National Award is a unit-based specialist qualification that focuses on a wider range of aspects of employment within the vocational sector and gives pupils greater opportunity to further develop their performance skills. It is regarded as equivalent to two GCE A Levels and is given a double grade, for example, PP, MP, DD, D*D* etc.

**Topics Studied**
The compulsory units for the qualifications are:
- Performance Workshop
- Performing Arts Business
- Performing to an Audience

Optional Units are taken from the following list:
- Theatre in Education
- Musical Theatre Performance
- Variety Performance
- Historical Context of Performance
- Approaches to Directing for Theatre
- Singing Skills for Actors and Dancers
- Dance Performance
- Singing Techniques and Performance
- Film and TV Acting
- Audio Performance Acting
- Urban/Jazz/Contemporary Dance
- Devising Plays
- Contemporary & Classical Theatre Performance
- Stand-up Comic Technique
Teaching and Learning Styles
The course is delivered using a wide range of teaching strategies, activities and resources. You will have the opportunity to learn through rehearsing for showcases and performing, the course has a large range of practical based activity. You will benefit from professional outside agencies visiting to deliver workshops. In the past, we have had the following agencies deliver workshops – GAMTA, RADA and Just One Theatre Arts Group. You will develop your independent learning skills and have plenty of opportunities to work as part of a group and a class. You will also be encouraged to read, research and present your ideas and findings.

Assessment
There will be a range of assessment:
- Written Coursework and Assignments
- Presentations
- Practical project work
- Public Performance

Transition to AS and A Level
You can prepare for the course by:
- Keeping up regular lessons and practice in your chosen discipline.
- Undertaking some background reading.
- Looking at University courses you may be interested in so you have an idea of what you would like to gain from the course. Here are a few Universities to look at:
  - RADA (Acting/Directing/Production & Design)
  - Guilford (Acting/Dance/Music/Sound Recording & Theatre)
  - Laine Theatre Arts (Musical Theatre & Dance)
  - LIPPA (Acting/Dance/Management/Sound Technology/Theatre and Performance Design)
  - RWCMD

Compatible Subjects
Performing Arts would be particularly compatible with the following subjects: Drama, English, Music, Media/Film Studies and Business Studies. However, Performing Arts is a creative subject and discipline and will work with any subject you may choose to combine it with.

Prospects
Performing Arts is an excellent subject in preparation for many careers as it develops confidence as well as having a practical understanding of industry and the job market. This qualification needs a high-level of commitment, hard work and organisation and will prepare you fully for any auditions you have and give you the skills to thrive in this industry.

For further information about this course:

Further information is also available from Miss S Ghazi-Torbati.
**Aims of the Course**
This course has been designed to allow learners to develop an appreciation of Physical Education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice. Learners will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport in Wales.

**Additional Information**
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 (WJEC Examination Board)**

**Advanced Subsidiary**

- **Unit 1** (60% - AS) (24% of qualification) Exploring Physical Education
  Written examination: 1 ¾ hours

- **Unit 2** (40% - AS) (16% of qualification) Improving personal performance in Physical Education

**Advanced Level**

- **Unit 3** (36% of qualification) Evaluating Physical Education
  Written examination: 2 hours

- **Unit 4** (24% of qualification) Refining personal performance in Physical Education

**Entry Requirements**
You need to have achieved a minimum of 5 A* - C grades at GCSE including at least a B in PE. You must also be able to demonstrate that you participate regularly in a sporting activity and to a good standard.

**Assessment**
Assessment is via two papers (AS unit 1 ¾ hours; A2 unit 2 hours) and through a non-exam assessment via practical.

**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 one sport.
- Have a good understanding of the body and how exercise affects it.
- Be able to take on the role of a coach or official.

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 Mrs M Hunter.

http://www.wjec.co.uk/qualifications/physical-education/physical-education-gce-a-as/
**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)**

The specification is changing for the September 2015 cohort and details can be found at:

http://www.wjec.co.uk/qualifications/physics/physics-gce-a-as/

**Entry Requirements**

You must have achieved a minimum of 5 GCSE A*-C grades including English and Maths. In addition, a grade B or above is required in both Physics and Maths.
ADVANCED SUBSIDIARY (AS)  
40% of qualification  

ASSESSMENT UNIT  
Unit 1 Motion, Energy and Matter  
Unit 2 Electricity and Light  

ADVANCED LEVEL (A2)  
60% of qualification  

ASSESSMENT UNIT  
Unit 3 Oscillations and Nuclei  
Unit 4 Fields and Options  
Unit 5 Practical Examination  

Practical  
Students will carry out a series of experimental tasks and investigations throughout the AS and A2 course which will be assessed in the written papers. These will be recorded in a laboratory book.

The practical examination forms 10% of the A Level assessment. Unit 5 relates to the development and assessment of experimental, investigative and data analysis skills.

Internal assessment  
Progress tests - Minimum of two each term  
Examinations - Year 12 (December), Year 13 (December)  

External assessment  
Assessment Unit tests are carried out in:-  
May Year 12 Unit 1, Unit 2  
March Year 13 Unit 5  
June Year 13 Unit 3, Unit 4  

Units 1-4 are conventional examinations which will include questions on practical work done throughout the course. Unit 5 will consist of an experimental task and a data analysis task. 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 Dr J Thomson.
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 Level you will develop a broad knowledge and understanding of the political system of the UK. The AS specification has 2 units:

Unit 1: Government in Wales and the UK
Sovereignty, power and accountability (e.g. the British Constitution, the judiciary in the UK)
The Government of the UK (e.g. parliament, the Prime Minister)
How devolution works in the UK

Unit 2: Living and participating in a democracy
Citizenship in a democracy.
Participation through elections and voting
Participation through political parties, pressure groups and political movements

Assessment
There are two papers to sit, one per module. Each paper lasts 1 hour 30 minutes. Each paper contributes 50% of the AS total or 20% of A level.

Entry Requirements
You must have achieved a minimum of 5 A* - C grades at GCSE, including a C in History (or a similar Humanities subject) and a C in English Language.

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

Unit 3: Political concepts and theories
Fundamental values and ideas
Liberalism
Conservatism.
Socialism and Communism
Nationalism

Unit 4: Government and politics of the USA
Democracy in America (e.g. US constitution)
Government of the USA (e.g. Presidency, Congress)
The US Supreme Court
Participation and democracy (e.g. elections, parties)
**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, Mr R Macpherson or Mr P Griffiths.

Further details can be found in:

http://www.wjec.co.uk/qualifications/government-and-politics/
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. Further to this 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.

Specification Content (WJEC Examination Board)

The specification can be found at: http://www.wjec.co.uk/qualifications/psychology/psychology-gce-a-as/index.html

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<th>AS Units</th>
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| **Unit 1 – Psychology: Past to Present**  
*(50% of AS Level, 20% of A Level)* | **Written paper:**  
1 hour 30 minutes  
Structured questions requiring some extended writing |
| The purpose of this unit is to give a solid grounding in some of the basic core elements of the subject. Students will gain knowledge and understanding of the five main approaches to psychology (biological, psychodynamic, behaviourist, cognitive and positive). In addition they will study classic research studies associated with each of the 5 approaches and also explore a therapy from each area such as dream analysis, CBT and mindfulness. |
| **Unit 2 – Psychology: Using Psychological Concepts**  
*(50% of AS Level, 20% of A Level)* | **Written paper:**  
1 hour 30 minutes  
Structured questions including short answer, stimulus material and some extended writing |
| **Contemporary Debates**  
Students will be required to explore contemporary debates within psychology including: the ethics of neuroscience; the mother as primary care-giver of an infant; using conditioning techniques to control the behaviour of children; reliability of eye-witness testimony and the relevance of positive psychology in today’s society. |
| **Principles of Research**  
This part of the course introduces students to key concepts of psychological research, from the initial planning stages through to the final stage of analysis and evaluation. It is designed to introduce students to the methodologies used by psychologists in working scientifically. In the exam students will be required to answer questions that involve applying their knowledge to novel scenarios and they will also study two examples of psychological studies that use some of these techniques. |
**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.

**Entry Requirements**

You must have achieved a minimum of 5 A* - C grades at GCSE, including a B in English.

**Compatible Subjects**

Psychology A Level goes well with the natural science subjects (Chemistry, Physics and Biology) as well as Mathematics, 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 Mrs K Cox and Mr M Furnish (H4 & H5)
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 – Religious Studies

RS Unit 1  An Introduction to the Study of Religion: Students will look at religious figures and sacred texts; religious concepts; religious life; and religious practices within the context of major world faith.

RS Unit 2  An Introduction to Philosophy of Religion/Religion and Ethics.
Section A - There are four themes within this unit: cosmological arguments for the existence of God; teleological arguments for the existence of God; the non-existence of God- the problem of evil and religious experience.
Section B – Ethical language and thought; Fletcher’s Situation Ethics, Aquinas’ Natural Law and Utilitarianism and how these ethical theories can be applied to making moral decisions.

For each module there will be an examination as follows:  
Unit 1 – One exam on 75 minutes worth 15% of the qualification  
Unit 2 – one written exam of 105 minutes worth 25% of qualification  
AS is worth 40% of the overall A Level qualification.

A2 – Year 13 – Studies in Religion

A2 Unit 3  Study of a religion: Students will study sacred texts, religious figures, and significant historical developments in religious thought and significant social development in religious thought and religious practices that shapes religious identity within a major world religion.

A2 Unit 4  Religion and Ethics: Ethical language and thought; Meta-ethical approaches including Naturalism, Intuitionism and Emotivism; contemporary developments in ethical theory and free will and determinism.

A2 Unit 5  Philosophy of Religion: Religious belief as a product of the human mind – Freud and Jung; The influence of religious experience on religious practice and faith: religious experience and religious language.

For Unit 3 there will be an examination of 90 minutes duration worth 20% of the qualification.  
For Unit 4 there will be an examination of 90 minutes worth 20% of the qualification.  
For Unit 5 there will be an examination of 90 minutes worth 20% of the qualification

All 3 Units of study will be examined in the summer of Year 13 and are worth 60% of the overall A Level qualification.
**Entry Requirements**

You must have achieved a minimum of 5 A*-C grades at GCSE, including a C in both Religious Studies and English Language. The assessment in this subject is essay based and you will, therefore, need to be able to write fluently and structure responses effectively. The course also involves extensive wider reading and you will need to be able to read and analyse a variety of different and often complex text based resources.

**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 or from the WJEC link to website below:

http://www.wjec.co.uk/qualifications/religious-studies/r-religious-studies-gce-asa-from-2016/wjec-gce-religious-studies-spec-from-2016-e.pdf?language_id=1
**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 do sociologists explain the reasons for crime? Is Britain a patriarchal society? Is class the most important factor on educational success? If these are the sort of questions that interest you then Sociology may be the subject to choose.

Students study the WJEC A level Examination in Sociology and the following topics are studied:

1. Acquiring Culture, with a specific focus on families and households.
2. Understanding Society, with a specific focus on Education and Sociological Methods.
3. Power and Control with a specific focus on Crime and Deviance.

The link below will take you to the WJEC and Sociology A Level (right click on mouse).

[http://www.wjec.co.uk/qualifications/sociology/sociology-gce-a-as/](http://www.wjec.co.uk/qualifications/sociology/sociology-gce-a-as/)

### Advanced Subsidiary (AS) – Year 12

**Unit 1: Families and Households**

Assessment is through compulsory questions and a choice between two essay questions. The examination is 1 hour and 15 minutes and worth 15% of A Level.

**Unit 2: Education and Sociological Research Methods**

Assessment is through compulsory questions and a choice between two essay questions. The examination is 2 hours and worth 25% of A Level.

### Advanced Level (A2) – Year 13

**Unit 3: Crime and Deviance**

Assessment is through a compulsory section with two questions and a further section with a choice between two essay questions. The examination is 2 hours and worth 25% of A Level.

**Unit 4: Social Inequality and Applied Methods of Sociological Enquiry.**

For sociological enquiry, assessment is through one compulsory section which will require learners to design, justify and evaluate a piece of sociological research. For social inequality, assessment is through a choice of two sections with two questions in each, one of which is an essay. The examination is 2 hours and 15 minutes and is worth 35% of A Level.

### Further Information on Content

- **Socialisation, Culture and Identity**: culture, socialisation, social construction of different influences on how your identity is constructed e.g. class, gender, ethnicity, nationality.
- **Families and Households**: this includes family diversity, the study of gender relationships, power in families, changes in family size and definition, the role of the family in society, social policy, theories on family and demographic changes, marriage, divorce, and cohabitation.
- **Education**: this includes the study of the sociological theories, the role of education (opportunity or control) and why some children do better than others (class, gender, and race); role of processes in schools, state/government policies on education.
- **Crime and Deviance**: this includes the study and explanations of crime, deviance and youth culture, social control and power; corporate, state and green crimes and the impact of globalisation. Also, how class, gender, ethnicity, age and locality affects patterns of crime and deviance.
- **Social Inequality**: this examines the class structure in Britain and the consequence this has on life-chances, health, holidays, education, values and beliefs, power and wealth. Also social inequality based on gender, ethnicity and age.
- **Sociological Theories and Methods**: includes the study of sociological perspectives including, Marxism and Functionalism, Feminism, Interactionism, post-modernism and the methods used including questionnaires and observation; science, value freedom and social policies.

**Entry Requirements**

You will need to have achieved a minimum of 5 A* - C grades at GCSE, including a C grade in English Language and a Humanities subject (e.g. History, RE, Geography).

**Assessment**

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

**Teaching and Learning Styles**

The Sociology 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 examination 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 AS and A Level**

The course requires commitment, enthusiasm and a desire to find out about and study Britain today. Sociology is an academic subject where the skills of understanding, interpretation and evaluation of sociological knowledge need to be shown through discussions, written assignments and tests. Background reading over the summer holidays would prove beneficial.

**Compatible Subjects**

All, but especially other social sciences and art/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, criminology, law, research and politics.

Further information is available from Mr Morgan or Mrs Warren.
**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 a mandatory and optional unit in the first year and a further two mandatory units in the second year. 360 guided learning hours are required to cover all set topics.

**Content (BTEC Level 3 Extended Certificate – Edexcel Examination Board)**
The course consists of four units to be completed over two years:
- Anatomy and physiology
- Practical Sports Performance
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry

These units will build on your existing knowledge and providing further insight into the sport and recreation industry.

**Grading systems and UCAS Tariff table**
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*). The qualifications are equivalent to the following UCAS Tariff points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff</th>
</tr>
</thead>
<tbody>
<tr>
<td>D*</td>
<td>56</td>
</tr>
<tr>
<td>D</td>
<td>48</td>
</tr>
<tr>
<td>M</td>
<td>32</td>
</tr>
<tr>
<td>P</td>
<td>16</td>
</tr>
</tbody>
</table>

**Entry Requirements**
You will need to have achieved at least 5 Level 2 passes, or equivalent, for entry onto the BTEC Sport course.

**Teaching and Learning Styles**
Units are assignment, examination and practically 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.

**Exam board**

Further information is available from Mr I Dwight.
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 National Extended Certificate in Travel and Tourism)

The 4-unit National Extended Certificate is a unit-based specialist qualification that focuses on particular aspects of employment within the vocational sector. There are 3 mandatory units and 1 optional. Learners must complete and achieve at Pass grade or above for all these units. Learners must also complete at least 1 optional unit, all of which are internally assessed. The qualification is equivalent in size of on A Level and is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study with a view to progression to a wide range of higher education courses, not necessarily in travel and tourism-related subjects. Units are assessed using a grading scale of Distinction (D), Merit (M) and Pass (P).

Topics Studied

The mandatory units are:
The World of Travel and Tourism (External)
Global Destinations (External)
Managing the Customer Experience (Internal)

Optional units are taken from the following list:
Specialist Tourism
Visitor Attractions
Passenger Transport
Events, Conferences and Exhibitions
Work Experience in Travel and Tourism

Entry Requirements
The minimum GCSE grades required for entry onto the BTEC Travel and Tourism course is 5 Level 2 passes or equivalent. You do not have to have done BTEC Level 2 Travel and Tourism to access this course.
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 new BTEC Nationals use a combination of assessment styles. This gives your learners the opportunity to showcase their skills and apply their knowledge in an appropriate, work-related context, and provides evidence of what they can do when they apply to enter higher education or employment.

1. Assessment set and marked by school and verified by Person (Practical tasks set in work-related scenarios and can be tailored to local industry needs. Learners demonstrate how they apply knowledge and skills to complete a practical project over a period of time, working individually or in groups).
2. Assessment set by and marked by Person (Practical, work-related scenarios taken in realistic, time-based situations. Controlled conditions - some tasks have pre-released information. Learners demonstrate how the apply learning to common workplace or HE scenarios, providing a consistent standard of assessment for all BTEC learners).
3. External exams set and marked by Person (Students draw on essential information to create written answers to practical questions in exam conditions. Learners demonstrate they can apply appropriate knowledge to a work-related challenge in timed conditions).

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 Creative Media, 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 Mr J James.

WELSH

Aims of the Course
The syllabus followed is the WJEC Welsh Second Language GCE syllabus. The course is 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.

Entry Requirements
You will need to have achieved a minimum of 5 A* - C grades at GCSE, including a B in Welsh (full course).

Content (WJEC Examination Board)

AS Level
(Percentage of marks refer to the full A level)

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film and Oracy Oral Examination</td>
<td>A Presentation Pack consisting of 3 extended pieces Total of between 1,500 and 2,000 words</td>
<td>The Use of language and poetry Written Examination Section A: A composite question which includes different types of linguistic exercises Section B: 3 questions based on the prescribed texts.</td>
</tr>
<tr>
<td>Section A: Discussing a film</td>
<td>Section B: Personal response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-examination assessment</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>10%</td>
<td>15%</td>
</tr>
</tbody>
</table>

A Level
(AS and A2)

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama and Oracy Oral Examination</td>
<td>The Welsh language in society and translinguaging Written Examination</td>
<td>The use of Language and the short story Written Examination</td>
</tr>
<tr>
<td>Section A: Living through the medium of Welsh</td>
<td>Section A: The Welsh language in society Questions based on the prescribed texts</td>
<td>Section A: A composite question which includes different types of linguistic exercises</td>
</tr>
<tr>
<td>Section B: Discussing a play</td>
<td>Section B: Translinguaging A written response in Welsh to an English language article</td>
<td>Section B: 2 questions based on one of the prescribed texts and one synoptic question which bring together the information, understanding and skills developed in the subject. Synoptic assessment</td>
</tr>
<tr>
<td>Section C: Personal response</td>
<td>Synoptic assessment</td>
<td></td>
</tr>
<tr>
<td>Synoptic assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>15%</td>
<td>20%</td>
</tr>
</tbody>
</table>
**Transition to A Level**

The transition from GCSE to A Level is a demanding one but rewarding. 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.

**Teaching and Learning Style**

Learners are encouraged to study Welsh with interest, enjoyment and enthusiasm and communicate correctly and fluently both orally and in writing within a wide range of situations and contexts. They will be given the opportunity to write creatively and factually for a range of purposes and analyse familiar and unfamiliar texts independently. They develop how to listen and respond to the opinions of others when expressing a point of view and are encouraged to express an independent opinion, based on knowledge and understanding of literary and factual texts. They learn to respond in Welsh with clarity, in a relevant, confident and structured manner. Learners are taught to demonstrate accuracy when using syntax and grammar in various formats and contexts. They discuss and respond to contemporary multimedia culture such as theatre broadcasting, film and journalism. They are inspired to play an appropriate role in a bilingual society, to make a connection between various aspects of the subject and provide a suitable foundation which will enable them to pursue further studies of the language.

**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.

http://www.wjec.co.uk/qualifications/welsh-second-language/r-welsh-second-language-gce-asa-from-2016/
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 would be advised to engage in some preparatory work during the summer holidays.

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 Advanced 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 vital.

There will be far more emphasis on the application of knowledge and extended pieces of writing than there was for GCSE, and for most people 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. Good time management skills will be crucial for success in these subjects.

Grading Systems

At A Level the results are classified in pass grades of A*, A, B, C, D and E, with U for unclassified or fail. The BTEC grading system is explained in the individual subject descriptions.

Study Habits

Acquiring the right study habits is crucial and early on in Year 12 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.
1. **Personal Tutor**
   When necessary 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 a regular basis 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 Year 12 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
   * in an interim report in January
   * at the parents’ evening in March
   * via the AS examination results in August.

   **It is important to make it clear that progression to Year 13 is not automatic. To enter Year 13 it is usual to have achieved pass grades in at least two advanced level subjects. It is also imperative that all elements of the Welsh Baccalaureate covered in Year 12 have been satisfactorily completed before the end of the summer term in July.**

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 Senior Leadership Team 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 volunteering with local charities, assisting younger pupils in lessons 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.

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 Careers Wales organisation with our Careers Officer.

8. **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 the notice boards regularly to keep abreast of all the opportunities, either school-based or otherwise, that will present themselves.

9. **Award Ceremonies**

In March of Year 12 you will be presented with your GCSE certificates at a ceremony during the school day. The achievements of many of you will also be recognised at the full school annual award ceremony towards the end of the summer term. You will receive your Advanced Level certificates in a separate ceremony which for you will take place either just before or just after Easter, depending on universities’ term dates, during the year after you have left us.

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 2017 there is a payment of £30 per week (paid fortnightly) 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.
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 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 Year 13 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 institutions, 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 beginning in 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 disastrous. Particularly now that there is no opportunity to resit AS exams in January of Year 13, Advanced Level study demands total commitment over the two year period.

Preparation For Higher Education
As part of your pastoral programme you will learn about the processes of higher education. 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 application to institutions of higher education. In Year 13 you will be given guidance and offered practice for any interviews you may have to attend.

One of the most important sections of a UCAS application 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, taking into account your commitment to activities inside and outside the school community. Admissions’ tutors in most of 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.
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 when instructed, 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 given permission by my Head of Year to do otherwise.

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 fully understand the school’s policy regarding the arrangement of holidays; ie. 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.

10. 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.

11. I understand that Stanwell School’s post-16 funding will be based on outcomes for programmes of study and completion rates and that I must therefore sit all examinations, in subjects enrolled for in Year 12, at Stanwell School.

12. I am fully aware that all my examination results will be certificated (cashed in) at the end of the academic year by Stanwell School to enable the school to fulfil their obligations to demonstrate outcomes.

13. I will also complete all elements of the Welsh Baccalaureate through Stanwell School and understand that the qualification will be certificated by the school at the end of Year 13.

14. I understand that progression from Year 12 to Year 13 is dependent on successful completion of AS modules, meeting the school’s requirements of Welsh Baccalaureate study and is subject to review at the end of Year 12.

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 Stanwell Sixth Form.

Signed:  
(Student)  

Print Name:  

Parent/Guardian:  
(Signature)  

Date:  

YEAR 12 UNIFORM AND APPEARANCE (FOR SEPTEMBER 2016)

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. 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).

   BLAZERS: Please note that a blazer is a compulsory element of sixth form school uniform. Navy with school badge for girls. Black with school badge for boys.

   SHOES: (Classic/traditional/formal) Black, low heeled/flat school shoes (NO boots, high heels, trainers, sporting or casual styles, platform soles, of any kind).

   TIES: All sixth formers wear the sixth form tie.

   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. No shaved heads, beards or facial hair. Hair accessories for girls only should be simple and in school colours.

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

   MAKE UP: Make up and nail varnish are not allowed.

   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.

2. **UNIFORM FOR GIRLS**
   Navy blazer with school badge.
   Navy pin stripe skirt of approved length (knee length) and approved style (A line without slits) OR navy pin stripe trousers of approved design and material. Navy socks of appropriate length or opaque navy tights Plain white traditional school shirt. Plain knitted navy cardigan or jumper with school badge.
3. **UNIFORM FOR BOYS**
Black blazer with school badge.
Plain knitted black v-necked pullover with school badge. Black school trousers. (NO cords, jeans, chinos or other casual trousers). Plain white traditional school shirt. Black socks.

**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 for September term.*
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Average points per student = 1150 (which exceeds 4 A s)
191 students (94%) gained the Welsh Baccalaureate Qualification
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## BTEC Level 3

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Average points per student = 1074 (which approximates to 4 A*s)
203 students (98%) gained the Welsh Baccalaureate Qualification
### AUTUMN TERM 2016

- **2nd September**: INSET Day
- **20th September**: Welsh Blood Service donation clinic
- **22nd September**: Vale Volunteer Bureau assembly
- **29th September**: Preparing for the Future assembly
- **7th October**: Sports Awards Ceremony
- **10th October**: DT innovations awards
- **18th October**: Open Day
- **21st October**: End of half term
- **31st October**: New half term begins
- **2nd November**: GCSE Resit Maths Paper 1
- **4th November**: London Art trip
- **4th November**: GCSE Resit Maths Paper 2
- **10th November**: Year 12 Interim Reports issued
- **10th November**: Student Self-Review
- **18th November**: Children In Need Day
- **23rd - 24th November**: Year 12 Geography Fieldwork
- **25th Nov - 1st Dec**: Sixth Form internal examinations
- **2nd December**: Normal timetable resumes
- **12th December**: Senior production
- **16th December**: End of term

### SPRING TERM 2017

- **3rd January**: INSET Day
- **4th January**: Spring term begins for students
- **7th January**: GCSE Maths Resit results
- **7th January**: GCSE Resit English Language Paper 1
- **8th January**: GCSE Resit English Language Paper 2
- **25th January**: Seren Network Oxbridge talk
- **26th January**: Year 12 Mid Year Reports issued
- **2nd February**: Geography trip
- **7th February**: Year 12 parents' evening
- **16th February**: Art trip to Rome
- **17th February**: End of half term
- **17th February**: Senior ski trip
- **24th February**: New half term begins
- **March**: Higher Education talk (by Swansea Uni) TBC
- **3rd March**: GCSE Resit English Language results
- **3rd March**: Careers event, Birmingham
- **10th March**: Geography trip
- **10th March**: Appointment of prefects (process to begin) (TBC)
- **16th March**: History trip
- **22nd March**: GCSE Certificates' Ceremony
- **29th March**: Oxbridge Conference at the Liberty Stadium
- **30th March**: Physics visit to CERN
- **30th March**: Welsh Blood Service donation clinic at Stanwell
- **7th April**: End of spring term

### SUMMER TERM 2017

- **24th April**: Summer term begins
- **1st May**: May Day Bank Holiday
- **15th May**: AS Written Examinations begin
- **26th May**: End of half term
- **9th June**: AS examinations end (except Maths)
- **12th June**: Return to school after AS examinations (TBC)
- **19th June**: Maths students return after AS examinations (TBC)
- **5th July**: Higher Education Talk for Parents (TBC)
- **July**: Higher Education preparation (TBC)
- **July**: UCAS Forms Advice Sessions (TBC)
- **July**: Personal Statements Workshop (TBC)
- **July**: Gap Year talk (TBC)
- **July**: Start of Year 13 timetable (TBC)
- **19th July**: End of school year for students
- **17th August**: AS Results Day and Yr 13 Enrolment (from 10.00 am)

**NB: All dates are subject to amendment**
EXTRA-CURRICULAR ACTIVITIES

Young Enterprise Scheme
Team Enterprise
Engineering in Education Award Scheme
Mock United Nations Debate
Public Speaking
Medical Debating Society
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
Charity Work
Marie Curie Partnership
Eco-Committee
Work Experience
Senior Choir
School Orchestra
Windband
Jazz Group
Barbershop
Drama and Musical Productions
Dance Club
School Eisteddfod
Army Days
Sports Teams and other Physical Education activities
Global Citizenship Conferences
Your Careers Adviser is **Mr Alun Pritchard**.

In school your Adviser is based on the ground floor in ‘The House’.

Email:  apritchard@stanwell.org  
Tel: 029 2070 7633

You may also obtain information, advice, or arrange an interview, by contacting him directly at Barry Careers Centre.

Email:  alun.pritchard@careerswales.com  
Tel: 0800 028 4844

Information on careers & options can be accessed at [www.careerswales.com](http://www.careerswales.com)